Does It Connect?

Sort evidence by its connection to a claim.

C.9-10.1 "Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Produce clear and coherent writing in which the development..."

NAME _____ DATE _____

RELEVANT EVIDENCE

Relevant evidence helps a reader evaluate the specific claim. It may support the claim or challenge it.

Claim: A community garden would increase fresh produce donations. Evidence: Volunteers harvested 80 pounds of vegetables for the food pantry.

UNRELATED EVIDENCE

Unrelated evidence does not help a reader judge the specific claim, even if the information is true.

Claim: New bike racks would reduce stolen bicycles. Evidence: The cafeteria sells three types of soup.

1 SORT

8 items

Imagine West High is considering the claim, 'Moving the first bell from 8:00 to 8:45 would reduce first-period tardiness'; circle RELEVANT or UNRELATED for each item, then in Part 2 choose one item from each category and explain your choices in two or three sentences per item.

1.	At a comparable school, first-period late arrivals fell from 14% to 8% after its first bell moved 45 minutes later.	RELEVANT UNRELATED
2.	In a survey, 62% of West High students who arrived late said they could catch a proposed later bus.	RELEVANT UNRELATED
3.	West High's debate team won four regional tournaments last year.	RELEVANT UNRELATED
4.	On West High testing days with a first bell 45 minutes later, first-period tardies averaged 25, versus 39 on regular days.	RELEVANT UNRELATED
5.	West High's gym seats 1,400 people.	RELEVANT UNRELATED
6.	The district purchased 20 new science microscopes this fall.	RELEVANT UNRELATED
7.	In a district bus-route trial, an 8:05 pickup got 19 of 24 previously late riders to school before an 8:45 bell.	RELEVANT UNRELATED
8.	At a similar school, first-period tardiness rose from 6% to 9% after its first bell moved later.	RELEVANT UNRELATED

2 PROVE IT

Explain your thinking

Pick two items from Part 1. For each one, tell how you knew where it belonged.

ITEM # _____ **HOW I KNEW** _____

ITEM # _____ **HOW I KNEW** _____

3 MAKE YOUR OWN

One of each

Write one new, specific piece of evidence that is RELEVANT to the West High claim and one that is UNRELATED; label each and do not repeat an item above.

RELEVANT _____

UNRELATED _____

CHALLENGE

Write a 120 to 150 word recommendation to West High's principal about whether to move the first bell to 8:45. Use at least two relevant numbered items, including one that challenges your position, and consider this additional evidence: In a survey, 41 of 120 students with after-school jobs said a later dismissal would conflict with a work shift. State a precise claim, explain the strengths and limits of evidence on both sides, link your ideas with a transition, and conclude with a practical next step.

ANSWER KEY

Does It Connect?

PART 1 · SORT

#	ITEM	CATEGORY	WHY
1	At a comparable school, first-period late arrivals fell from 14% to 8% after its first bell moved 45 minutes later.	**RELEVANT**	The before-and-after comparison measures the outcome named in the claim.
2	In a survey, 62% of West High students who arrived late said they could catch a proposed later bus.	**RELEVANT**	The survey suggests how a schedule change might affect late arrivals, though it reports predictions.
3	West High's debate team won four regional tournaments last year.	**UNRELATED**	Debate results do not bear on first-period tardiness.
4	On West High testing days with a first bell 45 minutes later, first-period tardies averaged 25, versus 39 on regular days.	**RELEVANT**	The local counts compare tardiness under two bell schedules, though testing days may differ in other ways.
5	West High's gym seats 1,400 people.	**UNRELATED**	Gym capacity does not help evaluate the predicted change in tardiness.
6	The district purchased 20 new science microscopes this fall.	**UNRELATED**	The purchase has no connection to the proposed bell time or tardiness.
7	In a district bus-route trial, an 8:05 pickup got 19 of 24 previously late riders to school before an 8:45 bell.	**RELEVANT**	The trial connects a later schedule to on-time arrival for previously late riders.
8	At a similar school, first-period tardiness rose from 6% to 9% after its first bell moved later.	**RELEVANT**	The data challenge the claim but directly measure the predicted outcome.

PART 2 · PROVE IT

Accept any explanation that names the deciding feature from the rule box for the chosen item.

PART 3 · MAKE YOUR OWN (SAMPLE ANSWERS)

- **RELEVANT**: During a two-week later-bell pilot, West High recorded 18 fewer first-period tardies than during the previous two weeks.
- **UNRELATED**: West High's art club painted 12 murals last spring.

Challenge: West High should test an 8:45 first bell for one semester because a later start may reduce first-period tardiness without committing the school to a permanent change. On testing days with a later bell, West High averaged 25 tardies instead of 39 on regular days (item 4). This local comparison supports a trial, although testing days may change attendance for other reasons. However, a similar school's tardiness rose from 6% to 9% after its bell moved later (item 8), so a schedule change alone cannot guarantee improvement. Families also have a scheduling concern: 41 of 120 students with after-school jobs said a later dismissal would conflict with a shift. That survey identifies a possible cost, but it does not show whether employers could adjust schedules. The principal should pilot the change, track tardiness and job conflicts, and review both results before deciding.

For Part 2, an explanation of item 4 should connect the schedule comparison to tardiness, while an explanation of item 8 should recognize that evidence can challenge a claim and still be relevant. Accept new examples that make the connection, or lack of one, clear.