The Later Bell

Study how a writer builds a position with organized evidence.

7.W.2.A.iii "Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes: Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts…"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the writer's position, circle each fact or recommendation used as evidence, and number the reasons in the order they appear. These marks will show how the writer organizes an argument.

A Better Start Time

1. Middle schools should begin classes at 8:30 a.m. or later. This schedule would give many students a better chance to get the sleep their bodies need. The Centers for Disease Control and Prevention says that children ages 6 to 12 need 9 to 12 hours of sleep each night. Teens ages 13 to 18 need 8 to 10 hours. When a school bell rings very early, students who must wake early may not reach those recommended amounts.

2. Later starts could also help students focus during first-period learning. The American Academy of Pediatrics recommends that middle and high schools aim for start times of 8:30 a.m. or later. Its policy explains that early schedules can limit adolescents' sleep because biological changes make many teens fall asleep later. This recommendation is relevant because alert students are more able to listen, participate, and complete challenging work. A later bell would not solve every problem, but it would remove one barrier to adequate sleep.

3. Changing a schedule would require careful planning. Bus routes, sports practices, and family routines could change, so school leaders should ask families and staff for input before making a decision. Still, the health evidence gives a strong reason to examine the change. Students need enough sleep, and national health organizations recommend later starts for adolescents. A school that begins at 8:30 or later would be acting on that evidence while creating a schedule designed to support learning. For these reasons, a later start is a sensible goal.

2 ANSWER WITH EVIDENCE

Use the passage

1. What position does the writer defend, and in which paragraph does the writer state it first?

2. What two numerical sleep recommendations does the writer use as evidence in paragraph 1?

3. How does the American Academy of Pediatrics recommendation support the writer's reason in paragraph 2?

4. Why does the writer mention bus routes, sports, and family routines before giving the final conclusion?

3 YOUR TURN

Your own words

Choose one change you think your school should make. First plan your claim and two reasons. Then write a two-paragraph argument, 80 to 100 words total, stating your position and using two specific examples as evidence. Put the first reason and example in paragraph 1 and develop the second in paragraph 2. Keep planning notes separate. Use another sheet if needed.

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PART 1 · READ AND MARK

Underline the writer's position, circle each fact or recommendation used as evidence, and number the reasons in the order they appear. These marks will show how the writer organizes an argument. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What position does the writer defend, and in which paragraph does the writer state it first?	**The writer argues that middle schools should start at 8:30 a.m. or later. The position is first stated in paragraph 1.**
2	What two numerical sleep recommendations does the writer use as evidence in paragraph 1?	**Children ages 6 to 12 need 9 to 12 hours of sleep. Teens ages 13 to 18 need 8 to 10 hours.**
3	How does the American Academy of Pediatrics recommendation support the writer's reason in paragraph 2?	**It supports the idea that later starts can help students get enough sleep and be more alert for learning.**
4	Why does the writer mention bus routes, sports, and family routines before giving the final conclusion?	**The writer acknowledges that changing the schedule needs planning, then explains why the evidence still supports a later start.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should add a ten-minute reading period after lunch. First, a quiet break could help students reset before afternoon classes. For example, students could choose a library book, magazine, or approved article instead of talking over one another in a crowded hallway.

Second, regular reading gives students practice with vocabulary and ideas from different subjects. A student reading a science article might meet useful terms before science class. Because the period is short and uses existing books, the school could try it without changing the whole schedule.

Accept equivalent wording when students identify the position, evidence, and organizational choices accurately. In the open response, look for a clear claim, two distinct reasons, and specific examples that connect directly to the claim. Require two intentionally separated connected paragraphs within the total 80–100-word range, with reasons and examples organized across them. The sample has 88 whitespace-separated words; planning notes are separate.