The Later Bell

Trace how a speaker builds a case for a school board.

11-12.CC.6 "Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning. Address opposing perspectives..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the speaker's proposal, circle two recommendations used as evidence, and write 1 beside an opposing concern and 2 beside the speaker's response to it.

A Trial, Not a Promise

1 Members of the school board, I ask you to test an 8:30 a.m. start for our high school next fall rather than make a permanent change today. Our first bell now rings at 7:30, when some students are still struggling to stay alert. The Centers for Disease Control and Prevention recommends that teenagers ages 13 to 18 sleep eight to ten hours a day. The American Academy of Pediatrics recommends that middle and high schools start at 8:30 or later. Those recommendations do not prove that changing one bell will solve every sleep problem. They do give us a serious reason to test a later start.

2 A later start would shift more than a bell. Some families depend on the current bus schedule to get to work, and coaches worry that a later dismissal could reduce daylight for outdoor practice. Those are costs, not excuses to dismiss. Before voting on a pilot, the district should ask transportation staff to draft routes and ask families about childcare needs. For one semester, participating schools could record bus arrival times, attendance, and the number of students arriving late. Comparing those measures with the previous semester would show whether the change creates new problems, though it would not isolate every cause.

3 If the buses cannot reach every stop on time, the board should revise the plan rather than demand that families absorb the disruption. If routes work, the board can weigh attendance alongside student and family accounts of sleep and afternoon obligations. I am asking for a trial with a public review, not a promise that later bells are harmless. That distinction matters because you must decide for students whose circumstances differ. A measured pilot lets us take established sleep guidance seriously while giving the people who would bear the schedule change a chance to challenge the result.

2 ANSWER WITH EVIDENCE

Use the passage

1. What does the speaker ask the board to do, and how does the speaker limit the claim made by the sleep recommendations?

2. Choose one opposing concern the speaker raises. How does the proposed plan address it?

3. How does the order of the speaker's ideas help board members follow the reasoning?

4. Identify one phrase that fits the school board audience. Explain how that choice supports the speaker's purpose.

3 YOUR TURN

Your own words

As a transportation coordinator, write a 75 to 100 word statement to the board about the proposed pilot. Take a clear position, use one fact from the speech accurately, address a competing concern, and propose a concrete next step in an order listeners can follow.

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PART 1 · READ AND MARK

Underline the speaker's proposal, circle two recommendations used as evidence, and write 1 beside an opposing concern and 2 beside the speaker's response to it. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What does the speaker ask the board to do, and how does the speaker limit the claim made by the sleep recommendations?	**The speaker asks for an 8:30 a.m. start trial, not a permanent change. The recommendations support testing a later start but do not prove that it will solve every sleep problem.**
2	Choose one opposing concern the speaker raises. How does the proposed plan address it?	**Families may depend on current bus times. The speaker proposes drafting new routes, asking families about their needs, and tracking bus arrival times during a pilot.**
3	How does the order of the speaker's ideas help board members follow the reasoning?	**The speaker first gives a proposal and sleep guidance, then considers scheduling costs and a way to test them, and finally explains how the board could review the results.**
4	Identify one phrase that fits the school board audience. Explain how that choice supports the speaker's purpose.	**The phrase "a trial with a public review" fits an audience responsible for a school policy decision. It presents a way to act while remaining accountable for the effects.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Board members, I support an 8:30 start pilot, but only after we test new bus routes. The speaker notes that our first bell now rings at 7:30, so this proposal changes the timing of morning pickups. Some students may argue that delaying the pilot ignores their need for more sleep. That concern matters, but an unreliable bus schedule could leave students late despite a later bell. I recommend publishing draft pickup times for family comment, then running trial routes before the board votes. This sequence protects access to school while keeping a later start within reach.

Accept different positions in Part 3 if the statement stays within 75 to 100 words, uses a passage fact accurately, addresses a competing concern, and gives the board a concrete next step. For Part 2, accept other well-supported explanations of the speaker's organization and audience choices.