

Waiting Counts

Analyze how an argument builds urgency and support.

12.RI.1.B "Evaluate the effectiveness of the structure(s) and rhetorical devices authors use in their exposition or argument, including how the structure advances their point of view."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the author's claim and reasons, circle each rhetorical device, and write 1, 2, or 3 beside evidence that shows how each paragraph builds the argument.

Shelter Is Part of Service

- ① On a July afternoon, a rider waiting beside an unshaded bus stop can stand on pavement hot enough to burn bare skin. Yet many cities treat bus shelters as optional furniture rather than public safety equipment. They should install shaded shelters, seating, and route information first at stops used most often, especially near hospitals, schools, and senior housing. This is not a request for luxury. A bus stop is the front door of public transit. If that door exposes riders to heat, rain, or confusion, the system tells people that riding is an afterthought.
- ② Shade changes more than comfort. Direct sun can raise surface temperatures, and a shelter reduces a rider's exposure while they wait. Clear route information also answers a practical question before it becomes a missed connection: Where does this bus go, and when will it arrive? Consider the contrast. A driver can remain inside a cooled vehicle until departure, but a rider may wait outdoors with a child, groceries, or limited mobility. Shelters therefore make transit more usable for the people who have the fewest alternatives. They can also signal that a city values time that residents spend outside cars.
- ③ Critics may say that shelters cost money and can require maintenance. That concern deserves a response, not a shrug. Cities already decide which streets, sidewalks, and signals receive investment, and bus stops should be judged by the same public purpose: helping people travel safely. Start with busy stops and publish the selection criteria, such as ridership, nearby services, and heat exposure. This phased plan does not promise a shelter at every corner tomorrow. Instead, it turns a broad promise into measurable action. A transit network cannot be called dependable only when the bus arrives. It must also be dependable while people wait.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How does the first paragraph’s move from a rider’s experience to the “front door” comparison make the author’s claim more effective?

2 Describe how the three-paragraph structure advances the author’s point of view.

3 What effect does the question “Where does this bus go, and when will it arrive?” have on the argument?

4 Evaluate the effectiveness of the final paragraph’s concession and its repeated use of “dependable.” How do these choices support the author’s point of view?

3 YOUR TURN _____ Your own words

Write a two-paragraph argument of 110 to 140 words for one practical improvement at your school or in your community. Use a problem-to-solution structure, include a concession and rebuttal, and use at least two rhetorical devices, labeling each device in brackets.

PART 1 • READ AND MARK

Underline the author's claim and reasons, circle each rhetorical device, and write 1, 2, or 3 beside evidence that shows how each paragraph builds the argument. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does the first paragraph's move from a rider's experience to the "front door" comparison make the author's claim more effective?	The heat-and-exposure example establishes the problem, and the front door comparison frames a bus stop as an essential part of transit rather than optional furniture.
2	Describe how the three-paragraph structure advances the author's point of view.	Paragraph 1 states the problem and claim, paragraph 2 gives practical reasons and a driver-rider contrast, and paragraph 3 answers a cost objection with a phased plan.
3	What effect does the question "Where does this bus go, and when will it arrive?" have on the argument?	It makes a rider's uncertainty concrete and shows how route information can prevent a missed connection.
4	Evaluate the effectiveness of the final paragraph's concession and its repeated use of "dependable." How do these choices support the author's point of view?	The concession acknowledges costs and maintenance, making the response more credible. Repeating "dependable" expands reliability from bus arrival to the entire waiting experience.

PART 3 • YOUR TURN (SAMPLE ANSWER)

High schools should add water-refill stations near gyms and busy hallways. Students often carry disposable bottles or skip drinking water because a fountain is slow or unavailable. A refill station is not a decoration, it is a pit stop that helps students return to class ready to work [comparison]. Why should hydration depend on who remembered a bottle that morning? [rhetorical question] Some administrators may worry about installation costs and filter replacement. However, the school can begin with the locations that have the heaviest use and track bottle refills over a year. This plan turns a large expense into a measured investment. Fewer disposable bottles, easier access, and cleaner hallways create benefits that continue after the first installation [parallelism].

Accept responses that accurately explain how structural choices and rhetorical devices affect the argument, using relevant passage evidence. For Part 3, accept varied topics when the response has a clear problem-to-solution progression, a genuine concession and rebuttal, and correctly identified rhetorical devices.