

The Later Bell

Develop a sourced argument with a clear thesis and organized paragraphs.

10.W.1 "Modes and Purposes for Writing Write extended pieces that: Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Beside each note, identify its role in an argument and explain one limit on what it can support. Underline the wording that justifies your judgment. Keep recommendations, survey findings and hypothetical concerns distinct.

Should a District Study a Later Start?

- ① Source A: In its 2014 policy statement *School Start Times for Adolescents*, the American Academy of Pediatrics recommended that most middle and high schools aim to start no earlier than 8:30 a.m. The statement connected later starts with adolescents' opportunity to obtain adequate sleep. It also acknowledged implementation challenges, including transportation, athletics, employment and family schedules. This is a historical professional recommendation, not a guarantee that changing one school's clock will improve every student's grades. Reference: Pediatrics 134(3), 642-649; doi.org/10.1542/peds.2014-1697. This note paraphrases the source.
- ② Source B: A 2015 CDC report analyzed school start times reported in the 2011-12 Schools and Staffing Survey. Its corrected table estimated that 14.4% of public high schools started at 8:30 a.m. or later; therefore, 85.6% started earlier. The percentage describes high schools, not students, and a past school year, not current schedules. The survey documents how common early starts were. By itself, it does not show that later starts cause higher achievement. Reference: Wheaton, Ferro and Croft, MMWR 64(30), 809-813; corrected table at cdc.gov/mmwr/preview/mmwrhtml/mm6431a8.htm. This note paraphrases the finding.

- ③ Local scenario: A fictional district currently starts high school at 7:45 a.m. Its board is considering a feasibility study of an 8:30 start. Some families want more opportunity for sleep; others worry about bus connections, after-school work and younger siblings' care. No local transport costs or family survey results have been collected. A useful argument must distinguish the supplied national evidence from these untested local concerns. Writers may favor a study, oppose it with reasons, or recommend a conditional approach. They should explain both what the sources establish and what the district still needs to learn.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① Write a thesis that takes a position on the proposed feasibility study and previews two reasons or conditions.

- ② What does the 85.6% statistic describe? State one conclusion it cannot establish.

- ③ Choose a counterclaim from the local scenario. Write a response that treats the concern fairly without inventing local evidence.

- ④ Explain how Source A and Source B can play different roles in an argument.

3 YOUR TURN

Your own words

Write a 180-220-word, three-paragraph argument to the fictional school board. Establish the context and a thesis previewing your reasoning; use both sources with attribution; address one counterclaim fairly; finish with a justified next step. Explain evidence rather than listing it. Do not invent local findings.

Paragraph 1: context and thesis

Introduce the decision and preview your reasons or conditions.

Paragraph 2: evidence and reasoning

Use both sources accurately and explain their different relevance.

Paragraph 3: counterclaim and conclusion

Respond fairly to a concern; recommend a justified next step.

PART 1 • READ AND MARK

Beside each note, identify its role in an argument and explain one limit on what it can support. Underline the wording that justifies your judgment. Keep recommendations, survey findings and hypothetical concerns distinct. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Write a thesis that takes a position on the proposed feasibility study and previews two reasons or conditions.	The district should study an 8:30 start because the sleep-related recommendation merits consideration, but its decision should depend on evidence about transport and family schedules.
2	What does the 85.6% statistic describe? State one conclusion it cannot establish.	It is the estimated share of public high schools starting before 8:30 in 2011-12. It does not describe the share of students, current schedules, or the causal effect of a later start on achievement.
3	Choose a counterclaim from the local scenario. Write a response that treats the concern fairly without inventing local evidence.	A later dismissal could complicate family care or jobs. The district should collect schedule information before deciding; this takes the concern seriously without claiming that the problem is already measured.
4	Explain how Source A and Source B can play different roles in an argument.	Source A supplies a professional rationale for examining sleep opportunities; Source B gives historical context showing that early starts were common. Neither substitutes for local feasibility evidence.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our district should study an 8:30 high-school start before committing to a schedule change. The present 7:45 start deserves examination because a later opening could create more opportunity for sleep. However, a responsible study must also investigate transportation and family obligations rather than assume that one schedule serves everyone equally.

The American Academy of Pediatrics' 2014 statement recommended that most middle and high schools aim for starts no earlier than 8:30. That recommendation supplies a reason to examine the issue. The CDC's 2015 report, using 2011-12 data, estimated that 85.6% of public high schools began earlier. This historical finding shows that early starts were widespread; it does not prove that changing our schedule would raise achievement or describe current national practice.

Some families may reasonably worry about jobs or care for younger siblings after school. Those concerns deserve investigation, not dismissal. Before choosing a new time, the district should compare bus options and gather family schedule information. It should then publish the likely tradeoffs, identify which concerns can be addressed, and invite responses before recommending a change. A feasibility study can connect the national recommendation with local evidence, allowing the board to explain a considered decision instead of promising benefits it has not measured.

TEACHER ASSESSMENT NOTES

Assess an extended three-paragraph argument, clear context, a thesis preview, accurate attribution, explanation, fair counterclaim and conclusion. Accept other supported positions. Sources are supplied in paraphrase so no outside research is required. The CDC correction concerns column headings; the high-school row gives 14.4% at 8:30 or later. The local scenario is fictional, and a professional recommendation is not causal evidence from this survey.