

Links Build Arguments

Trace how transitions connect claims, evidence, and counterclaims.

CCSS.ELA-Literacy.WHST.9-10.1c "Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline every word, phrase, or clause that links a claim, reason, piece of evidence, or counterclaim to another idea. In the margin, label the connected ideas C, R, E, or CC to show how the argument holds together.

A Later Bell for High Schools

- ① High schools should begin no earlier than 8:30 a.m. because teenagers' body clocks shift later during puberty. As a result, many students are expected to learn before their brains are fully alert. The American Academy of Pediatrics has recommended start times of 8:30 a.m. or later for middle and high schools. This recommendation matters because students who get enough sleep are more likely to arrive awake and ready to concentrate. Therefore, a later schedule is not simply a convenience. It is a practical step toward giving students a fair chance to learn during the school day.
- ② Evidence from Seattle shows how a schedule change can affect students. In 2016, two public high schools delayed their start times by nearly an hour. Researchers later found that students slept an average of 34 minutes longer on school nights. Moreover, students' median grades rose by 4.5 percent, although the study could not prove that extra sleep alone caused the increase. The findings support a later start because they connect more sleep with improved school outcomes. In addition, the study gives districts a concrete example to examine rather than asking them to rely only on opinion.
- ③ Some families and employers object that later starts would complicate bus routes, sports practices, and after-school jobs. Those concerns deserve attention, especially in districts that share buses among several schools. However, logistical difficulty does not erase the health evidence. District leaders can revise transportation schedules, coordinate practice times, and ask local employers to consider student needs. For example, a district might move elementary routes earlier while shifting high school routes later. Although no schedule will satisfy every household, schools should weigh temporary planning challenges against the daily cost of widespread sleep loss. For these reasons, high schools should adopt later start times.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What is the writer’s main claim in paragraph 1? Which clause gives the main reason for that claim?

2 How does the phrase “As a result” connect the first two sentences of paragraph 1?

3 What evidence does paragraph 2 provide, and how does the word “Moreover” add to that evidence?

4 What counterclaim appears in paragraph 3, and which word signals the writer’s response to it?

3 YOUR TURN _____ Your own words

Write a six-sentence mini-argument about one school change you support. Include a claim, two reasons, one piece of evidence, a counterclaim with a response, and at least five linking words, phrases, or clauses that make the relationships clear.

PART 1 • READ AND MARK

Underline every word, phrase, or clause that links a claim, reason, piece of evidence, or counterclaim to another idea. In the margin, label the connected ideas C, R, E, or CC to show how the argument holds together. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the writer's main claim in paragraph 1? Which clause gives the main reason for that claim?	The claim is that high schools should begin no earlier than 8:30 a.m. The reason clause is "because teenagers' body clocks shift later during puberty."
2	How does the phrase "As a result" connect the first two sentences of paragraph 1?	It shows that students being expected to learn before they are fully alert is a result of teenagers' body clocks shifting later.
3	What evidence does paragraph 2 provide, and how does the word "Moreover" add to that evidence?	The paragraph reports that Seattle students slept 34 minutes longer and that median grades rose by 4.5 percent. "Moreover" adds the grade finding to the earlier sleep finding.
4	What counterclaim appears in paragraph 3, and which word signals the writer's response to it?	The counterclaim is that later starts would complicate bus routes, sports practices, and after-school jobs. "However" signals the writer's response.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Schools should install water-bottle refill stations because students need reliable access to drinking water. First, stations can reduce reliance on single-use plastic bottles. According to the U.S. Environmental Protection Agency, plastic made up 12.2 percent of U.S. municipal solid waste generated in 2018, so reducing bottle use can lessen waste. Moreover, stations can help students refill bottles between classes instead of waiting to buy drinks. Some people argue that installation costs are too high; however, schools can seek grants or phase in stations over several years. Therefore, the environmental and daily benefits support installing refill stations.

Accept accurate paraphrases and equivalent quoted linking language. For the open response, accept varied school-change topics if all required argument parts are present and the linking language clearly connects claims, reasons, evidence, and the counterclaim response.