

The First Bell

Evaluate how two writers frame the same school-schedule evidence.

10.RI.3.A “Evaluate how different authors write about the same topic and shape their presentations or viewpoints of key information using facts, opinions, and reasoning.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read this fictional case and both complete columns. Underline a supplied fact each writer uses, circle an evaluative opinion, and bracket reasoning connecting evidence to a recommendation. A prediction is not an observed fact.

Riverside’s First Bell: One Record, Two Columns

- ① **Shared record (fictional).** Riverside starts at 8:00 a.m.; a proposal would move the bell to 8:45 and dismissal 45 minutes later. In a voluntary student survey, 104 of 160 respondents favored the change. The school has 600 students and shares buses with two elementary schools. No route-cost study or follow-up survey has been completed. The next two paragraphs are complete original columns by fictional student writers responding to this same record. Their predictions and judgments are arguments to evaluate, not additional established facts.
- ② **Maya Ortiz: Try the Later Bell.** One hundred four respondents support change. That is a substantial signal, even though volunteers do not represent every student. Forty-five extra morning minutes could make a rushed day more manageable; we should test that possibility rather than promise a result. Shared buses are a problem worth solving, not an automatic veto. I favor approving a one-term trial only after staff confirm workable routes. Ask students about mornings and after-school duties before and during the trial, then publish the comparison. An uncertain benefit is a reason to measure carefully, not to reject every experiment.

③ Jordan Lee: Measure Before Moving. The same 104 supporters cannot tell us how all 600 students would fare. Dismissal would also move 45 minutes later. That could make jobs or family responsibilities harder, especially for students who did not answer. Shared buses connect our schedule to two other schools, and no one has supplied the route costs. Calling those concerns “worth solving” does not solve them. I oppose approving a trial yet. First survey families, including those absent from the student responses, and obtain route estimates. A trial can be useful, but approval should follow a clearer account of who carries its costs.

2 ANSWER WITH EVIDENCE Use the passage

1 Name one fact in the shared record that both writers use. How does each connect it to a different recommendation?

2 Explain how Ortiz’s phrase “a problem worth solving” frames shared buses. Distinguish the supplied fact, her judgment and her reasoning.

3 How does Lee use the missing evidence and later dismissal to shape his viewpoint? Identify a prediction he does not present as an observed outcome.

- 4** Do the writers disagree about whether evidence matters, about when to approve, or both? Evaluate their framing using a detail from each column.

3 YOUR TURN _____ Your own words

Write two opposing mini-columns, 80-110 words total, using this new fictional record: 62 of 100 voluntary respondents favor phone-free lessons, out of 400 students invited. One writer should favor a trial; the other should delay it. Each must use the numbers accurately, state an opinion and explain a reason. Do not claim the result represents all students or invent measured effects. Label the two columns.

PART 1 • READ AND MARK

Read this fictional case and both complete columns. Underline a supplied fact each writer uses, circle an evaluative opinion, and bracket reasoning connecting evidence to a recommendation. A prediction is not an observed fact. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Name one fact in the shared record that both writers use. How does each connect it to a different recommendation?	Both cite the 104 supporters of a later start. Ortiz treats support as a reason to test a conditional trial, while Lee emphasizes that it cannot represent all 600 students and asks for broader evidence before approval.
2	Explain how Ortiz's phrase "a problem worth solving" frames shared buses. Distinguish the supplied fact, her judgment and her reasoning.	Sharing buses with two elementary schools is supplied information. "Worth solving" is Ortiz's evaluation of the obstacle. She reasons that staff can first confirm workable routes and a measured trial can then test possible benefits; the record does not establish that routes will be feasible.
3	How does Lee use the missing evidence and later dismissal to shape his viewpoint? Identify a prediction he does not present as an observed outcome.	Lee highlights the missing route-cost study and unrepresented families to argue for evidence before approval. He predicts that later dismissal could complicate jobs or family responsibilities; no study in the record shows that this has happened.
4	Do the writers disagree about whether evidence matters, about when to approve, or both? Evaluate their framing using a detail from each column.	Both call for evidence. Ortiz favors conditional approval after workable routes, using a trial to gather before-and-during information; Lee wants broader family and cost evidence before approving a trial. They differ in the weight and timing of evidence rather than simply being for or against careful measurement.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Column A: A Trial Is Worth Testing. Sixty-two of 100 volunteers favor phone-free lessons. I think that support justifies a limited trial, provided the school establishes a family-contact route first. Compare student feedback during the trial, including access for students with urgent family responsibilities, before deciding whether to continue.

Column B: Ask the Missing Voices. The same 62 supporters came from only 100 of the 400 invited students. I prefer to delay a trial until more students explain their needs. A voluntary response shows interest, but it cannot establish that the whole school supports one rule.

All people, survey counts and institutional details are fictional classroom material. Do not score predicted benefits or disruptions as observed facts. Accept differing evaluations supported by accurate quotations. The open sample has two labeled columns; title words need not count toward the requested 80-110 body words. Neither 104/160 nor 62/100 describes all enrolled or invited students.