Waiting in the Heat

Trace how an explanation leads to a practical recommendation.

11.3.R.6 "Students will analyze how informational text structures support the author's purpose."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one sentence in each paragraph that shows what the paragraph contributes to the author's purpose. In the margin, give each paragraph a one- or two-word label for its role.

Where Should Bus Stops Get Shade?

1 At 3 p.m., a bus rider stands beside a sunlit metal bench while the shelter's narrow roof shades only the timetable. The rider does not need a thermometer to notice that the wait feels harsher in direct sunlight. But comfort is not simply a matter of air temperature: sunlight can warm pavement, benches, and skin, while shade blocks some of that incoming energy. Across a city, bus stops differ in pavement, nearby buildings, and tree cover. These differences make a routine trip an uneven experience, especially for people who cannot choose another time to travel.

2 To understand why a patch of shade matters, follow the energy. Dark pavement absorbs sunlight and releases heat to the surrounding air; a sunlit surface can also radiate heat toward a waiting passenger. A canopy intercepts sunlight before it reaches the person and part of the pavement. A tree can do the same, and water evaporating from its leaves can cool the nearby air. Neither form of shade lowers the temperature everywhere. Wind, humidity, and the size and position of the shaded area affect what a rider actually feels at a stop.

3 That leaves a practical choice for transit agencies: install a shelter, plant a tree, or combine the two. A shelter can provide shade as soon as it is built, but a roof placed without regard to the afternoon sun may miss the waiting area. A tree needs years to grow, yet its canopy can eventually shade more than one narrow spot. Trees also require soil, water, and room for roots. Rather than counting shelters or trees alone, agencies can check where riders stand during the hottest part of the day and choose shade that reaches them.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the shift from one rider to bus stops across a city help the author establish the problem?

2. How does the sequence of causes and effects in paragraph 2 prepare readers for the author's recommendation?

3. How does comparing shelters and trees in paragraph 3 support the final recommendation?

4. How do the limits described in paragraphs 2 and 3 keep the author's recommendation from being too simple?

3 YOUR TURN

Your own words

Suppose your purpose is to warn transit agencies against treating tree planting as an immediate fix. In four or five sentences, explain how you would reorder two details from the passage and why your new sequence serves that purpose. Do not rewrite the passage.

ANSWER KEY

Waiting in the Heat

GRADE 11 · 11.3.R.6

PART 1 · READ AND MARK

Underline one sentence in each paragraph that shows what the paragraph contributes to the author's purpose. In the margin, give each paragraph a one- or two-word label for its role. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the shift from one rider to bus stops across a city help the author establish the problem?	**The rider makes the discomfort concrete, while the shift to different stops shows that access to shade is an uneven problem across the city.**
2	How does the sequence of causes and effects in paragraph 2 prepare readers for the author's recommendation?	**It explains how sunlight heats surfaces and how shade can interrupt that process, then shows why the size and position of shade matter at a particular stop.**
3	How does comparing shelters and trees in paragraph 3 support the final recommendation?	**The comparison shows that neither option is best in every situation: shelters provide shade sooner, while trees take time and space but can eventually cover a wider area. Agencies therefore need to choose for each stop.**
4	How do the limits described in paragraphs 2 and 3 keep the author's recommendation from being too simple?	**Conditions such as wind and the position of shade affect comfort, and a poorly placed roof may miss riders. These limits support checking where people stand instead of merely counting shelters or trees.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would open with the detail that trees need years to grow, rather than beginning with a rider at a stop. Next, I would place the detail that shelters can provide shade as soon as they are built. This sequence foregrounds the delay and then offers an immediate alternative. I would end with the need for soil, water, and root space to show why tree planting requires planning.

Accept different underlined sentences and margin labels when students can explain each paragraph's role. For Part 3, accept any feasible reordering of at least two passage details that clearly serves the stated warning.