



7th ELA #1

Subject: English Language Arts

State: Ohio

Student Name: _____

Teacher Name: _____

School Name: _____

Read the article. Then, answer the questions.

High school will keep starting too early. Here's why.

by Dan Weissmann

1. The American Academy of Pediatrics has joined a chorus that's been growing louder for years: The school day should start later for teenagers because they aren't wired to go to bed early — and they need their sleep.
2. The AAP says this is a public-health issue: Sleep-deprived teenagers are more likely to crash cars, get depressed, and become obese. Also, they may not do as well in school.
3. However, early start times aren't going away quickly, and probably won't, because of the costs.
4. That's surprising because, from the outside, the economics of a later start-time seem pretty good. A 2011 study from the Brookings Institution looked at three ways school districts could improve just by getting better organized. Starting school later for teens was number one.
5. "Among all the things schools could do to increase student performance, this is one of the less expensive ones," says Brian Jacob, an economics and public-policy professor at the University of Michigan, one of the study's co-authors. "This is not like hiring extra teachers to reduce class size, or building a big new expensive building."

Average start times for U.S. public high schools

School Types ▼	Total number of public high schools	Average start time of public high schools	Percent that start before 7:30:00 AM	Percent that start 7:30 AM to 7:59:00 AM	8:00 AM to 8:29:00 AM	Percent that start 8:30 AM to 8:59:00 AM	Percent that start 9:00 AM or later
All public schools	18,360	7:59	9.5	33	43.1	10.60	3.80
Charter schools	1,060	8:06	5.80	23.8	47.5	14.8	8.20
City	4,060	8:05	9.1	25.8	41.6	16.90	6.7
Rural	7,000	8:01	6.7	30.6	50	9.60	3
Suburban	4,340	7:51	18.40	41.90	28.3	7.7	3.7
Town	2,960	8:01	3.5	35.5	50.7	8.4	2
Traditional public	17,300	7:59	9.70	33.5	42.90	10.3	3.6

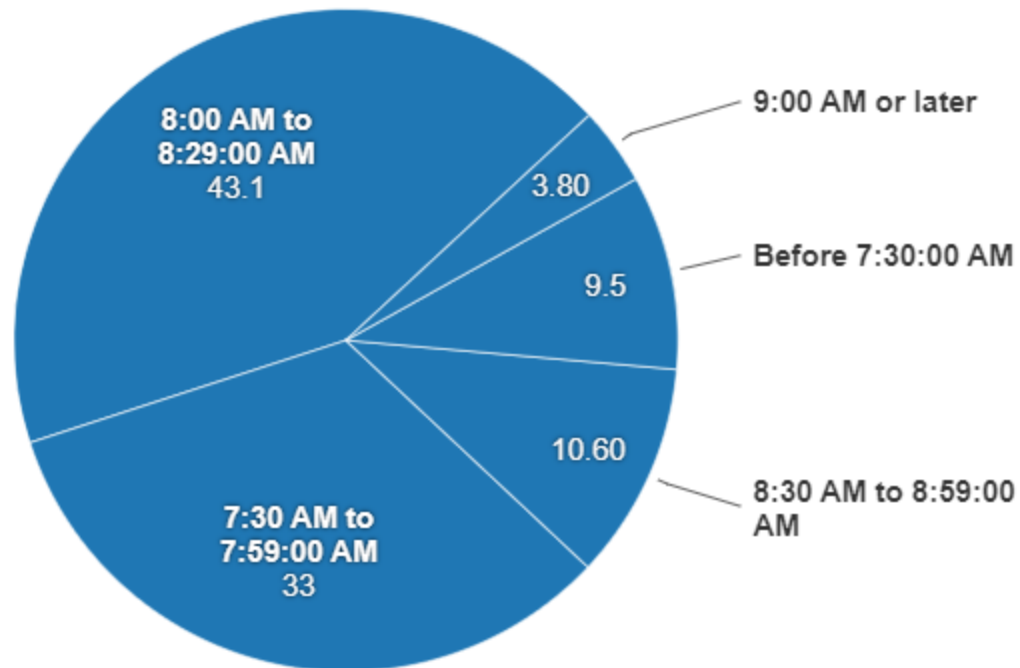
Source: [U.S. Department of Education](#) • [Get the data](#)

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6. School boards often hear objections about disruptions at the other end of the school day: Kids getting home really late from sports practice or chess club. Or not being able to work after-school jobs.
7. The big issue — the expensive issue — is transportation, says Kristen Amundson, executive director of the National Association of State Boards of Education. Amundson is a former member of the school board in Fairfax County Virginia, which is ground zero for debates on school start times.
8. The debate started there when Amundson was serving, back in the 1990s; buses were the sticking point.

Start times for U.S. high schools

Percent of U.S. public high schools with morning start times.



Source: [Source: U.S. Department of Education](#) • [Get the data](#)

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9. “How school districts make school buses pay is, you basically use the equipment as much as you can,” Amundson says.
10. Meaning, the district runs each bus multiple times every morning. High school students typically get picked up on the first run, which can happen before sunrise for part of the year.
11. Asked why little kids, who tend to be early risers, couldn’t start early, Amundson laughs. “Oh, no, that was a non-starter,” she says. “There were exactly zero of us who were prepared to have five year-olds on the street in the dark.”
12. She says later start times probably work better for smaller districts, with fewer buses to run. Fairfax County’s School Board is scheduled to vote on a later-start proposal in October.

Weissmann, Dan. “High School Will Keep Starting Too Early. Here's Why.” Marketplace, Learning Curve, 25 Aug. 2014, <https://www.marketplace.org/2014/08/25/high-school-will-keep-starting-too-early-heres-why/>.

1 Part A:

Which word best defines *economics* as the author uses the word in paragraph 4 of the text: “High schools will keep starting too early. Here’s why.”?

(A) importance

(B) reasons

(C) price

(D) factors

2 Part B:

Circle two of the underlined groups of words from paragraphs 3-5 of the text that best help the reader understand the meaning of the word *economics* as it is used in this passage.

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“Among all the things schools could do to increase student performance, this is one of the less expensive ones,” says Brian Jacob, an economics and public policy professor at the University of Michigan, one of the study's co-authors. “This is not like hiring extra teachers to reduce class size, or building a big new expensive building.”

3 Which sentence provides the best summary of “High schools will keep starting too early. Here’s why.”?

(A) There are many reasons schools will not change their start time.

(B) Despite research showing the positive effects of adjusting high school start times, schools have found it difficult to make the change.

(C) Research recently released supports the decision many high schools have made to adjust their start time to better reflect teenage sleep cycles.

(D) Changing school start times is relatively easy compared to other proposed school reforms.

4 Part A:

Based on information from “High schools will keep starting too early. Here’s why.,” which sentence best states the author’s perspective regarding high school start times?

- (A) He wants school leaders to figure out a cost-effective way to change start times for all students.
- (B) He believes that schools should consider moving start times back.
- (C) He understands that there are expenses preventing schools from changing their start times.
- (D) He hopes that schools will begin to use more busses so that all children can start at a reasonable hour.

5 Part B:

Which two sentences explain the most effective ways the author develops his perspective?

- (A) He highlights the research supporting adjusting start times.
- (B) He provides graphs that show the numbers of schools starting before 8:00 am.
- (C) He includes quotations that explain why schools are unable to move start times back.
- (D) He describes the different expenses associated with changing school start times.
- (E) He notes places where school start times are more likely to change.

6 How do Figures 1 and 2 contribute to the meaning of the text?

(A) They describe the different types of schools that have appropriate start times, emphasizing the claim that it is easier to move start times back in rural districts.

(B) They reveal the different times schools start, which emphasizes the claim that ending later has a negative impact on extracurricular activities.

(C) They highlight the claim that it is incredibly expensive to move start times back.

(D) They emphasize the claim that it will be challenging to move start times because a significant percentage of American schools start too early.

7 Which sentence best explains how the recording clarifies the information provided in “High schools will keep starting too early. Here’s why.”?

(A) In the recording, the introduction from David Guerra provides additional detail about the students most impacted by early high school start times, an idea mentioned in the text.

(B) In the recording, the quotations from those actually involved in the debate add credibility to the claims Weissman makes in the text.

(C) In the recording, the note about where Weissmann is located reveals that high school start times is a national issue, a fact cited in the research in the text.

(D) In the recording, the addition of Amundson’s laughter emphasizes how ridiculous it is to have elementary schoolers start earlier, a suggestion only briefly mentioned in the text.