Shade Without Spin

How an informative proposal addresses public decision-makers

11-12.W.2.e "Establish and maintain a style appropriate for the purpose and audience."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two statements that limit a claim about bus shelters. Circle two specific planning details that would help the committee evaluate a shelter.

Planning Shade at Bus Stops

1 For the city transportation committee, this overview explains how shade can make a bus stop more usable during hot weather. At an uncovered stop, pavement and nearby surfaces absorb sunlight and can radiate heat while riders wait. A roof blocks direct sunlight, but its position matters: a narrow roof may leave people exposed when the sun is low. Designers should consider where riders actually stand and how the shadow shifts through the day. Shade does not lower the air temperature, so it should be described as one way to reduce sun exposure rather than a complete solution to heat.

2 A shelter must also serve riders who use wheelchairs, walkers, or strollers. Enough clear space is needed to reach the boarding area without moving into traffic. Seating can help people who cannot comfortably stand, but a bench should not block the path to the bus. Transparent side panels may let riders see an approaching vehicle while providing some protection from wind. Because panel placement can affect airflow, a design that works in one location may need adjustment at another. These details make access and visibility part of the shelter plan, not optional extras.

3 Before selecting a design, the committee could review conditions at several stops, including sidewalk width, afternoon sun, and the number of riders waiting at once. That review would help identify where a shelter fits and where a smaller shade structure might be more practical. Costs would include installation and ongoing work such as cleaning panels and repairing damaged parts. A pilot at one stop could reveal whether the proposed layout leaves enough room to move and board. These observations would support a decision based on local conditions rather than on the appearance of a shelter alone.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does the writer say shade is not a complete solution to heat? Explain how that qualification fits the purpose of this overview.

2. Choose one detail in paragraph 2 about access or visibility. How does that detail make the explanation useful to the transportation committee?

3. How does the phrase “review conditions at several stops” suit the passage’s audience and purpose better than “pick the best-looking shelter”?

4. Rewrite “Every stop needs the same amazing shelter!” to fit the passage’s style. Use a planning detail from paragraph 3.

3 YOUR TURN

Your own words

Your school is considering a water-bottle refill station. Write one informative paragraph of 70 to 90 words for the principal explaining where students could use it and what upkeep it would require. Maintain a precise, measured style without making unsupported claims.

ANSWER KEY

Shade Without Spin

HIGH SCHOOL · 11-12.W.2.e

PART 1 · READ AND MARK

Underline two statements that limit a claim about bus shelters. Circle two specific planning details that would help the committee evaluate a shelter. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does the writer say shade is not a complete solution to heat? Explain how that qualification fits the purpose of this overview.	**Shade reduces sun exposure but does not lower air temperature. The qualification gives the committee an accurate basis for evaluating shelters.**
2	Choose one detail in paragraph 2 about access or visibility. How does that detail make the explanation useful to the transportation committee?	**For example, keeping a bench out of the path to the bus identifies a layout issue the committee would need to consider.**
3	How does the phrase "review conditions at several stops" suit the passage's audience and purpose better than "pick the best-looking shelter"?	**The committee must make decisions for different locations. Reviewing conditions supports a practical, evidence-based choice rather than one based on appearance.**
4	Rewrite "Every stop needs the same amazing shelter!" to fit the passage's style. Use a planning detail from paragraph 3.	**The committee should review sidewalk width and afternoon sun before selecting a shelter design for each stop.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

If the school adds a water-bottle refill station, it should be placed where students can reach it without blocking a busy hallway. A clearly labeled station would help students find it between classes. Staff would need to check that the unit works, clean surfaces according to school procedures, and arrange repairs when needed. The principal could review the available space and maintenance responsibilities before choosing a location. This approach would make the station convenient while accounting for daily use and upkeep.

Accept other passage-supported explanations and revisions that preserve a precise, measured style. For the open response, look for a location, realistic upkeep needs, and language appropriate for a principal.