

Evidence That Matters

Study how a writer builds a practical recommendation from authoritative sources.

11.W.1.A.iii “Write extended pieces that: Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience’s knowledge.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each claim or recommendation. Circle every source name, then number the concrete facts or quotation that each source contributes to the writer’s case.

A Better First Bell

- ① At 7:20 a.m., many teenagers are expected to solve equations, discuss novels, and drive to school while their bodies still signal sleep. District leaders should move high school opening bells to 8:30 a.m. or later. The American Academy of Pediatrics states that “middle and high schools should aim for a starting time of no earlier than 8:30 a.m.” This recommendation matters because the Academy writes policy for children’s health, not for a single district’s convenience. A later bell would not eliminate every challenge students face, but it would align the school schedule with a well-supported health need.
- ② Federal health guidance explains the need behind that schedule. The Centers for Disease Control and Prevention says that teenagers ages 13 through 18 need 8 to 10 hours of sleep per 24 hours. That precise range gives families and board members a practical measure: a student who must wake at 6:00 a.m. needs to fall asleep between 8:00 and 10:00 p.m. to meet it. The CDC also reports that insufficient sleep is linked to injuries, poor mental health, and poor academic performance. These facts make sleep a school issue, not merely a private habit.
- ③ Evidence from an actual schedule change suggests that the recommendation can work in classrooms. In a 2018 study published in *Science Advances*, researchers examined two Seattle high schools after their start time shifted from 7:50 to 8:45 a.m. Students slept 34 minutes longer on average. Their median grades increased 4.5 percent, although the study does not prove that extra sleep alone caused that change. For a school board, this limitation is important: it prevents an exaggerated promise. Still, the peer-reviewed study adds local, measurable results to the health guidance from the CDC and the Academy. Together, the sources support a cautious, evidence-based move to a later start.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What is the writer’s central recommendation? Name two authoritative sources the writer uses to support it.

2 Why is the CDC’s 8-to-10-hour sleep range relevant to a school board audience? Use the writer’s concrete example in your answer.

3 What limitation does the writer state about the Seattle study, and why does including it strengthen the argument?

4 How does the Science Advances study contribute a different kind of evidence than the CDC and American Academy of Pediatrics provide?

3 YOUR TURN _____ Your own words

Choose a policy that could affect your school community. Write a 140-to-160-word recommendation for a decision-maker that uses at least three authoritative sources, includes one short quotation and two concrete details, and explains one limit or condition on your proposal.

PART 1 • READ AND MARK

Underline each claim or recommendation. Circle every source name, then number the concrete facts or quotation that each source contributes to the writer's case. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the writer's central recommendation? Name two authoritative sources the writer uses to support it.	The writer recommends that high schools start at 8:30 a.m. or later. Supporting sources include the American Academy of Pediatrics, the CDC, and the 2018 Science Advances study.
2	Why is the CDC's 8-to-10-hour sleep range relevant to a school board audience? Use the writer's concrete example in your answer.	It gives the board a practical measure of students' sleep needs. A student waking at 6:00 a.m. would need to fall asleep between 8:00 and 10:00 p.m. to get that amount of sleep.
3	What limitation does the writer state about the Seattle study, and why does including it strengthen the argument?	The study does not prove that extra sleep alone caused the grade increase. Including that limit makes the recommendation more careful and credible because it avoids an exaggerated claim.
4	How does the Science Advances study contribute a different kind of evidence than the CDC and American Academy of Pediatrics provide?	The study provides measured results from two Seattle high schools after a schedule change, including 34 more minutes of sleep and a 4.5 percent median grade increase. The CDC and Academy provide health guidance and recommendations.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our school should create a supervised share table and measure cafeteria waste for one semester. The United States Department of Agriculture explains that share tables let students return unopened food or whole fruit for other students when local health rules permit (USDA, "The Use of Share Tables," 2016). This practical guidance fits a cafeteria because it addresses safe redistribution, not just disposal. The Environmental Protection Agency calls food "the single most common material landfilled and incinerated in the United States" (EPA, "Wasted Food Scale," 2025). Reducing untouched food therefore matters beyond our lunchroom. Before expanding the program, staff should weigh food collected each day and record which items return most often. The Food and Drug Administration Food Code requires time and temperature controls for foods that need them (FDA Food Code, 2022), so the table should accept only items approved by the district nutrition director. These sources support a small, measurable trial rather than an unsafe promise.

Accept equivalent answers that accurately identify the recommendation, distinguish health guidance from the Seattle study's measured results, and explain relevance or limitations using passage evidence. For the writing task, accept varied topics when the response meets the word count and sustains a recommendation with relevant, authoritative, accurately represented sources.