

The Later Bell

Study how an argument builds a case and answers a concern.

7.11.C “compose multi-paragraph argumentative texts using genre characteristics and craft; and”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the central claim and the final call to action. Number any two distinct reasons that support the claim, and circle one piece of evidence and one concern-and-response pair.

A Start Time That Helps Students Learn

- ① Middle schools should begin no earlier than 8:30 a.m. Many students arrive before sunrise, then are expected to solve problems, read closely, and participate in class. The American Academy of Pediatrics has said that middle and high schools should aim for start times of 8:30 or later because teenagers need more sleep. A later bell would not make school easier. It would give students a fairer chance to be awake, prepared, and ready to learn when first period begins.
- ② First, more sleep can support attention and safety. The Centers for Disease Control and Prevention reports that insufficient sleep among adolescents is linked with problems such as poor academic performance and mental health concerns. Starting later cannot solve every sleep problem, since homework, jobs, and screen use also affect bedtime. Still, a schedule should not force students to wake especially early. Schools can pair a later start with lessons about healthy sleep habits, giving students both time and tools to rest.
- ③ Some families may worry that a later start would disrupt bus routes, sports, or after-school jobs. That concern deserves planning, not dismissal. Districts could adjust bus schedules, coordinate with local programs, and review activity times before making a change. Communities already make schedules for weather, testing, and events, so they can also design one that protects student sleep. Because learning depends on alert minds, school leaders should study a later start and create a plan with families, staff, and students.

2 ANSWER WITH EVIDENCE Use the passage

1 What is the author's central claim?

2 Name one expert source the author uses. What does that source add to the argument?

3 What concern does the author acknowledge in paragraph 3, and how does the author respond to it?

4 What action does the conclusion ask school leaders to take? How does that action strengthen the argument?

This image shows a single 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

Underline the central claim and the final call to action. Number any two distinct reasons that support the claim, and circle one piece of evidence and one concern-and-response pair. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the author's central claim?	Middle schools should begin no earlier than 8:30 a.m.
2	Name one expert source the author uses. What does that source add to the argument?	The American Academy of Pediatrics supports later start times because teenagers need more sleep, or the CDC connects insufficient adolescent sleep with academic and mental health problems.
3	What concern does the author acknowledge in paragraph 3, and how does the author respond to it?	The author acknowledges worries about bus routes, sports, and jobs, then argues that districts can plan by adjusting schedules, coordinating with programs, and reviewing activity times.
4	What action does the conclusion ask school leaders to take? How does that action strengthen the argument?	It asks leaders to study a later start and make a plan with families, staff, and students. This gives the argument a practical next step.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should add a water-bottle refill station near the gym. At busy lunch periods, students often wait at the existing fountain or buy drinks in single-use bottles. A refill station would give students a faster way to get water and would make reusable bottles more useful. For example, a student leaving PE could refill a bottle before the next class instead of arriving late after standing in line.

Second, easy access to water can help students stay comfortable during long school days. The station could display a counter showing how many disposable bottles the school has avoided, making the change visible.

Some people may say the station would cost too much. However, the school could compare prices, seek a community grant, or add the station during a planned fountain repair. School leaders should ask students and staff where a station would help most, then include it in the next facilities plan. This small change would solve a daily problem while reducing trash. By choosing a location near a busy area, the school could make reusable bottles a practical choice for more students.

Accept equivalent wording for the claim, reasons, evidence, counterclaim, and response when students point to accurate passage details. For the writing task, accept varied school-change topics if the response has exactly three paragraphs, meets the word range, and includes all required argument features.