The Bell Case

Trace how an editorial moves from a problem to a plan.

10.T.SS.1 "Organization: Analyze, evaluate, and use organizational structures and style to shape thoughts across genres."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Number the three paragraphs 1-3. Circle the sentence that states the writer's claim, underline one sentence of evidence, and draw a box around the action plan, so you can trace how the editorial builds its case.

A Later First Bell

1. At 7:20 each morning, Maya watches the bus doors close while she searches for a finished algebra assignment. By first period, many students are fighting sleep instead of focusing on instruction. High schools often treat exhaustion as a personal failure, yet the schedule itself can create the problem. Our district should move the high school start time to 8:30 a.m. or later. That change would better match teenagers' sleep needs and improve the conditions for learning for every student, including those who must travel early.

2. Teenagers' internal clocks naturally shift later during adolescence, so falling asleep early can be difficult even for responsible students. The American Academy of Pediatrics recommends that middle and high schools start at 8:30 a.m. or later. A later bell would not erase homework, jobs, or stress, but it would give students a fairer chance to arrive alert. Instead of blaming tired students for weak attention, the district can recognize that schedules influence behavior. Research-based reasoning turns a morning complaint into a public issue that leaders can address.

3. Some families may worry that a later start would disrupt bus routes or after-school activities. That concern deserves planning, not dismissal. The district could survey transportation needs, test one revised route schedule, and publish the results before making a permanent change. Then school board members should vote on a start time of 8:30 a.m. or later. Careful planning can protect family routines while making classrooms more ready to learn each morning, with fewer exhausted students struggling through first period and more attention for lessons at the start.

2 ANSWER WITH EVIDENCE

Use the passage

1. What job does paragraph 1 do in the editorial? Use one detail from the paragraph in your answer.

2. How does paragraph 2 move the writer's case from a personal concern to a supported argument?

3. Why does paragraph 3 begin with families' concerns before presenting the district's plan?

4. What would readers lose if paragraph 2 were removed? Explain how that paragraph supports the editorial's overall structure.

3 YOUR TURN

Your own words

Choose a school change you support. Write one 80-100-word editorial paragraph that begins with a concrete moment, gives one reason supported by a reliable source or widely known fact, and ends with a practical action. Use at least one transition.

ANSWER KEY

The Bell Case

GRADE 10 · 10.T.SS.1

PART 1 · READ AND MARK

Number the three paragraphs 1-3. Circle the sentence that states the writer's claim, underline one sentence of evidence, and draw a box around the action plan, so you can trace how the editorial builds its case. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What job does paragraph 1 do in the editorial? Use one detail from the paragraph in your answer.	**It introduces the problem through Maya's morning and states the claim that high school should start at 8:30 a.m. or later.**
2	How does paragraph 2 move the writer's case from a personal concern to a supported argument?	**It explains that adolescent body clocks shift later and cites the American Academy of Pediatrics recommendation. These details provide scientific and expert support for the claim.**
3	Why does paragraph 3 begin with families' concerns before presenting the district's plan?	**It acknowledges a possible objection, then shows practical steps for addressing it. This makes the proposed change seem more realistic and fair.**
4	What would readers lose if paragraph 2 were removed? Explain how that paragraph supports the editorial's overall structure.	**Readers would lose the explanation of teen sleep patterns and the AAP recommendation. Without that evidence, the editorial would move from the problem to the plan with less support for its claim.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At lunch, Jordan twists the cap onto an empty plastic bottle and drops it into an overflowing recycling bin. Our school should install water-refill stations near the cafeteria and gym. According to the U.S. Environmental Protection Agency, reducing waste conserves resources, so refill stations could help students use fewer single-use bottles. First, the principal could ask students where stations are needed. Then the school could compare costs, add one station for a semester, and expand the program if students use it often.

Accept equivalent explanations that accurately describe the editorial's sequence of problem, evidence, response to concerns, and action. For the open response, look for the required organizational sequence, a relevant supporting reason, a practical action, and 80-100 words.