

Connect the Claim

Study how transitions connect an argument about school start times.

7W1.d "Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Circle every bold word or phrase. In the margin, write E for example, R for result, C for contrast, A for addition, O for order, or L for conclusion to show how each connection builds the argument.

A Later Bell Time

- ① Our town should move the middle school start time to 8:30 a.m. **First**, many seventh graders need more sleep than an early schedule allows. The American Academy of Pediatrics says teens should sleep 8 to 10 hours each night. **For example**, a student who falls asleep at 10:30 p.m. and wakes at 6:15 gets less than eight hours. **Therefore**, a later bell could help students arrive more rested and ready to learn during first-period classes each day.
- ② Some people worry that a later start would leave too little time for buses and after-school activities. **However**, districts can adjust bus routes and dismissal times. **For instance**, schools can move practices slightly later without cutting them. **In addition**, rested students may focus better during lessons and need fewer reminders to stay on task. A careful schedule change can address practical concerns. **Also**, it can support learning for all students in class throughout a busy school day.
- ③ **Finally**, community members should test the new start time for one semester and collect attendance and survey data. **As a result**, leaders could see whether students arrive on time and feel more alert. **In conclusion**, moving the bell to 8:30 is a reasonable step. It responds to students' sleep needs and offers workable solutions to scheduling questions. The trial would give families, staff members, and students a clear way to judge the change carefully and fairly.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Which bold connector in paragraph 2 signals a contrast between a concern and a response?

2 What relationship does **For example** create in paragraph 1?

3 How does **In addition** connect the ideas in paragraph 2?

4 Why is **As a result** an effective connector in paragraph 3?

3 YOUR TURN _____ Your own words

Write 3 to 4 sentences arguing for one school improvement. Include a claim, a specific example, a concern and response, and use an example connector, a contrast connector, and a result connector. Underline the three connectors.

PART 1 • READ AND MARK

Circle every bold word or phrase. In the margin, write E for example, R for result, C for contrast, A for addition, O for order, or L for conclusion to show how each connection builds the argument. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which bold connector in paragraph 2 signals a contrast between a concern and a response?	However.
2	What relationship does For example create in paragraph 1?	It introduces a specific sleep-schedule example that supports the reason for a later start time.
3	How does In addition connect the ideas in paragraph 2?	It adds another benefit of a later start time, better focus and fewer reminders to stay on task.
4	Why is As a result an effective connector in paragraph 3?	It shows the outcome of testing the new schedule and collecting data, leaders could learn whether students are on time and more alert.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our school should add water refill stations near the gym. For example, athletes often finish practice thirsty, and a station would make water easier to get. However, installation costs money. Therefore, the school could begin with one station near the gym.

Accept equivalent descriptions of each transition's relationship when they match the passage. For the open response, accept varied claims and transition words if the writing includes the required relationships and the transitions clearly connect the ideas.