Build the Case

Trace how a problem-and-solution draft develops.

11.2.W.2 "Students will routinely and recursively develop drafts, applying organizational structure(s) (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.)."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Write P, C, or S beside each paragraph to mark whether it presents the problem, explains its causes, or proposes a solution. Underline one sentence in each paragraph that best shows its role.

A Cooler Place to Wait

1. At a bus stop beside a broad parking lot, the afternoon wait can feel harsher than the reported air temperature. Riders stand on a narrow strip of pavement while cars pass close by, and the bench offers no shade. On especially hot days, some riders step away from the marked stop to stand beneath a distant tree, making it harder to see an approaching bus. Others remain at the bench, exposed to the sun for the whole wait. The stop's design therefore creates a practical problem: riders must choose between staying visible to the driver and finding relief from direct sunlight.

2. The difficulty is not simply that summer air is warm. With no roof or nearby building to block the sun, direct sunlight reaches the waiting area through most of the afternoon. The dark pavement of the adjacent lot also absorbs sunlight and releases heat, adding to the discomfort near the ground. Meanwhile, the only tree stands beyond the posted stop, so its shade draws riders away from the place where the driver expects to find them. These details explain why a fan or a larger bench alone would miss the central issue: the shaded space and the boarding point are separated.

3. A better plan would bring shade to the boarding point instead of asking riders to move away from it. The transit agency could install a roof over the existing bench and extend its shade across part of the standing area. If the sidewalk is wide enough, a lighter paving surface near the stop could reduce how much sunlight the ground absorbs. The roof should be placed so it does not block a driver's view of riders or narrow the accessible path. These changes would not lower the day's air temperature, but they would address the direct sun and heated pavement where people actually wait.

2 ANSWER WITH EVIDENCE

Use the passage

1. What role does each paragraph play in the proposal? Explain why the writer puts the causes before the solution.

2. Match two causes in paragraph 2 with changes proposed in paragraph 3. How does each change address its cause?

3. If paragraph 2 came after paragraph 3, what information would readers receive too late to understand the proposed changes?

4. How does the final sentence of paragraph 3 shape the proposal's conclusion?

3 YOUR TURN

Your own words

Write one paragraph of 80 to 110 words about a different everyday problem. Begin with the problem, explain two causes, propose a solution that addresses both, and end with a sentence naming what you would check or rearrange in a second draft.

ANSWER KEY

Build the Case

GRADE 11 · 11.2.W.2

PART 1 · READ AND MARK

Write P, C, or S beside each paragraph to mark whether it presents the problem, explains its causes, or proposes a solution. Underline one sentence in each paragraph that best shows its role. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What role does each paragraph play in the proposal? Explain why the writer puts the causes before the solution.	**Paragraph 1 presents the problem, paragraph 2 explains its causes, and paragraph 3 proposes a solution. Explaining the causes first helps readers see why the proposed changes fit the problem.**
2	Match two causes in paragraph 2 with changes proposed in paragraph 3. How does each change address its cause?	**Direct sun reaches the waiting area, so a roof would shade it. Dark pavement absorbs sunlight and releases heat, so lighter paving could reduce how much sunlight the ground absorbs.**
3	If paragraph 2 came after paragraph 3, what information would readers receive too late to understand the proposed changes?	**Readers would learn only afterward that the waiting area lacks shade, the dark pavement adds heat, and the tree's shade is away from the boarding point.**
4	How does the final sentence of paragraph 3 shape the proposal's conclusion?	**It acknowledges that the changes cannot lower the air temperature, then connects them to the direct sun and heated pavement identified earlier.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

In our school library, students often reach the printer just before class and find a line that moves unpredictably. Several people send large files at once, so short assignments wait behind long jobs. The paper tray also empties without anyone noticing until the next student tries to print. A posted limit on pages during passing time would keep long jobs from blocking quick ones, and a student aide could check the tray before each class change. In a second draft, I would move the paper problem closer to the tray check so their connection is easier to follow.

For the markings, accept P, C, S in order and sentences that clearly signal each paragraph's role. For the original paragraph, check that both causes connect to the proposed solution and that the final sentence identifies a specific revision check.