The Shade Question

How text structure builds a case for cooler bus stops

8.3.R.7 "Students will analyze how informational text structures support the author's purpose: • compare/contrast • cause/effect • problem/solution • description • sequential"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle words that contrast the two stops, underline one cause and its effect, and number the city's proposed actions to track how the author builds a case for cooler stops.

A Cooler Place to Wait

1 Imagine two bus stops on the same street at noon. At one stop, a metal bench stands beside bare pavement with no overhead cover. At the other, a bench sits beneath a broad shelter. Both stops serve the same route, but a rider at the first must wait in direct sunlight, while a rider at the second can step into shade. The contrast matters because a bus schedule tells riders when a bus arrives, not how comfortable or safe the wait will be.

2 Sunlight heats pavement and benches, which can then warm the air close to them. A shelter blocks direct sunlight from reaching part of a stop, so its shaded bench may feel cooler than an exposed one. Shade alone does not lower the temperature of an entire neighborhood, and a roof can trap heat if air cannot move beneath it. On extremely hot days, people waiting without enough shade may face a greater risk of heat illness, especially if the bus is late.

3 Cities cannot move every bus stop, but they can improve the places where people wait. First, transit workers could visit stops during the hottest hours and note which benches lack shade. Next, the city could install shelters with open sides at the most exposed stops. Then it could plant suitable trees where roots and branches will not block sidewalks or buses. Shelters offer shade soon after installation; trees take years to grow but can eventually shade nearby pavement. Together, these steps give cities a practical way to make waiting safer.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does comparing the two stops help the author make a point about bus schedules?

2. What cause-and-effect chain explains why a rider may feel cooler under the shelter?

3. What problem does the final paragraph address, and how do the proposed solutions address it?

4. Why does the author present the city's actions in the order “First,” “Next,” and “Then” instead of only listing shelters and trees?

3 YOUR TURN

Your own words

Imagine a public place other than a bus stop where summer heat causes a problem. In 4 to 5 sentences, describe the problem, give at least two solutions in order, and end by explaining how that structure helps you make your point.

ANSWER KEY

The Shade Question

GRADE 8 · 8.3.R.7

PART 1 · READ AND MARK

Circle words that contrast the two stops, underline one cause and its effect, and number the city's proposed actions to track how the author builds a case for cooler stops. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does comparing the two stops help the author make a point about bus schedules?	**The stops serve the same route, but only one offers shade. The comparison shows that a schedule does not tell riders how comfortable or safe their wait will be.**
2	What cause-and-effect chain explains why a rider may feel cooler under the shelter?	**The shelter blocks direct sunlight from part of the stop, so its shaded bench may feel cooler than an exposed bench.**
3	What problem does the final paragraph address, and how do the proposed solutions address it?	**Some bus stops lack shade. Workers could identify exposed stops, then the city could add shelters for immediate shade and plant trees for shade as they grow.**
4	Why does the author present the city's actions in the order “First,” “Next,” and “Then” instead of only listing shelters and trees?	**The sequence shows how the city could identify the need, add shade soon with shelters, and plan for future shade with trees.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At our school playground, the slide becomes too hot to use on sunny afternoons. First, staff could check which equipment gets the most direct sun. Next, they could install a shade sail over the slide without blocking adults' view. They could also add a water fountain nearby so students can cool down. Presenting the hot slide as a problem followed by ordered solutions shows school leaders where to start.

Accept answers that connect each text structure to the author's case for improving exposed bus stops. For the open task, look for a distinct public place, a heat-related problem, ordered solutions, and an explanation of why that organization helps the writer's point.