The Last Ride

Trace how a narrative ending supports a request.

C.9-10.3.g "Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the sentence that states the writer's request. In the final paragraph, circle one competition detail and one benefit of the late bus that help support that request.

A Seat on the Late Bus

1 On the first Thursday of robotics club, I watched the clock above the workshop door creep toward 5:15. Our team had finally fixed the arm that lifted plastic blocks, and I wanted to test it once more. But the last late bus left at 5:15, and my mother was working until eight. Without that bus, the only way home was a four-mile walk along a road with no sidewalk. I packed my tools while my teammates ran another test. When I reached the bus stop, my hands still smelled like machine oil.

2 The next week, our coach asked me to help prepare for a Saturday competition. I could stay after school to finish the robot's wiring because the late bus would take me home. That afternoon, I traced a loose connection under the chassis while my teammates checked the code. We found the fault with minutes to spare. On the ride home, I wrote the repair steps in my notebook so we could repeat them if needed. I did not win a prize that day. I gained the chance to contribute work my team needed.

3 At Saturday's competition, the arm lifted every block in our first round. I thought of that afternoon under the chassis, when the late bus gave me enough time to find the fault. The robot did not prove that every club meeting changes a student's life, and a bus cannot solve every barrier to participation. Still, that seat gave me time to learn, help my team, and arrive home safely. I am sharing this story to ask the school board to keep the 5:15 late bus: without it, students like me may have to leave opportunities before our work is done.

2 ANSWER WITH EVIDENCE

Use the passage

1. What action does the writer ask the school board to take? Which words in the conclusion state that request?

2. How does the competition result in the conclusion help support the writer's request?

3. What limit does the writer place on the claim about the late bus? How does that limit keep the conclusion focused?

4. If the passage ended with "I gained the chance to contribute work my team needed," what connection made in the actual ending would be missing?

3 YOUR TURN

Your own words

Write a four- or five-sentence concluding paragraph for a true or imagined story about someone using a school resource, such as a library or practice space. Include a specific moment from the story and explicitly connect it to a request for school leaders to consider. Do not write about the late bus.

ANSWER KEY

The Last Ride

PART 1 · READ AND MARK

Underline the sentence that states the writer's request. In the final paragraph, circle one competition detail and one benefit of the late bus that help support that request. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What action does the writer ask the school board to take? Which words in the conclusion state that request?	**The writer asks the board to keep the 5:15 late bus. The conclusion says, "I am sharing this story to ask the school board to keep the 5:15 late bus."**
2	How does the competition result in the conclusion help support the writer's request?	**The arm lifted every block after the writer had time to find a fault in its wiring. That result shows what the writer could contribute because the late bus made it possible to stay.**
3	What limit does the writer place on the claim about the late bus? How does that limit keep the conclusion focused?	**The writer says a bus cannot solve every barrier to participation. The request stays focused on keeping one service that helped this student take part.**
4	If the passage ended with "I gained the chance to contribute work my team needed," what connection made in the actual ending would be missing?	**The story would not explicitly connect the student's chance to contribute with the request that the school board keep the late bus for students who need it.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At the library's quiet table, I finished a science project while my younger brothers played loudly at home. The extra hour gave me a place to check my sources and revise my explanation. A quiet room will not complete anyone's assignments for them, but it gives students a place to do their own work. I share this moment to ask our principal to keep the library open after school twice a week.

Accept answers that identify the specific request and explain how a narrative detail makes it relevant. For Part 3, look for four or five sentences with a concrete moment and an explicit connection to a request.