Syntax Sparks Action

Track how sentence choices turn information into a call for change.

9.P.AC.1.c "Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline sentences that directly urge residents to act, circle repeated words or sentence openings, and number each sentence that uses a list or a question. These choices reveal how the writer guides residents toward action.

A Cooler Maple Street

1 On the hottest afternoons, the parking lot behind Maple Street Library can feel like a skillet. Dark asphalt absorbs sunlight, then releases heat long after the sun drops. For people walking home, waiting for buses, or pushing strollers, that extra heat is not a small inconvenience. It can raise the risk of dehydration and heat illness. The problem is especially serious for older adults, young children, and people who work outdoors. Yet the lot has another future. Shade trees, pale pavement, and a covered bus shelter could lower surface temperatures and make the block safer.

2 That change will not happen by accident. First, the city must include shade in its parking-lot redesign plan. Then local businesses can help water new trees during their first summers. Finally, residents can attend the evening planning meeting on June 12 at 6:30 p.m. Bring a photo of the lot at midday, if you can. Bring a neighbor. Bring a question. Specific evidence and steady voices can show officials that this project matters. They can also explain which routes feel hottest and who waits there daily.

3 A cooler block would not solve every danger of extreme heat. People still need drinking water, rest breaks, and access to air-conditioned spaces. But one redesigned lot can send a practical message: public places should protect the people who use them. Imagine stepping off a bus beneath leaves instead of beside shimmering asphalt. Imagine a parent choosing the library because the walk feels manageable. This is a local decision, but it carries a larger question. When temperatures rise, will our neighborhood wait, or will it prepare?

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the sentence that lists people "walking home, waiting for buses, or pushing strollers" affect residents who read the passage? How does it support the writer's purpose?

2. What effect do the sentence openings "First," "Then," and "Finally" create in paragraph 2?

3. Why does the writer use three short sentences beginning with "Bring" in paragraph 2?

4. How does the final question affect the target audience and support the passage's purpose?

3 YOUR TURN

Your own words

Write a three-sentence message to students urging support for one school improvement. Begin one sentence with a dependent clause, make one sentence a short command, and end with a rhetorical question; then label each sentence's structure in parentheses.

ANSWER KEY

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GRADE 9 · 9.P.AC.1.c

PART 1 · READ AND MARK

Underline sentences that directly urge residents to act, circle repeated words or sentence openings, and number each sentence that uses a list or a question. These choices reveal how the writer guides residents toward action. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the sentence that lists people "walking home, waiting for buses, or pushing strollers" affect residents who read the passage? How does it support the writer's purpose?	**The list helps residents picture several people affected by the heat, making the problem feel widespread and supporting the call to improve the lot.**
2	What effect do the sentence openings "First," "Then," and "Finally" create in paragraph 2?	**They organize the proposed actions into clear steps, making the plan seem practical and achievable.**
3	Why does the writer use three short sentences beginning with "Bring" in paragraph 2?	**The repeated imperative opening creates urgency and gives residents specific actions to take at the meeting.**
4	How does the final question affect the target audience and support the passage's purpose?	**It challenges neighborhood residents to choose preparation instead of waiting, creating urgency around the redesign.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Because the courtyard has no benches, students often eat on the floor during crowded lunch periods. (dependent-clause opening) Add benches. (short command) Should students have a clean place to sit? (rhetorical question)

Accept answers that cite a specific sentence pattern or syntax choice and explain a reasonable effect on residents and the writer's call for action. For Part 3, accept any school improvement topic if the response has exactly three sentences and includes the required structures.