

Route to Yes

Analyze how a public proposal is organized for its decision-making audience.

11.T.SS.1.a "Analyze and evaluate the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience or serve a specific purpose. (I)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB In the left margin, write a two- to four-word label for each paragraph's job. Underline one detail in each paragraph that helps persuade the Transit Board.

A Late Bus for Harbor City

- ① At 11:15 p.m., Harbor City's last eastbound bus has already left. Restaurant workers, hospital aides, and community-college students often wait for costly rides or walk along poorly lit streets. The Transit Board should add one late trip on Route 6. This change would serve people whose shifts and classes end after the current schedule. It would also make downtown employers less dependent on workers who own cars. A single additional trip is a practical first step toward safer travel after dark without redesigning the entire system for thousands of residents.
- ② Route 6 is the best place to begin because it connects the hospital, the restaurant district, and the college station. According to the transit agency's rider count from October 2025, the 10:15 p.m. trip carried an average of 31 passengers on weeknights, including riders transferring from two other routes. The proposed 11:15 trip could use the same bus after its current final run, so the board would need only driver time and fuel, not another vehicle. A three-month pilot, measured by boarding totals and rider surveys, would show whether the trip meets a continuing need.
- ③ Some board members may worry that a lightly used late trip would waste money. The pilot answers that concern by setting a clear review date and by using buses already assigned to Route 6. If the board approves the pilot before the winter schedule begins, riders can learn the new time through stop signs, employer notices, and the transit app. I ask the board to vote for the three-month pilot at its September meeting. A late Route 6 trip is a limited, measurable investment in safe access to work, school, and care.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Who is the target audience, and what action does the writer want that audience to take?

2 How does the first paragraph's movement from a problem to a specific claim help meet the Transit Board's needs?

3 Why does the second paragraph give ridership evidence before explaining the pilot's cost and measurement plan?

4 How does the final paragraph respond to a likely objection, and why is the final request effective for this audience?

3 YOUR TURN _____ Your own words

Choose one change you want your school principal to consider. Write a 90-110 word proposal in three paragraphs: establish a problem and claim, present a feasible plan or evidence, then address one concern and end with a specific action request. Add one sentence explaining why your paragraph order fits a principal's needs.

PART 1 • READ AND MARK

In the left margin, write a two- to four-word label for each paragraph's job. Underline one detail in each paragraph that helps persuade the Transit Board. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is the target audience, and what action does the writer want that audience to take?	The target audience is the Transit Board. The writer wants it to approve a three-month late Route 6 pilot.
2	How does the first paragraph's movement from a problem to a specific claim help meet the Transit Board's needs?	It first establishes the transportation problem and affected riders, then gives the board a specific solution to consider.
3	Why does the second paragraph give ridership evidence before explaining the pilot's cost and measurement plan?	The ridership evidence shows likely demand first. The following details address the board's need to know whether the plan is affordable, practical, and measurable.
4	How does the final paragraph respond to a likely objection, and why is the final request effective for this audience?	It addresses cost concerns by explaining the limited pilot and use of an already assigned bus. It ends with a clear vote request and meeting date, which directs the board toward a decision.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our school should install a water-refill station beside the gym entrance. Students after practice often find the fountain crowded, and many buy bottles from vending machines. A refill station would provide faster access to water and reduce plastic waste. First, the school could request price quotes from two suppliers and use student council fundraising for part of the cost. The station could connect to existing plumbing near the locker rooms, limiting construction. Facilities staff could track filter replacements initially. Although installation costs may concern the administration, quotes and fundraising would set a budget before any purchase. Approve a planning team this month so the station can open before spring sports begin. Organization note: This order gives the principal a need, a manageable plan, and a response to cost concerns before the requested decision.

Accept equivalent analyses that identify how the passage moves from need, to feasibility evidence and plan, to objection and action request. For the open task, accept varied school changes if the writing has three purposeful stages, addresses the principal, and explains how the order supports that audience.