Waiting for Shade

Trace how an argument moves from a problem to a plan.

RI.11-12.5 "Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Number the paragraphs in the order of the argument, then underline one sentence in each that shows how the author moves from a rider's problem to objections to a plan.

The Case for Shadier Bus Stops

1. At a bus stop on a July afternoon, a rider may have to choose between standing under a nearby tree and staying close enough to see the approaching bus. The choice reveals a design problem: a stop can be easy to locate but difficult to use safely in the heat. Shade does not lower the air temperature, yet it can reduce direct sunlight on a person waiting outside. Cities should treat shade as a basic part of bus-stop planning, especially where riders have long waits and few nearby places to escape the sun.

2. That recommendation has a cost, and not every stop can hold a shelter. A roof may block a narrow sidewalk, while a young tree takes years to cast much shade. Budget officers might reasonably prefer frequent buses, which shorten waits altogether, over structures at every corner. But treating shade and service as rival purchases creates a false choice: even frequent buses cannot eliminate every wait, and service improvements may take time. A better plan would start with the hottest, most exposed stops and consider different forms of shade rather than purchase identical shelters for all of them.

3. To make that plan credible, a transit agency could first check stops at the times riders actually use them, since a roof that shades a bench at noon may leave it exposed later. It could then ask riders where they wait and work with sidewalk planners to choose among a tree, a canopy, or a shelter. These steps would not make every stop comfortable immediately. They would, however, give officials a way to explain why one stop receives shade before another. The rider who steps away from the stop to find a tree should not have to guess whether the city has noticed the problem.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the rider's choice in paragraph 1 prepare readers for the claim about shade, rather than merely add atmosphere?

2. Why does paragraph 2 address obstacles and the frequent-bus alternative before proposing targeted shade? Evaluate how this order affects the argument.

3. How does the sequence of actions in paragraph 3 strengthen the proposal at the end of paragraph 2?

4. What does the final sentence gain by returning to the rider from the opening, and what limitation might a budget officer see in that ending?

3 YOUR TURN

Your own words

Imagine this argument is aimed at a city budget committee. In 3 to 4 sentences, propose a new order for its three main moves and explain how that order could help and hurt its case for shade. Refer to at least two specific details from the passage.

ANSWER KEY

Waiting for Shade

HIGH SCHOOL · RI.11-12.5

PART 1 · READ AND MARK

Number the paragraphs in the order of the argument, then underline one sentence in each that shows how the author moves from a rider's problem to objections to a plan. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the rider's choice in paragraph 1 prepare readers for the claim about shade, rather than merely add atmosphere?	**The choice shows that finding shade can mean leaving a useful place to wait, making the need to plan shade at stops concrete before the author states the claim.**
2	Why does paragraph 2 address obstacles and the frequent-bus alternative before proposing targeted shade? Evaluate how this order affects the argument.	**The author acknowledges costs, sidewalk space, and the value of shorter waits before offering a limited plan. That order makes targeted shade seem more practical than an identical shelter at every stop.**
3	How does the sequence of actions in paragraph 3 strengthen the proposal at the end of paragraph 2?	**Checking stops when riders use them, asking where riders wait, and choosing a suitable form of shade turn the general proposal into a process officials could follow and explain.**
4	What does the final sentence gain by returning to the rider from the opening, and what limitation might a budget officer see in that ending?	**The return connects the proposed planning process to a rider's experience. A budget officer might note that the ending does not estimate costs or show how the plan would fit a budget.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would begin with the objections about narrow sidewalks, young trees, and the cost of shelters, then present the rider's choice at the bus stop, and finish with the action plan. Starting with constraints could show budget officers that the author understands their concerns. The rider's choice would then show why those concerns should not end the discussion, while checking stops when riders use them would make the final plan more concrete. This order might hurt the argument because readers would encounter costs before they understand the rider's problem.

Accept other supported judgments about the structure, including different strengths or limitations of the ending. For Your Turn, look for a clear new order, a plausible benefit and drawback, and at least two accurate passage details.