Shade on the Street

Trace how an op-ed moves city leaders toward action.

10.P.AC.1.a "Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the writer's main claim and final call to action, circle two evidence-based details, and put a star beside the rhetorical question to show how the argument addresses city decision makers.

A Better Bus Stop

1 At 3:30 p.m., students leave Lincoln High and wait beside a bus stop with no roof, bench, or tree. In August, the metal sign is hot enough to avoid touching, and the sidewalk seems to throw heat upward. This is not a minor inconvenience. A bus stop is public infrastructure, yet it leaves riders exposed precisely when they cannot simply step indoors. The city council should fund shaded shelters at the busiest stops before next summer. Riders include students, older adults, and workers, so this decision concerns more than comfort. It concerns whether public transportation is usable for the people who depend on it.

2 Shade is a practical response to heat, not a decorative extra. The U.S. Environmental Protection Agency explains that trees and vegetation can help cool urban areas by providing shade and releasing water vapor. Shelters also block direct sunlight and give riders a visible place to wait. Some leaders may worry about cost, but a phased plan can begin with stops that have the highest ridership and least nearby shade. Why should a teenager carrying a backpack or a home health aide carrying supplies face the harshest conditions just to catch a bus? Prioritizing these stops would match public spending with everyday need.

3 The council does not need to redesign every stop at once. It can publish a map of unshaded, high-use stops, ask riders to report dangerous waiting conditions, and install a first group of shelters before the hottest months. This sequence makes the proposal measurable, while the rider examples keep the issue human. Residents can speak at the transportation meeting, and council members can require progress reports after installation. A shaded stop will not solve every transportation problem, but it signals that riders' time and safety matter. When a city asks people to choose the bus, it should provide a place where they can wait with basic protection.

2 ANSWER WITH EVIDENCE

Use the passage

1. State the writer's main claim and the action the writer wants the city council to take.

2. Who is the primary target audience? Use one detail from the passage to support your answer.

3. How does the rhetorical question in paragraph 2 affect the target audience?

4. How does the EPA information support the writer's purpose?

3 YOUR TURN

Your own words

Write 3 to 4 sentences to a named decision-making audience about one practical change your school or community should make. Include a clear claim, one factual or observable detail, a rhetorical question or direct address, and a call to action.

ANSWER KEY

Shade on the Street

GRADE 10 · 10.P.AC.1.a

PART 1 · READ AND MARK

Underline the writer's main claim and final call to action, circle two evidence-based details, and put a star beside the rhetorical question to show how the argument addresses city decision makers. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	State the writer's main claim and the action the writer wants the city council to take.	**The city council should fund shaded shelters at the busiest bus stops before next summer.**
2	Who is the primary target audience? Use one detail from the passage to support your answer.	**The primary audience is the city council, shown by the direct statement that the council should fund shelters and by the proposed actions council members can take.**
3	How does the rhetorical question in paragraph 2 affect the target audience?	**It asks leaders to imagine the hardship faced by specific riders, making the need for shelters feel urgent and human.**
4	How does the EPA information support the writer's purpose?	**It provides credible evidence that shade can cool urban areas, supporting the argument that shelters are a practical response to heat.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

To the principal and school board, install a water-bottle refill station near the gym. After physical education, students often form a line at the single fountain, and some return to class without drinking. If the school expects students to stay focused and active, should water be this hard to reach? Add one refill station before the next school year and track its use.

Accept responses that identify the city council as the main audience and explain effects with passage evidence. For the writing task, accept different issues and rhetorical choices when the response includes all required elements and addresses a decision-making audience.