

Structure Drives Decisions

Analyze how a proposal is arranged for decision makers.

9.T.SS.1.a "Analyze the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience. (I)"

NAME _____

DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline sentences that explain the problem or give supporting details, circle the requested action, and number the paragraphs 1, 2, and 3 to show how the proposal moves the Transit Board toward a vote.

A Request for Safer Bus Stops

- ① Members of the Lakeview Transit Board, our student advisory group asks you to add shade structures at the three busiest stops near Central High School. Each afternoon, riders wait in direct sun while buses arrive, and the current stops offer only a sign and a bench. This concern affects students, older riders, and parents with young children. Because the board decides how transit improvement funds are spent, it needs a request that explains both the problem and a responsible use of public money for residents.
- ② First, the need is easy to observe, but the solution is limited and practical. The three stops serve several afternoon bus routes, so one structure at each location would reach many riders without changing routes or schedules. A shelter with a roof, open sides, and a bench could reduce exposure to sun and light rain while keeping sight lines clear. The advisory group suggests standard prefabricated shelters and placement beside, rather than in, the boarding area. This design protects wheelchair access and does not slow boarding.
- ③ Finally, the board can consider this request during its October facilities meeting. Before that meeting, staff could confirm available sidewalk space, estimate installation costs, and check whether utility lines affect the sites. Those steps give board members the practical details they need before choosing among projects. If the board approves the idea, the advisory group can share rider comments and help explain construction dates to students. We ask the board to place the three shelters on the meeting agenda, review the site information, and vote on funding this school year.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What organizational pattern does the proposal use across its three paragraphs? Explain why this pattern fits the Transit Board.

2 How does paragraph 2 meet a need the Transit Board is likely to have before considering the request?

3 Why is paragraph 3 placed after the description of the shelter plan in paragraph 2?

4 Which phrase in paragraph 1 identifies why the Transit Board is the right target audience? How does that phrase strengthen the proposal?

3 YOUR TURN _____ Your own words

Write a 90 to 120 word request to your school principal for one realistic campus improvement. Organize it in three short paragraphs: state a need and who it affects, explain a workable plan with a practical detail, then ask for a specific decision and next step.

PART 1 • READ AND MARK

Underline sentences that explain the problem or give supporting details, circle the requested action, and number the paragraphs 1, 2, and 3 to show how the proposal moves the Transit Board toward a vote. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What organizational pattern does the proposal use across its three paragraphs? Explain why this pattern fits the Transit Board.	It moves from a community need and the board's responsibility, to a feasible shelter plan, to decision steps and a funding request. Board members need context, practical details, and a clear action before voting.
2	How does paragraph 2 meet a need the Transit Board is likely to have before considering the request?	It gives practical details about reach, location, accessibility, and boarding, showing that the plan can work without disrupting bus service.
3	Why is paragraph 3 placed after the description of the shelter plan in paragraph 2?	Paragraph 3 uses the plan from paragraph 2 to identify the information staff should check and the action the board should take. The board needs to understand the plan before it can review costs and vote.
4	Which phrase in paragraph 1 identifies why the Transit Board is the right target audience? How does that phrase strengthen the proposal?	"The board decides how transit improvement funds are spent." It shows that the board has the authority to consider and fund the requested shelters.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Principal Ortiz, students who stay after school often have no quiet indoor place to wait for late rides or activities. The library closes before many practices end, so students gather in crowded hallways. A supervised study room would give them a safer place to finish work and wait. Room 214 is near the office and already has tables, lights, and internet access. One staff member could supervise it from 3:00 to 4:30 on weekdays. Using an existing room gives families a predictable pickup location. Please ask an assistant principal to check the room schedule and available coverage. Then include the study room in next month's student-support plan. A decision this month would allow an announcement before winter activities begin.

Accept answers that explain how the order of ideas serves the Transit Board's role as a decision-making audience. For the open response, look for a clear audience, a logical three-part sequence, practical supporting details, and a specific requested action.