

The Bell Decision

Analyze how an argument guides readers from claim to action.

12.T.SS.1.d "Apply knowledge of text structure and organization to create influential texts with an introduction that guides the focus and promotes a viewpoint; strategically positioned facts, reasons, explanations, details, descriptions..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the sentence that states the writer's position. Circle each fact from a named health organization, then number 1, 2, and 3 beside three reasons or consequences that build support for the position.

Start School Later

- ① High schools should begin no earlier than 8:30 a.m., because schedules ought to match adolescent biology rather than force students to learn while exhausted. The American Academy of Pediatrics recommends start times of 8:30 or later for middle and high schools. That recommendation matters here: teenagers' body clocks naturally shift later during puberty, making very early sleep and wake times difficult. A later bell is not a promise of perfect sleep. It is a practical change that gives students a fairer chance to arrive alert, participate fully, and travel safely in the morning.
- ② The cost of inaction is clearer when the schedule meets the student. The Centers for Disease Control and Prevention states that teenagers need 8 to 10 hours of sleep each 24 hours, yet an early first period can require a wake-up time before many students have had that opportunity. Sleep loss can impair attention, mood, and reaction time. Placing these details after the biological explanation turns an abstract schedule debate into a school-day concern. A student who misses directions, struggles to regulate frustration, or drives drowsy faces consequences that extend beyond a late arrival.
- ③ Transportation schedules and athletic practices deserve planning, not dismissal. District leaders can survey bus routes, consult families, and phase in a later bell time rather than pretend that logistics erase the health issue. The conclusion is straightforward: adopt an 8:30 a.m. or later start for high school. This decision respects what health experts say about teen sleep and responds to the daily effects of fatigue. A schedule is a choice. Choosing one that gives adolescents more opportunity to sleep is a responsible investment in learning, well-being, and safer mornings.

2 ANSWER WITH EVIDENCE Use the passage

1 What viewpoint does the introduction promote, and what focus does it establish for the argument?

2 Why does the writer place the American Academy of Pediatrics recommendation immediately after the opening claim?

3 How does paragraph 2 organize its evidence to shape the reader's response?

4 How does the conclusion address a possible objection before making its final call to action?

3 YOUR TURN Your own words

Choose a school policy you want to change or adopt. Write a 150 to 180 word, three-paragraph proposal with an introduction that states your viewpoint, at least two strategically placed specific and verifiable facts or details, and a conclusion that calls for a clear action.

PART 1 • READ AND MARK

Underline the sentence that states the writer's position. Circle each fact from a named health organization, then number 1, 2, and 3 beside three reasons or consequences that build support for the position. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What viewpoint does the introduction promote, and what focus does it establish for the argument?	It promotes high school start times of 8:30 a.m. or later and focuses the argument on matching school schedules to adolescent biology and sleep needs.
2	Why does the writer place the American Academy of Pediatrics recommendation immediately after the opening claim?	The recommendation provides expert support for the claim before the writer explains why teenagers have difficulty with very early schedules.
3	How does paragraph 2 organize its evidence to shape the reader's response?	It moves from teens' sleep requirement, to the effect of an early wake-up time, to harms from sleep loss, and then to concrete school and safety consequences.
4	How does the conclusion address a possible objection before making its final call to action?	It acknowledges transportation and athletic logistics, offers planning steps, and then calls for an 8:30 a.m. or later high school start time.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our school should place free menstrual-product dispensers in every student restroom. Students should be able to manage a normal biological process without leaving class to search for supplies, borrow money, or ask an adult in public. This policy would protect privacy and keep attention on learning. Pads and tampons are single-use products, so a student cannot reasonably postpone needing one until the final bell. A dispenser located inside a restroom puts supplies at the point of need, not in an office across campus. That placement matters during a timed test, a lab, or a presentation, when a long search can interrupt both participation and concentration. Free access also avoids making a student's ability to stay in class depend on the cash in a backpack. Administrators can begin with dispensers in restrooms that serve the most students and set a clear schedule for refilling them. Start with a pilot before the next term, then use student feedback to improve the plan. No student should have to choose between managing a basic need and remaining in class.

Accept responses that accurately explain how the passage's order of claims, evidence, explanations, and conclusion influences readers. For the writing task, accept varied policies when the response has three paragraphs, meets the word range, uses relevant support strategically, and ends with a specific action.