

Start Time Case

Build a formal argument from two sources and answer a real objection.

ELA.10.C.1.3 "Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB In paragraph 3, underline the opening claim sentence, box the objection and its response, and circle one transition. Label one supporting fact A and another B to trace the sources.

Evidence and a Model Recommendation

- ① **Source A - pediatric policy (summary).** The American Academy of Pediatrics recommends that middle and high schools aim to start no earlier than 8:30 a.m. Its 2014 policy statement identifies early starts as one changeable contributor to insufficient adolescent sleep. Biological changes during puberty also affect sleep timing. The statement discusses practical barriers, including transportation and after-school activities; it does not promise identical benefits for every student. This professional organization provides medical expertise, not a local bus plan. Source: *School Start Times for Adolescents*, Pediatrics 134(3), 642-649; doi:10.1542/peds.2014-1697.
- ② **Source B - Seattle study report (summary).** University of Washington researchers compared students at two Seattle high schools before and after a 2016 start-time change from 7:50 to 8:45 a.m. They reported a median increase of 34 minutes of sleep on school nights. The university report also describes more than a year of district planning, changed activity schedules, and redeployed buses. These findings concern the studied groups, not a guaranteed result elsewhere. Source: James Urton, UW News, December 12, 2018; washington.edu/news/2018/12/12/high-school-start-times-study/

- ③ **Model argument - a proposal for a hypothetical district.** The board should plan an 8:30 start for next fall. First, the American Academy of Pediatrics recommends starts no earlier than 8:30, supporting a change that gives adolescents greater sleep opportunity. Similarly, the Seattle study reported a median sleep increase after a later start. Critics reasonably worry about bus and activity schedules. However, Seattle implemented its change after extended planning and schedule adjustments; the difficulty supports planning rather than automatic rejection. Because two schools cannot predict every local result, the district should review sleep surveys and transportation feedback after implementation. Therefore, approve a planning year with a public progress report.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① How does the model combine evidence from A and B to support its claim? Explain what each source contributes.

- ② Identify the objection and explain how the rebuttal uses evidence rather than dismissing the concern.

- ③ Explain the different jobs of “Similarly” and “However” in the model.

- 4** Which sentence limits the model's claim? Explain how that limit supports an objective tone.

3 YOUR TURN _____ Your own words

Write your own formal recommendation to the hypothetical board: adopt an 8:30 start after a planning year, or run a limited pilot first. Use both sources, elaborate your reasoning, and rebut a fair counterclaim with relevant evidence.

Plan the argument

In notes, choose a position; pair one reason with evidence from A and one with B. Note a fair objection and evidence for your reply.

Write and check

Write 150-180 words in three paragraphs: claim and support; counterclaim and evidence-based rebuttal; conclusion and a sensible limitation or review step. Name both sources, use purposeful transitions, and maintain a formal, objective tone.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PART 1 • READ AND MARK

In paragraph 3, underline the opening claim sentence, box the objection and its response, and circle one transition. Label one supporting fact A and another B to trace the sources. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does the model combine evidence from A and B to support its claim? Explain what each source contributes.	A supplies a professional recommendation and sleep rationale; B supplies observed sleep change after a real schedule change. The model combines guidance and an example without promising identical results.
2	Identify the objection and explain how the rebuttal uses evidence rather than dismissing the concern.	The objection concerns buses and activities. The response cites Seattle's extended planning and adjustments to show implementation is possible while acknowledging difficulty.
3	Explain the different jobs of "Similarly" and "However" in the model.	Similarly connects B to the supporting medical recommendation. However turns from the scheduling objection to a response.
4	Which sentence limits the model's claim? Explain how that limit supports an objective tone.	The sentence beginning "Because two schools" limits transfer to the hypothetical district and proposes review. It acknowledges uncertainty instead of guaranteeing a local result.

PART 3 · YOUR TURN (SAMPLE ANSWER)

The board should test an 8:30 start in a limited pilot before changing every high school. The American Academy of Pediatrics recommends starts no earlier than 8:30 because early schedules can contribute to insufficient sleep. A pilot would respond to that concern while testing how a later schedule works locally.

Some may argue that a pilot only delays a change already supported by research. However, the University of Washington report describes a median sleep increase in students at two Seattle schools, not a guaranteed outcome for every district. It also describes extensive planning and changes to buses and activities. This evidence supports a deliberate trial with clear transportation arrangements rather than assuming implementation will be simple.

Therefore, the district should publish its pilot plan, collect sleep and transportation feedback, and set a date to decide on expansion. The proposal takes credible evidence seriously while recognizing that local results and practical effects still need evaluation.

Accept either position when reasoning fairly uses both printed sources. The model is one possible argument, not the required position. Do not accept “average 34 minutes,” guaranteed results, or invented local findings. Assess source accuracy, elaboration, evidence-based rebuttal, organization, transitions, and objective tone.