The Later Bell

Analyze how a writer builds an argument with evidence and responses.

7.T.T.3 "Argumentative Techniques: Analyze and apply argumentative techniques."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the writer's claim and evidence, circle the counterclaim and its response, and number the rhetorical question. These moves show how the writer builds an argument.

Start School Later

(1) Our middle school should begin classes at 8:30 a.m. instead of 7:45. Many students arrive before their bodies are ready to learn. The American Academy of Pediatrics has said that middle and high schools should aim for start times of 8:30 a.m. or later because teens need enough sleep. A later bell would not make school easier. It would give students a fairer chance to focus, participate, and remember what they study. If learning is our goal, why begin when so many students are exhausted?

(2) Evidence from Seattle shows what can happen when a district changes its schedule. In 2016, two Seattle high schools moved their start time 55 minutes later. A 2018 study found that students slept about 34 minutes longer on school nights after the change. Their median grades rose 4.5 percent. These results do not prove that every school will have the same outcome, but they show that more sleep can support learning. Our district should study its bus routes and use this evidence when planning a later start.

(3) Some families may worry that a later start would push sports, jobs, and after-school care later into the day. That concern matters, and the district should ask families and coaches for solutions. However, schedule problems can be planned for, while chronic tiredness follows students into every class. The district could adjust practice times, coordinate bus schedules, or phase in the change. A school schedule should protect learning first, then solve the practical details with the people affected.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is the writer's main claim?

2. What two findings from the Seattle study does the writer use as evidence, and how do they support the claim?

3. What counterclaim does the writer acknowledge, and what response does the writer give?

4. Why does the writer end the first paragraph with a rhetorical question?

3 YOUR TURN

Your own words

Choose one change you think your school should make. Write exactly four sentences that include a clear claim, one specific fact or example, a counterclaim, and a response to that counterclaim.

ANSWER KEY

The Later Bell

GRADE 7 · 7.T.T.3

PART 1 · READ AND MARK

Underline the writer's claim and evidence, circle the counterclaim and its response, and number the rhetorical question. These moves show how the writer builds an argument. 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?	**The school should begin classes at 8:30 a.m. instead of 7:45.**
2	What two findings from the Seattle study does the writer use as evidence, and how do they support the claim?	**Students slept about 34 minutes longer and their median grades rose 4.5 percent. The findings suggest that later starts can improve sleep and support learning.**
3	What counterclaim does the writer acknowledge, and what response does the writer give?	**The writer acknowledges that sports, jobs, and after-school care could end later. The response is that the district can plan solutions by adjusting practice times, coordinating buses, or phasing in the change.**
4	Why does the writer end the first paragraph with a rhetorical question?	**The question emphasizes that an early start conflicts with the goal of learning when many students are tired.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should add a water refill station near the gym. A refill station can fill reusable bottles, so students would not need to buy as many single-use bottles. Some people may say a station costs too much. However, it could reduce plastic waste and give students faster access to water after PE.

Accept equivalent wording for the claim, evidence, counterclaim, and response as long as students connect each technique to the passage. For Part 3, accept varied school changes when all four required argument parts are present and the evidence or example supports the claim.