

Buses, Heat, and Shade

Trace how a focused proposal uses evidence, organization, and tone.

9.T.T.2.d "Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the main recommendation, circle each piece of evidence or explanation that supports it, and number the transitions that connect the paragraphs. These marks will show how the writer builds a clear proposal for a specific audience.

A Practical Plan for Bus-Stop Shade

- ① On many afternoons, students wait for buses beside bare sidewalks. At Riverton High, the problem is most serious from August through October, when the pavement stores heat long after classes end. A shade structure is more than a roof. It is a small covered area that blocks direct sunlight while students wait. Installing two structures near the busiest loading zones would give students a cooler place to stand. This proposal does not require rebuilding the campus. Instead, it addresses a specific safety and comfort need with a practical improvement.
- ② Heat makes this need measurable. The National Weather Service advises people to seek shade during hot weather because shade can reduce exposure to direct solar radiation. In Riverton, a student council survey of 180 riders found that 126 students, or 70 percent, had waited in the sun for more than ten minutes at least once that month. One student reported using a notebook as a sun shield, an example that shows how little protection the current area offers. These findings connect a national health recommendation to a local experience.
- ③ Cost also matters to the school board, which must balance this project with other needs. Local contractors estimate that a basic steel shade structure costs about \$8,000 to \$12,000, depending on size and installation conditions. Although that amount is significant, the district could begin with one structure at the west loading zone, where afternoon sun is strongest, and review its use after one semester. This phased approach limits the first expense and provides evidence for a later decision. By funding shade in steps, the board can respond carefully to student needs and public funds.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How does paragraph 2 develop the problem introduced in paragraph 1? Use two details from the passage.

2 Identify two different types of information the writer uses in the passage. Explain how each type strengthens the proposal.

3 Who is the main audience for this proposal? What tone does the writer use for that audience? Support your answer with two details.

4 What relationship between ideas does the transition “Cost also matters” show at the start of paragraph 3?

3 YOUR TURN _____ Your own words

Write a 120 to 150 word recommendation to your principal about one improvement your school should make. Organize it in two paragraphs, use at least three types of information, such as a statistic, an observation, an example, a definition, or a cost detail, and use a formal, practical tone.

PART 1 • READ AND MARK

Underline the main recommendation, circle each piece of evidence or explanation that supports it, and number the transitions that connect the paragraphs. These marks will show how the writer builds a clear proposal for a specific audience. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does paragraph 2 develop the problem introduced in paragraph 1? Use two details from the passage.	It supports the need for shade with a national health recommendation and local evidence, including the survey showing that 70 percent of riders had waited in the sun for more than ten minutes.
2	Identify two different types of information the writer uses in the passage. Explain how each type strengthens the proposal.	The writer uses survey statistics to show the size of the local problem and a student example to show its personal effect. The passage also uses a national health recommendation and cost estimates.
3	Who is the main audience for this proposal? What tone does the writer use for that audience? Support your answer with two details.	The main audience is the school board. The tone is formal and practical because the writer discusses costs, public funds, a phased approach, and reviewing the structure after one semester.
4	What relationship between ideas does the transition "Cost also matters" show at the start of paragraph 3?	It adds cost as another important consideration after the passage has explained the heat and safety need.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Principal Lee, I recommend creating a quiet lunch space in the unused conference room beside the library. A quiet lunch space is a supervised room where students may eat and talk softly. In a poll of 60 ninth graders, 38 said that the cafeteria is sometimes too loud for them to relax. One student explained that she eats quickly in the hallway when the cafeteria feels crowded. This evidence shows that some students need another option, not that the cafeteria should close. The room needs six tables, clear expectations, and an adult monitor. Because the conference room already has lights and nearby restrooms, the change would require less work than building a new area. The school could try the space for one month and count daily attendance. This small pilot would help you decide whether a permanent quiet lunch space serves students well.

Accept equivalent responses that accurately identify the proposal's organization, evidence, audience, and formal practical tone. For the open task, accept varied relevant information, clear relationships between ideas, two paragraphs, an appropriate audience-focused tone, and 120 to 150 words.