

The Later Bell

Study how an argument uses evidence, reasoning, and a counterclaim.

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 Underline the writer’s thesis, number three pieces of evidence that support it, and circle the counterclaim with its response. These moves show how the argument is built.

Why High Schools Should Start Later

- ① High schools should begin no earlier than 8:30 a.m. because teenagers’ biological clocks shift later during puberty, and sleep affects learning and safety. The American Academy of Pediatrics recommends that middle and high schools start at 8:30 or later so students can get the 8.5 to 9.5 hours of sleep they need. This proposal does not promise perfect grades or solve every sleep problem. Instead, later starts can support attendance, attention, and safer morning travel. The evidence, practical concerns, and a reasonable response to those concerns show why districts should change.
- ② Research gives districts a concrete reason to act. The Centers for Disease Control and Prevention reported that 93 percent of U.S. public high schools started before 8:30 a.m. in the 2011-12 school year. The CDC also links insufficient sleep in adolescents with poorer school performance and a higher risk of injuries. When a bell rings before students are alert, a district may be creating a barrier to the learning it expects. A later schedule cannot force sleep, but it gives students a better opportunity to meet the sleep range identified by pediatric experts.
- ③ Opponents reasonably note that a later dismissal can complicate bus routes, sports, jobs, and family schedules. Those costs deserve planning, not dismissal. Districts can coordinate transportation with neighboring schools, adjust practice times, and ask families which changes cause the greatest difficulty. The American Academy of Pediatrics acknowledges that schedules involve community decisions, yet it still urges later starts because adolescent sleep needs are important. Since the strongest evidence connects adequate sleep to students’ health, learning, and safety, school boards should set high school start times at 8:30 a.m. or later and plan the transition with their communities.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What is the writer’s thesis? What three parts of the argument does the first paragraph preview?

2 Identify two pieces of source-based evidence in the passage. Explain how each one supports the thesis.

3 What counterclaim does the writer address? How does the writer respond to it?

4 How does the final sentence provide a conclusion that follows from the argument?

3 YOUR TURN _____ Your own words

Write a three-paragraph argument of 120 to 160 words about whether your school should install water-refill stations and encourage reusable bottles. Introduce a clear thesis, use at least two facts from authoritative sources, address one counterclaim, and end with a conclusion that supports your claim.

PART 1 • READ AND MARK

Underline the writer's thesis, number three pieces of evidence that support it, and circle the counterclaim with its response. These moves show how the argument is built. 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? What three parts of the argument does the first paragraph preview?	The thesis is that high schools should start no earlier than 8:30 a.m. The paragraph previews evidence, practical concerns, and a response to those concerns.
2	Identify two pieces of source-based evidence in the passage. Explain how each one supports the thesis.	The American Academy of Pediatrics recommends starts at 8:30 or later so students can get needed sleep, which supports a later schedule. The CDC links insufficient adolescent sleep to poorer school performance and injuries, which shows why more sleep time matters.
3	What counterclaim does the writer address? How does the writer respond to it?	The counterclaim is that later dismissal could complicate transportation, activities, jobs, and family schedules. The writer responds that districts can plan for these issues by coordinating buses, adjusting practices, and consulting families.
4	How does the final sentence provide a conclusion that follows from the argument?	It restates the recommendation for 8:30 a.m. starts and connects it to the evidence about health, learning, and safety while calling for a planned transition.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our school should install water-refill stations near the gym and cafeteria and encourage students to bring reusable bottles. The change would give students a convenient way to choose water during long practices and busy lunches. It would also reduce the number of single-use bottles placed in trash and recycling bins. The Environmental Protection Agency reports that containers and packaging made up 28.1 percent of U.S. municipal solid waste generation in 2018. The Centers for Disease Control and Prevention recommends making drinking water available where students learn and play. Together, these sources show that refill stations can support both access to water and less waste. Some people may worry about installation costs. However, the school can add stations gradually, beginning in the busiest areas, and track bottle purchases afterward. Because this practical change serves students and reduces waste, the school should fund refill stations next year.

Accept equivalent statements of the thesis, evidence, counterclaim, response, and conclusion when they are supported by the passage. For the writing task, accept varied positions if the response has a clear claim, credible evidence, reasoning, a counterclaim response, and a connected conclusion.