# Cooler City Plans

Analyze how a model text combines evidence, organization, and tone.

**ELA.10.C.1.4** "Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline evidence from sources, circle purposeful transitions, and write P, E, or R beside sentences that present a problem, explain evidence, or recommend a response.

### Planning for Hotter Blocks

1 On a July afternoon, asphalt can feel far hotter than the air above it. This is one result of the urban heat island effect, in which buildings, roads, and other hard surfaces absorb and release heat. The U.S. Environmental Protection Agency reports that daytime temperatures in urban areas can be 1 to 7 degrees Fahrenheit higher than temperatures in nearby rural areas. At night, the gap can be 2 to 5 degrees. These differences matter because heat can raise cooling costs and increase health risks, especially during heat waves.

2 Trees can address part of this problem, but their benefits are not limited to appearance. According to the U.S. Forest Service, trees cool surrounding areas by casting shade and by releasing water vapor through transpiration. NASA satellite images also allow researchers to map land-surface temperatures, making it possible to compare hotter blocks with cooler, leafier ones. Together, these sources show both how trees cool places and how planners can locate the greatest need. Therefore, a city tree plan should use temperature maps as well as neighborhood observations, rather than planting only where space is easiest to find.

3 Still, planting trees alone will not protect every resident from extreme heat. Young trees need years to grow, and their shade may not reach bus stops, apartment courtyards, or wide streets right away. In the short term, cities can pair tree planting with cooling centers, drinking-water access, and heat alerts. In the long term, officials should prioritize neighborhoods with less canopy and higher temperatures, then maintain the new trees. This combined approach has a practical, evidence-based goal: reduce heat exposure while directing public resources where they can make the largest difference.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. Which two sources does paragraph 2 combine, and what different information does each source contribute?

2. Why does the sentence beginning with “Therefore” logically follow the evidence in paragraph 2?

3. How does paragraph 3 strengthen the passage's recommendation instead of contradicting it? Use one detail about a limitation and one detail about a response.

4. What tone does the writer use, and which two words or phrases help create that tone?

## 3 YOUR TURN

Your own words

Using both source notes, write a 100-130-word recommendation to a school principal about reducing lunchtime heat. Organize a claim, evidence and reasoning, and an action step; use at least two purposeful transitions and a factual, professional tone; Source A, EPA: Trees and vegetation cool nearby areas through shade and evapotranspiration; Source B, CDC: In hot weather, people should drink water and spend less time in direct sun.

ANSWER KEY

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GRADE 10 · ELA.10.C.1.4

## PART 1 · READ AND MARK

Underline evidence from sources, circle purposeful transitions, and write P, E, or R beside sentences that present a problem, explain evidence, or recommend a response. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | Which two sources does paragraph 2 combine, and what different information does each source contribute? | **The U.S. Forest Service explains that trees cool areas through shade and transpiration. NASA satellite images help planners identify hotter blocks and compare them with cooler, leafier blocks.** |
| 2 | Why does the sentence beginning with "Therefore" logically follow the evidence in paragraph 2? | **The sources explain both how trees cool an area and how planners can find hotter areas, so the recommendation is to use temperature maps and neighborhood observations when choosing planting sites.** |
| 3 | How does paragraph 3 strengthen the passage's recommendation instead of contradicting it? Use one detail about a limitation and one detail about a response. | **It admits that young trees take time to provide shade, then proposes short-term supports such as cooling centers, drinking-water access, and heat alerts while trees grow.** |
| 4 | What tone does the writer use, and which two words or phrases help create that tone? | **The tone is formal, practical, and evidence-based. Accept support such as "According to," "Therefore," "practical, evidence-based," or "should prioritize."** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should reduce lunchtime heat by adding shade and water access near the cafeteria patio. According to the EPA, trees and vegetation cool nearby areas through shade and evapotranspiration, so the school could plant drought-tolerant trees beside tables and protect them while they grow. In addition, the CDC advises people in hot weather to drink water and spend less time in direct sun. Refill stations and a shaded waiting area would make those choices easier for students. Because new trees need time to mature, the school should install temporary shade sails first. This plan uses immediate protection while building a cooler campus for future lunches.

For Part 3, accept varied recommendations that accurately use both source notes, follow a clear claim-evidence-action organization, and include at least two transitions. The response should maintain a professional, factual tone and stay within 100-130 words.