

Connections That Cool

Trace how a model explanation links evidence, limits, and action.

CCSS.ELA-Literacy.WHST.11-12.2c "Use varied transitions and sentence structures 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 or transitional phrase. In the margin, label the relationship it shows, such as cause, contrast, example, addition, or conclusion, to see how the paragraphs build one explanation.

Cooling a Hot City

- ① Cities can be several degrees warmer than nearby rural areas, a pattern called the urban heat island effect. Dark roofs and asphalt absorb sunlight during the day, then release stored heat after sunset. Trees, by contrast, shade surfaces and cool air as water evaporates from leaves. Because many city neighborhoods have limited tree cover, heat does not affect residents equally. Older adults, outdoor workers, and people without reliable air conditioning face greater risk during heat waves. Thus, reducing urban heat is not only a design issue, it is also a public-health and equity concern.
- ② City planners often respond by planting trees, installing reflective roofs, and replacing some pavement with lighter materials. These strategies work differently, yet each limits the amount of heat that surfaces hold or transfer. For example, a reflective roof sends more solar energy back into the atmosphere, whereas a shaded sidewalk remains cooler before pedestrians arrive. Such differences matter when officials choose projects for dense blocks, school grounds, or bus stops. However, cooling infrastructure alone cannot solve every problem. A neighborhood may receive new trees but still lack affordable housing, health care, or emergency information during extreme heat.
- ③ Therefore, effective heat planning combines physical changes with policies that reach the people most exposed. A city might map temperatures block by block; using that evidence, it could place shade structures near transit stops and direct outreach to buildings where residents lack cooling. At the same time, planners should ask residents which locations feel unsafe and which services are hardest to reach. This approach connects data to lived experience. Although no single project removes the danger of extreme heat, coordinated choices can lower exposure, improve access to help, and make public spaces safer over time.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 In paragraph 1, what relationship does the transition “Because” establish between limited tree cover and unequal heat effects?

2 How does the sentence beginning “For example” in paragraph 2 clarify the idea that cooling strategies work differently?

3 How does “However” link the ideas before and after it in paragraph 2?

4 How do “Therefore,” “At the same time,” and “Although” organize paragraph 3?

3 YOUR TURN _____ Your own words

Write a three-paragraph explanatory proposal of 140 to 170 words about reducing food waste in your school cafeteria. Use at least four transitions that include cause and effect, example, contrast, and conclusion, and vary your sentence structures to connect the problem, response, and limitation or condition.

PART 1 • READ AND MARK

Underline each transition or transitional phrase. In the margin, label the relationship it shows, such as cause, contrast, example, addition, or conclusion, to see how the paragraphs build one explanation. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	In paragraph 1, what relationship does the transition “Because” establish between limited tree cover and unequal heat effects?	It establishes cause and effect. Limited tree cover helps cause heat to affect residents unequally.
2	How does the sentence beginning “For example” in paragraph 2 clarify the idea that cooling strategies work differently?	It gives a comparison: a reflective roof returns more solar energy to the atmosphere, whereas a shaded sidewalk stays cooler.
3	How does “However” link the ideas before and after it in paragraph 2?	It contrasts the benefits of cooling infrastructure with the limitation that physical improvements alone cannot meet every community need.
4	How do “Therefore,” “At the same time,” and “Although” organize paragraph 3?	“Therefore” introduces the conclusion, “At the same time” adds the need for resident input, and “Although” acknowledges a limit before presenting the benefit of coordinated action.

PART 3 • YOUR TURN (SAMPLE ANSWER)

School cafeterias often discard unopened food and uneaten items, increasing waste and wasting the resources used to produce meals. Because students may rush through short lunch periods, they sometimes take foods they cannot finish. Consequently, a waste audit can show which items and times produce the most leftovers. With that evidence, staff could adjust portions and offer students a choice between side dishes. For example, serving fruit separately may prevent it from being thrown away by students who prefer another option. Yet choice alone will not reduce waste if students do not know where unopened food can be shared safely. Therefore, the school could pair menu changes with a clearly managed share table and brief signs explaining its rules. Although the plan requires staff oversight, it connects evidence about waste to a practical way for students to act. Over time, the combined steps could reduce discarded food while making lunchtime choices more useful.

Accept accurate descriptions of each transition's relationship, even when students use related terms such as limitation, concession, or result. For the open response, look for a clear three-part progression and transitions that connect ideas rather than simply beginning sentences.