Connecting a City Plan

Track transitions that connect a problem, a response, and an outcome.

CCSS.ELA-Literacy.W.9-10.2c "Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each transition word or phrase. Then write 1, 2, or 3 beside the paragraphs to show the passage's problem, response, and results.

Shade for Riverton

1 On summer afternoons, neighborhoods with few trees can be several degrees hotter than nearby shaded blocks. In Riverton, this pattern led city planners to study tree canopy, the leaves and branches that cover streets and yards. Their first surveys showed that older, wealthier neighborhoods had more mature trees, while apartment districts had less shade. Because heat can worsen asthma and other health problems, planners concluded that planting decisions were not only about beautifying streets. They were also connected to public health and fair access to cooler outdoor spaces.

2 To address the imbalance, Riverton began a five-year planting program. First, residents and neighborhood groups identified bus stops, playgrounds, and sidewalks that lacked shade. Next, the city offered free trees to renters as well as homeowners, since many renters could not make long-term changes to the land around their buildings. However, new trees alone could not solve the problem. Young trees need water, pruning, and protection from damage. Therefore, the program also paid local crews to maintain the trees during their first three summers, when they are especially vulnerable to drought.

3 By the third year, the program had changed more than the number of trees in the ground. For example, residents at several bus stops reported waiting in cooler shade, and maintenance crews gained seasonal jobs. At the same time, planners measured survival rates to learn which species endured dry summers. As a result, they shifted later plantings toward hardier native species. The project will not erase Riverton's heat differences immediately, because mature canopies take decades to develop. Nevertheless, its combined approach links a long-term environmental goal with immediate community needs.

2 ANSWER WITH EVIDENCE

Use the passage

1. What relationship does the phrase “To address the imbalance” show between the first and second paragraphs?

2. How do “First” and “Next” help organize the ideas in paragraph 2?

3. What contrast does “However” introduce in paragraph 2?

4. Explain how “As a result” and “Nevertheless” clarify two different relationships in paragraph 3.

3 YOUR TURN

Your own words

Write six sentences about a school or community problem and a response to it. Use at least five transitions, including transitions that show a response, a sequence or added step, a contrast or limit, and a result.

ANSWER KEY

Connecting a City Plan

HIGH SCHOOL · W.9-10.2c

PART 1 · READ AND MARK

Underline each transition word or phrase. Then write 1, 2, or 3 beside the paragraphs to show the passage's problem, response, and results. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What relationship does the phrase "To address the imbalance" show between the first and second paragraphs?	**It shows a problem-and-response relationship. The planting program responds to the unequal amount of shade described in paragraph 1.**
2	How do "First" and "Next" help organize the ideas in paragraph 2?	**They place the program's actions in sequence. Residents identify places lacking shade before the city offers free trees.**
3	What contrast does "However" introduce in paragraph 2?	**It contrasts offering free trees with the fact that planting trees alone is not enough. Young trees also need maintenance and protection.**
4	Explain how "As a result" and "Nevertheless" clarify two different relationships in paragraph 3.	**"As a result" shows that survival-rate data caused planners to choose hardier native species. "Nevertheless" contrasts the slow growth of mature canopies with the project's immediate community benefits.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At Westside High, students throw away unopened food after lunch, which increases the school's trash costs. To reduce this waste, the student council will place a share table near the exit for sealed items. First, volunteers will explain which foods can be left there safely. In addition, the council will ask a local pantry to collect remaining approved items. However, the plan requires careful rules, so staff members will check the table each day. As a result, the school can send less edible food to the landfill while helping community members.

Accept responses that use transitions accurately to connect a problem, response, related steps, a limitation or contrast, and an outcome. Transitions may differ from the sample if they clearly show the required relationships.