

Start Time Spotlight

Analyze how evidence and page design shape an argument.

9.T.T.3.a “Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. (I)”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the article’s claim and each piece of evidence. Circle two design choices, such as a heading, photograph, quotation box, sidebar, or button, and write a short note about how each might shape a reader’s response.

Should Riverview Start Later?

- ① Students at Riverview High begin first period at 7:20 a.m., when many buses are still arriving in the dark during winter. The student newspaper argues that the district should move the high school start time to 8:30 a.m. Its opening heading, “Sleep Is a School Issue,” appears above a photograph of a nearly empty hallway. The article says later starts could help students arrive more alert and ready to learn. It also recognizes that a schedule change would affect bus routes, sports practices, and family routines. Those concerns appear after the opening claim, in a smaller section called “Planning the Change.”
- ② To support its position, the article refers to guidance from the American Academy of Pediatrics, which recommends that middle and high schools start at 8:30 a.m. or later. It then describes a 2018 study of Seattle students after their school day began 55 minutes later. Researchers reported that students slept 34 minutes longer each night and that median grades rose 4.5 percent. Beside these figures, a shaded quotation box features junior Maya Chen: “By second period, I can follow the discussion instead of fighting sleep.” The quote is printed in larger type than the research details.
- ③ The final section returns to the proposed 8:30 start time. A narrow sidebar lists three questions: Who would revise bus schedules? How might teams travel to evening events? Could elementary schools keep their current times? At the bottom of the page, the article asks readers to sign a petition before the school board’s September meeting. A bright button labeled “Add Your Name” sits directly below that request. No cost estimate, transportation plan, or school-board response appears on the page. The page ends with the line, “A healthier morning begins with a choice.”

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What is the article’s central claim? How do the opening heading and photograph help introduce that claim?

2 Which offers stronger support for the idea that later starts could affect many students, the Seattle study or Maya Chen’s quotation? Explain your evaluation.

3 What is one likely effect of printing Maya Chen’s quotation in a shaded box and larger type than the research details?

4 Evaluate the request to sign the petition. Name two kinds of missing information that could make a reader hesitate, then explain how the request and button at the bottom of the page could influence a reader’s decision.

3 YOUR TURN _____ Your own words

Write a 4-sentence mini-argument about one improvement at your school, using 65 to 85 words. Include a clear claim, one fact from a named source, a bracketed design feature such as [photo] or [chart] and explain its effect, then end with a specific action readers should take.

PART 1 • READ AND MARK

Underline the article's claim and each piece of evidence. Circle two design choices, such as a heading, photograph, quotation box, sidebar, or button, and write a short note about how each might shape a reader's response. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the article's central claim? How do the opening heading and photograph help introduce that claim?	The article claims Riverview High should begin at 8:30 a.m. The heading frames sleep as an issue connected to school, and the nearly empty hallway photograph draws attention to the early-morning setting.
2	Which offers stronger support for the idea that later starts could affect many students, the Seattle study or Maya Chen's quotation? Explain your evaluation.	The Seattle study offers stronger support because it reports research findings about students' sleep and grades. Chen's quotation provides a firsthand example from one student.
3	What is one likely effect of printing Maya Chen's quotation in a shaded box and larger type than the research details?	The design makes Chen's experience more noticeable and memorable, which may lead readers to focus on the personal impact of the issue.
4	Evaluate the request to sign the petition. Name two kinds of missing information that could make a reader hesitate, then explain how the request and button at the bottom of the page could influence a reader's decision.	Readers may want a cost estimate, a transportation plan, or a school-board response. The request and bright button make signing easy and direct attention to immediate action.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our school should plant shade trees beside the south playground and the track bleachers. The U.S. Environmental Protection Agency explains that trees and vegetation can lower surface and air temperatures through shade and evapotranspiration, although this source does not identify our hottest campus areas. [Large photo: students resting under a tree] makes heat feel immediate and supports the claim through a visual appeal. Ask the school board to fund a planting plan this spring.

Accept reasonable evaluations when students support them with specific details from the passage. For the open task, check for all required parts, a named source, and an explanation of how the chosen design feature affects readers.