

Linking a Policy

Analyze how a model argument connects claims, evidence, and qualifications.

9-10W1d "Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each **bold** transition. In the margin, label its relationship: CC for counterclaim or concession, EX for example or evidence, CT for contrast or distinction, AD for addition or priority, CR for cause or result, or CO for conclusion.

Should High Schools Start Later?

- ① Many high schools begin before 8:00 a.m., **even though** adolescent biological clocks often shift later during puberty. **Because** many teens cannot fall asleep early enough to match those schedules, early bells can reduce the sleep available on school nights. The American Academy of Pediatrics has recommended that middle and high schools start at 8:30 a.m. or later. **For example**, a district considering a later start can use that recommendation as evidence, **rather than** treating tiredness as a minor complaint. **Thus**, the debate concerns health and learning, not convenience alone.
- ② Later starts, **however**, require more than changing one bell. Bus routes, athletics, family schedules, and elementary-school times may **also** need revision. **Nevertheless**, planning challenges do not erase the reason to act. Districts can survey families, coordinate transportation, and phase in a new schedule. **In addition**, leaders should compare attendance, sleep reports, and course performance before and after the change. This evidence cannot prove that a later bell causes every improvement; **instead**, it can show whether local results strengthen the case. **Consequently**, a careful pilot can turn a broad proposal into a testable policy decision.
- ③ **Some critics argue that** a later dismissal would limit after-school jobs or sports. That concern deserves attention, especially in communities where students depend on paid work. **Yet** a district can examine solutions, **such as** adjusted practice times or partnerships with local employers. **More important**, students should not have to choose between a manageable school schedule and essential activities. **Therefore**, school boards should test a later start through a planned pilot, measure its effects, and revise details with community input. **In short**, a later start is not a simple switch, **but** it is a reasonable policy to investigate.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What relationship does **even though** create between early school start times and adolescent biological clocks?

2 How do **For example** and **Thus** help the first paragraph move from evidence to a larger claim?

3 Explain the difference between **however** and **Nevertheless** in the second paragraph.

4 How does the third paragraph use a counterclaim, **Yet**, and **Therefore** to reach its recommendation?

3 YOUR TURN _____ Your own words

Write one 90-120 word argument paragraph about a different school policy. Use at least five varied transitions that show a counterclaim or concession, an example or evidence, a contrast or distinction, a cause or result, and a conclusion.

PART 1 • READ AND MARK

Underline each **bold** transition. In the margin, label its relationship: CC for counterclaim or concession, EX for example or evidence, CT for contrast or distinction, AD for addition or priority, CR for cause or result, or CO for conclusion. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What relationship does even though create between early school start times and adolescent biological clocks?	It concedes that many high schools start early while contrasting that fact with teens' biological clocks shifting later.
2	How do For example and Thus help the first paragraph move from evidence to a larger claim?	"For example" introduces the AAP recommendation as evidence a district can use. "Thus" draws the conclusion that the issue involves health and learning, not only convenience.
3	Explain the difference between however and Nevertheless in the second paragraph.	"However" introduces the contrast that later starts create scheduling challenges. "Nevertheless" concedes those challenges but maintains that they do not remove the reason to act.
4	How does the third paragraph use a counterclaim, Yet , and Therefore to reach its recommendation?	It acknowledges concerns about jobs and sports, then uses "Yet" to introduce possible solutions. "Therefore" leads to the recommendation that school boards test a later start with a planned pilot.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Schools should provide a longer lunch period. **Although** administrators may worry that a longer break reduces class time, students need enough time to eat and reset before afternoon lessons. **For example**, students who wait in a long cafeteria line may have only a few minutes left to finish a meal. **However**, schools could recover some time by shortening passing periods slightly. **Therefore**, a longer lunch need not weaken learning; it can support students' focus. **In short**, this change balances scheduling concerns with a basic student need during the school day.

Accept equivalent relationship labels when students accurately explain how the transition connects ideas. For the open response, check that the paragraph makes a clear policy claim and uses all five required relationship types appropriately.