

After Sunset

Trace how an argument builds a case through its organization.

CCSS.ELA-Literacy.RI.11-12.5 "Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the sentence in each paragraph that you think performs that paragraph's main job. In the margin, write a two- to four-word label that names each paragraph's job in the argument.

Keep Cooling Centers Open Later

- ① During heat waves, a city's hottest hours often linger after sunset, especially in neighborhoods with few trees and much pavement. Yet many public cooling centers, often located in libraries or recreation buildings, close before evening. That schedule leaves bus riders, outdoor workers, and residents in apartments without air conditioning with fewer safe places to go when indoor temperatures remain high. Cities should extend cooling-center hours during declared heat emergencies. The need is not abstract: heat is the leading weather-related cause of death in the United States, according to the National Weather Service.
- ② Extending hours is a practical use of buildings cities already operate. Libraries and recreation centers have restrooms, drinking water, staff procedures, and indoor space; emergency plans can add evening staffing or coordinate trained volunteers. Longer hours also make the service more reachable. A parent finishing a late shift cannot benefit from a center that closes at 5:00 p.m., and a resident who depends on a bus may need time to travel. By connecting the proposal to existing facilities and to residents' schedules, the argument moves from a broad danger to a workable response.
- ③ Some officials may object that evening hours cost money and that demand is uncertain. Those concerns deserve planning, not dismissal. Cities can announce extended hours only when a heat emergency is declared, use attendance records to adjust locations, and partner with community groups for outreach. The alternative, treating a predictable health risk as someone else's private problem, is less responsible. The argument ends by returning to its central claim: when dangerous heat lasts into the evening, public protection should last then too. Extending hours will not eliminate heat, but it can give more people a safer option.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What is the main structural job of each paragraph? Explain how the three paragraph jobs build the argument.

2 How does paragraph 2 make the proposal seem workable rather than merely desirable? Use two details from the paragraph.

3 Why does the author begin with conditions after sunset before stating the claim? Explain how this opening affects clarity or engagement.

4 Does the final paragraph strengthen the argument? Explain how its placement and content affect its effectiveness.

3 YOUR TURN _____ Your own words

Choose one change you think your school should make. Write a three-paragraph argument of 90 to 110 words: first present a problem and claim, then give a reason with a concrete detail, and finally acknowledge one concern and respond to it.

PART 1 • READ AND MARK

Underline the sentence in each paragraph that you think performs that paragraph's main job. In the margin, write a two- to four-word label that names each paragraph's job in the argument. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the main structural job of each paragraph? Explain how the three paragraph jobs build the argument.	Paragraph 1 establishes the heat-related problem and states the claim. Paragraph 2 gives practical reasons and examples showing the proposal could work. Paragraph 3 addresses objections, offers responses, and restates the central claim.
2	How does paragraph 2 make the proposal seem workable rather than merely desirable? Use two details from the paragraph.	It points to existing buildings with restrooms, water, staff procedures, and indoor space, and it explains options such as evening staffing or trained volunteers. It also connects later hours to workers and bus riders whose schedules limit access.
3	Why does the author begin with conditions after sunset before stating the claim? Explain how this opening affects clarity or engagement.	The opening creates a concrete situation in which heat remains dangerous after centers close. This makes the need for later hours clear before the author states the claim.
4	Does the final paragraph strengthen the argument? Explain how its placement and content affect its effectiveness.	Yes. Placing the objections near the end shows that the author has considered cost and uncertain demand, then answers them with limited emergency hours, attendance records, and community outreach before returning to the claim.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Students often throw away recyclable bottles because the nearest recycling bin is far from the cafeteria. Our school should place clearly labeled recycling bins beside every trash station. Convenient bins would make the better choice easier during a short lunch period. They could also reduce litter, because students would not need to carry empty bottles across campus to recycle them. Some people may worry that more bins create extra work for custodians. However, students in environmental clubs could help monitor labels and teach classmates what belongs inside. A small change in placement could make daily habits less wasteful.

Accept equivalent descriptions of the passage structure when students support them with accurate details. For the open task, look for a purposeful sequence, a concrete supporting detail, and a concern that receives a reasonable response.