Make Waiting Matter

Study how sentence choices strengthen a proposal.

11.5.W.1 "Students will add clarity, variety, and/or style to their writing and presentations with parts of speech and various types of phrases and clauses, intentionally breaking the rules for effect when appropriate."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline at least three dependent clauses, including one that begins with If, and circle the two intentional sentence fragments. Notice how these choices shape the pace and meaning of the proposal.

A Better Place to Wait

(1) At the bus stop outside our school, students wait beside a narrow strip of grass. On wet afternoons, backpacks press against jackets as everyone tries to stay under the thin edge of the gym's overhang. When the afternoon bus runs late, the line stretches past that patch of cover and into the rain. Last Tuesday, a student balanced her history project on her head while another held a folder over his phone. They laughed, but neither looked comfortable. No shelter. No bench. The stop has a sign and a schedule, yet the people who use it have nowhere dry to wait.

(2) A shelter would not make the bus arrive sooner, but it would change what waiting feels like. Although a nearby maple offers a little shade in September, its bare branches give no cover in winter. A roof could protect a cluster of riders from rain; a bench could help someone whose knees hurt after a long day. The students who stand there are not the only riders, either. Families and neighbors use the same stop after school hours. Because a public stop serves many people, a small improvement there could reach well beyond the school gate.

(3) We should ask for a shelter, but we should also ask where it can fit. If the school and transit agency plan together, they could choose a spot that leaves the sidewalk open for wheelchairs and strollers. They could also ask riders which hours are busiest before deciding how large the shelter should be. The solution requires more than a roof dropped onto a corner. It requires a design that respects everyone who passes through. At dismissal, a protected place to wait would say something simple about our town: the trip home matters, too.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the clause beginning “When the afternoon bus runs late” help readers understand the problem?

2. Why might the writer use “No shelter. No bench.” instead of combining those ideas into one complete sentence?

3. What does the clause beginning “Although a nearby maple offers a little shade” add to the argument?

4. How does the If clause in the final paragraph affect the writer's proposal?

3 YOUR TURN

Your own words

Write one paragraph of 80 to 100 words proposing an improvement to a place other than a bus stop. Include a dependent clause at the start of a sentence, two short intentional fragments, and a sentence with an If clause.

ANSWER KEY

Make Waiting Matter

GRADE 11 · 11.5.W.1

PART 1 · READ AND MARK

Underline at least three dependent clauses, including one that begins with If, and circle the two intentional sentence fragments. Notice how these choices shape the pace and meaning of the proposal. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the clause beginning "When the afternoon bus runs late" help readers understand the problem?	**It identifies when the line extends beyond the overhang, making the need for shelter concrete.**
2	Why might the writer use "No shelter. No bench." instead of combining those ideas into one complete sentence?	**The abrupt fragments slow the reader down and emphasize the two things missing from the stop.**
3	What does the clause beginning "Although a nearby maple offers a little shade" add to the argument?	**It acknowledges an existing benefit before showing that the tree cannot provide cover in winter.**
4	How does the If clause in the final paragraph affect the writer's proposal?	**It presents cooperation between the school and transit agency as a possible way to find a location without blocking the sidewalk.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

When the lunch period begins, our cafeteria fills with students looking for a quiet place to read or finish homework. Every table is crowded, and the hallway is even louder. No space. No focus. A small study corner in the library could give students a place to work during lunch. If the school opens that corner each day, students could use the time without interrupting classmates who want to talk. A quiet corner would not solve every scheduling problem, but it would give students another way to spend their break.

For the marking job, accept any three complete dependent clauses, provided one begins with If. For the writing task, check that the two fragments create emphasis and that the clauses clarify a specific proposal.