

The Later Bell

Trace how a proposal builds a clear, evidence-based argument.

11.W.2 "Organization and Composition Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing)..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the thesis and each main claim, write CC beside the counterclaim, box each source-based evidence sentence, and circle transitions that connect ideas. These marks will help you see how the writer organizes a sustained proposal.

A Proposal for Later High School Starts

- ① At the next school board meeting, I will argue that our district should move high school start times to 8:30 a.m. or later. This change would give teenagers more opportunity to sleep, a need shaped by biology rather than laziness. The American Academy of Pediatrics recommends that middle and high schools begin at 8:30 a.m. or later because adolescent sleep patterns shift later. Therefore, a later bell would support students before the first class even begins. It could also make the district's stated commitment to learning more consistent with students' daily schedules.
- ② Some families may worry that a later opening would disrupt bus routes, sports, or after-school jobs. Those concerns deserve planning, not dismissal. However, scheduling difficulties do not outweigh the academic and health costs of chronic sleep loss. In a 2014 policy statement, the American Academy of Pediatrics reported that insufficient sleep is linked to poorer grades, attendance problems, and mood difficulties in adolescents. This evidence matters because a schedule that regularly limits sleep can affect both classroom focus and students' well-being. The district could phase in changes, coordinate shared buses, and adjust practice times, addressing practical concerns while preserving the central goal.

- ③ Critics might say that later starts simply teach students to stay up later. Yet that claim treats all bedtime choices as equally voluntary and ignores biological timing. A 2018 Centers for Disease Control and Prevention report, using the 2015 national student survey, found that about 73 percent of high school students reported fewer than eight hours of sleep on school nights. Moreover, a later start is not a complete solution. It is a realistic condition that makes healthy routines more possible. For these reasons, the board should adopt an 8:30 a.m. start time and measure attendance, course performance, and transportation effects after one year.

2 ANSWER WITH EVIDENCE Use the passage

- 1 What is the writer's thesis, and what audience is the writer asking to act?

- 2 How does paragraph 2 introduce source evidence, and how does the writer explain why that evidence matters?

- 3 What counterclaim appears in paragraph 3, and how does the writer respond to it?

- 4 Identify two transitions from different paragraphs and explain the relationship each one shows.

3 YOUR TURN

Your own words

Choose a school policy to change. Make a three-part plan labeled Thesis, Evidence and Counterclaim. Write a two-paragraph, 150-180-word proposal to a school leader. Introduce and explain evidence from a named credible source, respond to a counterclaim, use at least three transitions, and vary sentence openings. Revise and edit. You may use this source note: EPA describes source reduction as preventing waste where it begins; reuse can reduce discarded materials.

1. Thesis, evidence, counterclaim

Name your audience. Plan a thesis, source evidence/reasoning and counterclaim/response.

2. Draft two connected paragraphs

Use two paragraphs with blank lines. Revise and edit directly here.

PART 1 • READ AND MARK

Underline the thesis and each main claim, write CC beside the counterclaim, box each source-based evidence sentence, and circle transitions that connect ideas. These marks will help you see how the writer organizes a sustained proposal. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the writer's thesis, and what audience is the writer asking to act?	The writer argues that the district should move high school start times to 8:30 a.m. or later. The intended audience is the school board.
2	How does paragraph 2 introduce source evidence, and how does the writer explain why that evidence matters?	It identifies a 2014 American Academy of Pediatrics policy statement and reports its findings about insufficient sleep. The writer explains that schedules that limit sleep can affect classroom focus and students' well-being.
3	What counterclaim appears in paragraph 3, and how does the writer respond to it?	The counterclaim is that later starts would simply teach students to stay up later. The writer responds that this ignores biological timing and that a later start makes healthy routines more possible.
4	Identify two transitions from different paragraphs and explain the relationship each one shows.	Therefore in paragraph 1 shows a conclusion based on the sleep evidence. However in paragraph 2 shows a contrast between scheduling concerns and the stronger reasons for later starts.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan: Audience: principal. Thesis: test one refill station in a busy hallway. Evidence: EPA explains source reduction; reusable bottles can reduce discarded containers. Counterclaim: equipment and maintenance cost money; compare costs and assess a limited trial.

Revised draft: Our school should test one bottle-filling station in a busy hallway because convenient refilling could reduce disposable-bottle waste. First, the Environmental Protection Agency describes source reduction as preventing waste where it begins. Students who refill bottles they already own could avoid buying another single-use container. This applies the agency's principle to an everyday school routine. In addition, a hallway station could serve students moving between classes, rather than requiring a separate trip to the gym fountain.

Some people may argue that new equipment and maintenance cost too much. However, the principal could request prices and cleaning requirements before approving a trial of one station. During the following semester, staff could track use, maintenance needs and discarded bottles, then compare those findings with the trial cost. This approach tests the idea without promising that every student will change habits. Therefore, please authorize a feasibility report for one station and consider expansion only after reviewing its results.

Review note: I made the opening claim and final request agree on one initial station. I checked that First, In addition, However and Therefore connect ideas, and edited sentence punctuation.

Local school situations and sample observations are invented classroom examples. Label imagined observations; do not present them as collected research. Accept equivalent passage answers. Require the complete labeled plan, two paragraphs, 150-180 words, contextualized credible evidence, counterclaim/response, at least three transitions and varied openings. The model proposes one initial station; expansion depends on later evidence. Background:

<https://publications.aap.org/pediatrics/article/134/3/642/74175/School-Start-Times-for-Adolescents> ;

<https://www.cdc.gov/mmwr/volumes/67/wr/mm6703a1.htm> . Source note:

<https://www.epa.gov/smm/sustainable-materials-management-non-hazardous-materials-and-waste-management-hierarchy> .