

Build the Case

Trace how a writer develops and qualifies an argument.

10.P.EICC.1.d "Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. (I/C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the author's central claim, circle two pieces of evidence, and number the transition words or phrases that move the argument from claim to evidence to a response to concerns. These marks will help you see how the writer builds a careful argument.

Later Starts, Stronger Days

- ① High schools should begin later in the morning because schedules ought to match how adolescent bodies function. During puberty, many teenagers experience a shift in their internal clocks, which makes it harder to fall asleep early. Yet, buses, sports, and family routines often require students to wake before sunrise. The result is not simply yawning in first period. When students regularly lose sleep, attention, memory, mood, and driving safety can suffer. A later start time cannot solve every sleep problem, but it can give students a more realistic chance to get the rest their brains and bodies need.
- ② Medical groups have connected this biological shift to a practical recommendation. The American Academy of Pediatrics says that middle and high schools should start at 8:30 a.m. or later so students can sleep enough. For example, studies of districts that delayed the opening bell have found that students often slept longer and felt less sleepy during the day. That evidence matters because alert students can take in instructions, hold ideas in working memory, and make safer choices behind the wheel. The findings are not identical everywhere, however, because transportation plans and home schedules differ.
- ③ Critics rightly point out that changing a bell schedule can create problems. A later dismissal may collide with athletics, after-school jobs, or elementary bus routes. Still, inconvenience is not a reason to ignore health and learning. Districts can examine staggered bus schedules, adjust practice times, and ask families which barriers are most serious before making a decision. This approach does not promise a perfect timetable. Instead, it treats a later start as one evidence-based change within a larger plan for student well-being. By recognizing costs before restating its position, the argument sounds more careful and more trustworthy.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 State the author's central claim in your own words.

2 Use one detail from paragraph 2 to explain how the author supports the central claim.

3 What concern does the author acknowledge in paragraph 3, and how does the author respond to it?

4 Why does the author include the sentence, "The findings are not identical everywhere, however"?

3 YOUR TURN _____ Your own words

Write one persuasive paragraph of 90 to 120 words proposing a practical change at your school or in your community. State a clear claim, include two specific pieces of evidence, explain how the evidence supports your claim, and acknowledge one limitation before responding to it.

PART 1 • READ AND MARK

Underline the author's central claim, circle two pieces of evidence, and number the transition words or phrases that move the argument from claim to evidence to a response to concerns. These marks will help you see how the writer builds a careful argument. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	State the author's central claim in your own words.	High schools should begin later because later schedules better support adolescents' sleep, health, and learning.
2	Use one detail from paragraph 2 to explain how the author supports the central claim.	The author cites the American Academy of Pediatrics recommendation for 8:30 a.m. or later, or studies showing that students often slept longer and felt less sleepy after later starts. This supports the claim by linking later starts to needed sleep and alertness.
3	What concern does the author acknowledge in paragraph 3, and how does the author respond to it?	The author acknowledges that later dismissal can interfere with athletics, jobs, and bus routes. The response is that districts can study schedules, adjust practices, and ask families about barriers rather than ignore health and learning.
4	Why does the author include the sentence, "The findings are not identical everywhere, however"?	The sentence qualifies the evidence by noting that local transportation and home schedules differ. It makes the argument more careful and credible.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our school should create a quiet indoor space for students during lunch. Last Thursday, I counted 18 students reading or finishing assignments in the hallway outside the library because every table inside was full. I also asked three classmates who eat alone, and each said the cafeteria noise makes it hard to recharge. A calm room with a staff member nearby would give students a safe place to work or reset, which could improve their afternoon focus. Space is limited, but the school could begin by opening one unused classroom on two lunch periods.

Accept equivalent statements of the claim, relevant evidence, and explanations of how the writer qualifies or responds to a concern. For the open response, accept varied topics if the paragraph includes a claim, two specific evidence details, reasoning, and a limitation with a response.