Move the Bell?

Read an op-ed for its claim, evidence, and response to objections.

10.3.W.3 "Students will compose argumentative essays, reviews, or op-eds that: • introduce precise, informed claims • include a defensible thesis • acknowledge counterclaims or alternate perspectives • organize claims, counterclaims..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the proposed policy and its trial condition, circle the two named sources, and label the opposing concern C and the writer's response R.

Give a Later Bell a Trial

1 At 7:20 a.m., the first bell can feel like an alarm that never stops ringing. Many teenagers are still adjusting to an early schedule when class begins. Our district should move the high school start time to 8:30 a.m. for a one-year trial, then review attendance and student sleep reports before making the change permanent. This is not an argument for shorter classes or a guaranteed cure for fatigue. It is a practical way to give teenagers a better chance to arrive ready to learn, with results the district can actually measure.

2 The Centers for Disease Control and Prevention says teenagers ages 13 to 17 need eight to ten hours of sleep per 24 hours. The American Academy of Pediatrics recommends that middle and high schools begin at 8:30 a.m. or later. Those sources do not prove every student will sleep longer if the bell moves. Homework, jobs, and phones can still keep students awake. Yet an early bell sets a hard limit on morning sleep for students who cannot simply fall asleep earlier. A later start removes one obstacle without pretending it removes them all.

3 Families may object that a later start could disrupt bus routes, after-school sports, or child care. That concern deserves more than a quick dismissal: moving one bell can shift several schedules. During the trial, the district should publish revised bus times early and ask families which conflicts they face. It should also compare attendance records with the previous year and survey students about sleep, while noting that a survey cannot prove what caused any change. If the costs overwhelm the benefits, adjust the plan. If students gain sleep without major disruption, keep it.

2 ANSWER WITH EVIDENCE

Use the passage

1. State the writer's thesis. What condition keeps it from being a demand for a permanent change right away?

2. Choose one named source. What does it say, and how does that information support the proposed trial?

3. What concern do families raise, and what specific step does the writer propose to address it?

4. Why does the writer present the family concern before describing the trial plan in the final paragraph?

3 YOUR TURN

Your own words

The U.S. Environmental Protection Agency ranks reducing waste above recycling in its waste-management hierarchy. Write an 80 to 110 word op-ed paragraph for families and staff arguing whether school events should replace disposable water bottles with refill stations; use the source, acknowledge an opposing view, and respond to it.

ANSWER KEY

Move the Bell?

GRADE 10 · 10.3.W.3

PART 1 · READ AND MARK

Underline the proposed policy and its trial condition, circle the two named sources, and label the opposing concern C and the writer's response R. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	State the writer's thesis. What condition keeps it from being a demand for a permanent change right away?	**The district should try an 8:30 a.m. high school start for one year, then review attendance and sleep reports before deciding whether to keep it.**
2	Choose one named source. What does it say, and how does that information support the proposed trial?	**The American Academy of Pediatrics recommends an 8:30 a.m. or later start for middle and high schools, supporting a trial of that start time. Students may instead use the CDC sleep recommendation and explain its relevance.**
3	What concern do families raise, and what specific step does the writer propose to address it?	**A later start could disrupt buses, sports, or child care. The district should publish revised bus times early and ask families about conflicts.**
4	Why does the writer present the family concern before describing the trial plan in the final paragraph?	**The order shows that the writer takes the objection seriously, then offers ways to identify problems and decide whether the change is worth keeping.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should install refill stations at major events and ask guests to bring reusable bottles, while keeping a small supply of bottled water for emergencies. The U.S. Environmental Protection Agency ranks reducing waste above recycling, so preventing disposable bottle use can do more than collecting empties afterward. Some families may worry that guests will forget a bottle or need water immediately. Staff could offer clean reusable cups and post refill locations at entrances. This plan cuts routine waste without treating access to drinking water as optional, a fair compromise for families and staff.

Accept either position in Part 3 if the paragraph meets the word range, uses the EPA information accurately, and gives a specific response to an opposing view. For question 2, the source's relevance must be explained, not merely named.