Shade at the Stop

Compare how two writers make their case about one local proposal.

7.P.3.2.A "Analyze works written on the same topic and compare methods the authors use to achieve similar or different purposes."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each writer's request, circle details used to support it, and number the two ways they discuss a bus shelter. Use your marks to compare their methods and purposes.

A Tree for the Bus Stop?

1 In the fictional town of Larchford, students and neighbors wait for the number 6 bus outside the public library. The stop has a bench but no shelter, and its sidewalk gets hot on sunny afternoons. The town council is deciding whether to plant a shade tree beside the stop. Two residents write about the same proposal before the council meets. One sends a memo to council members. The other sends a letter to the local newspaper, where bus riders and other residents can read it.

2 In her memo, transit planner Mina Ortiz writes: "A young tree would need years to grow enough branches to shade the bench. A shelter could cover the bench as soon as it is installed, but its roof would not shade the whole waiting area. A tree also needs water and enough room for roots beneath the sidewalk. Before voting, the council should ask a tree specialist to inspect the site and compare the costs of planting and a shelter. That information will help us choose a workable plan."

3 In a letter to the editor, rider Theo Bell writes: "Last Tuesday, I watched a woman step off the curb to stand in the thin shadow of a street sign. The library bus stop needs real shade. Imagine a leafy tree shading the pavement while we wait and giving birds a place to rest. A shelter would cover the bench, but a tree could make the whole corner more pleasant. Council members, please vote to plant one this spring, and neighbors, please ask them to do it."

2 ANSWER WITH EVIDENCE

Use the passage

1. Compare how Ortiz and Bell begin their pieces. How does each opening support what the writer wants?

2. Both writers mention a bus shelter. How does each use it to make a different point?

3. What does each writer ask the council to do next? How do their different methods support those requests?

4. Which details about a tree does each writer choose? Explain how those choices shape the reader's view of planting one.

3 YOUR TURN

Your own words

Write a four-sentence notice for bus riders that gives step-by-step ways to wait more comfortably at this stop while the council decides. Then write two sentences explaining how your purpose and method differ from Bell's letter.

ANSWER KEY

Shade at the Stop

GRADE 7 · 7.P.3.2.A

PART 1 · READ AND MARK

Underline each writer's request, circle details used to support it, and number the two ways they discuss a bus shelter. Use your marks to compare their methods and purposes. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Compare how Ortiz and Bell begin their pieces. How does each opening support what the writer wants?	**Ortiz begins with how long a tree takes to provide shade, supporting her request to study the options before voting. Bell begins with a person seeking shade, making the need feel urgent and supporting his call to plant a tree.**
2	Both writers mention a bus shelter. How does each use it to make a different point?	**Ortiz weighs a shelter's quick coverage against its limited reach as part of comparing options. Bell says it would cover only the bench to argue that a tree would improve more of the corner.**
3	What does each writer ask the council to do next? How do their different methods support those requests?	**Ortiz asks the council to inspect the site and compare costs before voting, using practical details to support a careful decision. Bell asks for a vote to plant a tree this spring, using a personal scene and an appeal to readers.**
4	Which details about a tree does each writer choose? Explain how those choices shape the reader's view of planting one.	**Ortiz points to the years a tree needs to grow and its need for water and root space, raising planning questions. Bell describes shade and a place for birds, helping readers picture its benefits.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

On hot days, check the bus schedule before walking to the library stop. Bring a bottle of water. If there is shade on the sidewalk, wait there and keep the curb clear. When the bus arrives, stay back from the curb until it stops. My notice helps riders take steps they can use now, while Bell's letter asks people to support planting a tree. I give directions instead of telling a personal story and calling for a vote.

Accept comparisons that connect a specific choice in each work to its purpose. For the notice, accept safe, usable directions and two sentences that accurately distinguish the student's purpose and method from Bell's.