Words That Persuade

Notice how a proposal uses language to make its case.

9.T.SS.2 "Craft: Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the two comparisons that make heat or shade vivid. Circle the sentence that names its audience, and put a star beside the single rhetorical question. These choices show how a speaker can make a practical proposal feel urgent and shared.

Shade at Dismissal

1 At 3:15, when students spill from Lincoln High, the sidewalks shimmer like a stove top. Bus riders wait beside bare pavement, pressing notebooks against their heads. Across the street, the small park holds one cool pocket of shade, as welcome as an open doorway. This difference is not a matter of comfort alone. On hot days, unshaded routes can discourage walking and leave students exhausted before practice or homework begins. Our campus plan should include trees along the bus loop and the busiest paths, where their shade will reach people every afternoon.

2 Trees also do more than lower the temperature. Their leaves soften traffic noise, and their roots help rain soak into soil instead of racing across the parking lot. Some people may see planting as an expense, yet a tree is also long-term campus equipment, working quietly through every season. We already budget for lights that guide us after dark. Why would we ignore living shade that protects us in the brightest hours? By choosing native species and scheduling student volunteers to water new saplings, we can care for the trees responsibly.

3 Board members, this proposal is a small design choice with a large daily effect. A row of young trees will not transform the campus overnight, but it will give each class a cooler route, a quieter edge, and a visible sign that our school plans ahead. Imagine a ninth grader stepping off a bus in August and finding relief before the first bell. That student will not measure the shade in degrees. They will simply know that the school made room for them. Plant the first row this fall, then let its branches make the argument for years to come.

2 ANSWER WITH EVIDENCE

Use the passage

1. What effect does the comparison of the sidewalks to a stove top create? Explain how it supports the proposal.

2. How does the speaker's use of the word "we" in the second paragraph affect the audience?

3. What idea is created by contrasting an "expense" with "long-term campus equipment"?

4. How does the imagined ninth grader in the final paragraph strengthen the proposal?

3 YOUR TURN

Your own words

Write a three-sentence proposal of 40 to 60 words to a school group about one change you want. Directly name your audience, include a comparison and a contrast, and end with a rhetorical question.

ANSWER KEY

Words That Persuade

GRADE 9 · 9.T.SS.2

PART 1 · READ AND MARK

Underline the two comparisons that make heat or shade vivid. Circle the sentence that names its audience, and put a star beside the single rhetorical question. These choices show how a speaker can make a practical proposal feel urgent and shared. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What effect does the comparison of the sidewalks to a stove top create? Explain how it supports the proposal.	**It makes the pavement seem intensely hot and uncomfortable, which makes the need for shade feel urgent.**
2	How does the speaker's use of the word "we" in the second paragraph affect the audience?	**It presents tree planting as a shared school responsibility rather than someone else's problem.**
3	What idea is created by contrasting an "expense" with "long-term campus equipment"?	**The contrast reframes trees as a useful long-term investment, not simply a cost.**
4	How does the imagined ninth grader in the final paragraph strengthen the proposal?	**It gives the proposal a human example, helping the audience picture how shade would affect a student each day.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Library committee, our outdated study room feels like a train station during lunch. It is not merely a cramped corner, but a place where students should be able to think. Could we add sound-absorbing panels and lamps so every reader has a calmer space?

Expected marks are the two similes about the stove top and open doorway, the sentence beginning "Board members," and the question beginning "Why would we ignore." Accept explanations that accurately connect a language choice to urgency, shared responsibility, value, or a human impact.