Pick a Side

Sort reasons around a school-start claim.

CCSS.ELA-Literacy.WHST.9-10.1a "Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence."

NAME _____ DATE _____

SUPPORTS THE CLAIM	OPPOSES THE CLAIM
A supporting statement gives a reason or evidence for the main claim. It helps show why the claim should be accepted.	An opposing statement gives a counterclaim or a reason against the main claim. It shows a different position that writers should address.
The town should build a protected bike lane because cyclists would have a safer place to ride.	A protected bike lane could remove parking spaces that nearby stores depend on.

1 SORT

8 items

Practice claim: Our high school should begin at 8:30 a.m. or later. These are hypothetical practice statements, not verified research findings. Circle SUPPORTS or OPPOSES for each; a useful reason still needs evidence before real-world use.

1.	Suppose a reliable sleep study found that many teens naturally fall asleep later than adults. This could support a later start.	SUPPORTS OPPOSES
2.	Suppose a study found that students with more sleep were more alert during morning classes.	SUPPORTS OPPOSES
3.	A later dismissal could make it harder for some students to reach evening jobs on time.	SUPPORTS OPPOSES
4.	Suppose a comparable school's records showed fewer tardies after its start time changed.	SUPPORTS OPPOSES
5.	Changing bus schedules could cost the district additional money.	SUPPORTS OPPOSES
6.	Sports practices might end later, leaving less time for homework.	SUPPORTS OPPOSES
7.	A later start could provide more time for sleep if students' bedtimes stayed the same.	SUPPORTS OPPOSES
8.	Families could need to arrange different child-care plans for younger children.	SUPPORTS OPPOSES

2 PROVE IT

Explain your thinking

Pick two items from Part 1. For each one, tell how you knew where it belonged.

ITEM # _____ **HOW I KNEW** _____

ITEM # _____ **HOW I KNEW** _____

3 MAKE YOUR OWN

One of each

Plan an argument. Under SUPPORTS, write a precise school-start claim and explain its significance for learning. Under OPPOSES, state a distinct counterclaim and its strongest reason. Label both as positions, not proven facts.

SUPPORTS

OPPOSES

CHALLENGE

On this page and attached paper, write an opening paragraph plus an organized body outline. Introduce your precise claim and its significance; distinguish a counterclaim. Arrange two reasons, the evidence each needs, and a counterclaim response so their relationships are clear. Do not present the practice statements as verified facts.

ANSWER KEY # Pick a Side

PART 1 · SORT

#	ITEM	CATEGORY	WHY
1	Suppose a reliable sleep study found that many teens naturally fall asleep later than adults. This could support a later start.	**SUPPORTS**	Later sleep patterns support a later school start.
2	Suppose a study found that students with more sleep were more alert during morning classes.	**SUPPORTS**	More sleep is a reason in favor of a later start.
3	A later dismissal could make it harder for some students to reach evening jobs on time.	**OPPOSES**	This gives a possible drawback of starting later.
4	Suppose a comparable school's records showed fewer tardies after its start time changed.	**SUPPORTS**	Fewer tardies is a benefit that supports the claim.
5	Changing bus schedules could cost the district additional money.	**OPPOSES**	Added costs are a reason against the change.
6	Sports practices might end later, leaving less time for homework.	**OPPOSES**	Later practices are a possible negative result.
7	A later start could provide more time for sleep if students' bedtimes stayed the same.	**SUPPORTS**	More available sleep time supports a later start.
8	Families could need to arrange different child-care plans for younger children.	**OPPOSES**	New child-care needs are a possible concern about the change.

PART 2 · PROVE IT

Accept any explanation that names the deciding feature from the rule box for the chosen item.

PART 3 · MAKE YOUR OWN (SAMPLE ANSWERS)

- **SUPPORTS**: Our high school should start at 8:30 to provide more opportunity for adequate sleep and attentive learning; that benefit requires evidence.
- **OPPOSES**: Keep the current time because a later dismissal could conflict with work or family schedules; local schedule data would test the concern.

Challenge: Opening: Our high school should consider an 8:30 start to increase students' opportunity for sleep, which matters for learning. Keeping the current time may protect after-school commitments, so a decision needs evidence about both benefits and costs. Outline: (1) Explain the sleep opportunity reason; seek reliable adolescent sleep research and local sleep data. (2) Explain the learning reason; seek attendance and classroom evidence, acknowledging other causes. (3) Present the schedule counterclaim; seek bus, job and family schedules, then evaluate a feasible response.

Accept any explanation that names the deciding feature from the rule box for the chosen item. In Part 2, students should connect each chosen statement to a benefit of a later start or a concern about changing the schedule. Require an actual opening paragraph and organized outline, not only isolated supporting/opposing statements. Check precise claim, significance, distinct counterclaim, ordered reasons and proposed evidence, plus explicit relationships. All supplied research-style statements are hypothetical; do not award credit for citing them as real studies. Provide attached lined paper for the extended writing task.