

The Wait Matters

Analyze how a proposal builds support through purposeful organization.

11.T.SS.1.d “Apply knowledge of text structure and organization to create influential texts with an introduction that guides the focus and promotes a viewpoint; strategically positioned facts, reasons, explanations, details, descriptions...”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read this fictional proposal. Underline the sentence in paragraph 1 requesting a city action. Number any two supporting details in paragraph 2, then circle the final two sentences. Notice how the writer moves from a viewpoint to support and a broader value.

Shade at the Stop

- ① On a July afternoon, a rider waiting at an uncovered bus stop stands beside traffic with no relief from the sun. Our city should add shade structures to its busiest stops before next summer. This is not a luxury project. A bus stop is part of the trip, and public transportation works best when people can reach and wait for it safely. By beginning with the most exposed locations, the city can make a practical change that helps riders, drivers, and the neighborhoods that depend on reliable service.
- ② Shade can reduce direct sun exposure while people wait, and it can make the stop easier to use for older adults, children, and riders carrying groceries. A marked shelter may also give bus operators a clearer place to find passengers, especially when a marked shelter includes a visible route sign. The city does not need to rebuild every stop at once. Transit staff could use ridership counts, reports of long waits, and observations of afternoon sun to rank locations. Installing simple roofs or shade sails at the first group of stops would test the plan before wider spending.
- ③ Cost deserves attention, but doing nothing also has a cost. When waiting feels punishing, some residents may avoid transit or choose less convenient, more expensive travel. A phased project lets the city learn which designs hold up and where shade is most needed. The council should fund a pilot at ten high-ridership stops, publish a timetable, and invite rider feedback after the hottest months. Shade can make the wait more bearable and the commute more dependable. It also signals that public space should protect riders before the bus arrives.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How does the first paragraph introduce the writer's viewpoint and guide the focus of the proposal?

2 Choose two details from the second paragraph. Explain how each detail helps the writer shape the reader's view of shade structures.

3 Why does the writer place the discussion of a phased project after describing the benefits of shade?

4 What action does the writer request in the third-to-last sentence? How do the final two sentences create a compelling conclusion?

3 YOUR TURN

Your own words

Write a three-paragraph, 100-130-word proposal urging your school to make one specific change. Introduce your viewpoint and focus, position at least two relevant facts, reasons or details in the middle paragraph, and conclude by connecting the action to a broader value. Use checked facts or clearly label an imagined school scenario.

Write a complete proposal

Write three visibly separated paragraphs. Order the middle paragraph's support to influence your intended school audience. Keep the whole proposal within 100-130 words, excluding a scenario label. Reread the conclusion: explain why the change matters rather than merely repeating the request.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

PART 1 • READ AND MARK

Read this fictional proposal. Underline the sentence in paragraph 1 requesting a city action. Number any two supporting details in paragraph 2, then circle the final two sentences. Notice how the writer moves from a viewpoint to support and a broader value. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does the first paragraph introduce the writer's viewpoint and guide the focus of the proposal?	It states that the city should add shade structures at its busiest stops before next summer and frames safe waiting as an important part of public transportation.
2	Choose two details from the second paragraph. Explain how each detail helps the writer shape the reader's view of shade structures.	Responses may cite reduced direct sun exposure, easier use for riders, potentially clearer passenger locations, or a limited pilot using evidence before wider spending. Explain how each selected detail presents shade as useful or practical.
3	Why does the writer place the discussion of a phased project after describing the benefits of shade?	After establishing benefits, the phased project answers a likely concern about cost and shows that the city can test the plan before spending more widely.
4	What action does the writer request in the third-to-last sentence? How do the final two sentences create a compelling conclusion?	The writer requests a pilot at ten high-ridership stops, a published timetable, and rider feedback. The final two sentences connect shade to a more bearable, dependable commute and to the larger value of protecting riders in public space.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Proposal: Our school should test two water-bottle refill stations near the gym and cafeteria. In this imagined school, those busy areas have no nearby refill points. The proposal focuses on making a daily routine more convenient.

Nearby stations could reduce trips to distant fountains and support students who already carry reusable bottles. The school could begin with two locations, record maintenance needs, and ask users whether the change helps. This limited trial would provide evidence before any wider installation.

The principal should include a small pilot in the next facilities discussion. Checking costs and plumbing first would keep the proposal realistic. Thoughtful placement can show that students' time and everyday experience matter in decisions about shared spaces.

TEACHER ASSESSMENT NOTES

The model's school conditions are explicitly imagined. Its three paragraphs introduce a specific viewpoint, position two practical reasons before a limited test, and connect the conclusion to students' time and experience. Accept different topics and purposeful orders when well supported. Count only the proposal. Expected benefits are predictions to test, not established outcomes; students using real school facts should check them.