Heat Plan Check

Analyze how an informational text organizes evidence, limits, and solutions.

10.T.T.2.a "Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle words or phrases that signal a shift, number the three stages of the writer's explanation, and underline evidence or limits that affect the reader's judgment. These marks will help you evaluate how the organization and details create, or reduce, clarity.

Cooling a Hot City

1. On a July afternoon, a city block can feel far hotter than a nearby park. Dark roofs and pavement absorb sunlight, then release heat after sunset. This urban heat island effect raises nighttime temperatures and can make heat waves more dangerous, especially for people without air conditioning. Planting trees is often proposed as a response. Their leaves shade sidewalks and buildings, while water released from leaves can cool the surrounding air. Yet a city cannot simply place trees wherever there is an empty patch of ground.

2. To explain where trees help most, planners use maps that combine land-surface temperature, tree canopy, and population data. A map may show that one neighborhood has little shade, many older residents, and unusually hot pavement. That comparison helps officials rank locations rather than distribute trees evenly across the city. However, the map does not prove that every hot block needs the same solution. A narrow street may lack room for large roots, and young trees need years of care before they provide broad shade. The evidence guides a decision, but it does not replace local observation.

3. Some cities pair tree planting with cool roofs, which are designed to reflect more sunlight than dark roofs. Pairing the two responses addresses different parts of the problem: trees can cool sidewalks, and roofs can limit heat absorbed by buildings. The comparison is clear when it names the limits of each tool: trees require space and maintenance, while roofs do not shade pedestrians. Still, officials need a specific measure of success, such as lower afternoon sidewalk temperatures or reduced energy use in nearby homes. Without that measure, readers cannot judge the results.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the writer organize the explanation across the three paragraphs? Explain one effect this order has on clarity.

2. What effect does the word “However” have in paragraph 2?

3. Which details from paragraph 2 support the idea that officials should rank locations for tree planting instead of treating every neighborhood the same?

4. What information does paragraph 3 say is missing, and why does that missing information reduce clarity?

3 YOUR TURN

Your own words

Write a three-sentence mini-explanation, 55 to 75 words, proposing a response to a local heat problem. Organize it from problem to response to evaluation, include one limitation and one specific measure of success, then name your organizational pattern in 3 to 5 words.

ANSWER KEY

Heat Plan Check

GRADE 10 · 10.T.T.2.a

PART 1 · READ AND MARK

Circle words or phrases that signal a shift, number the three stages of the writer's explanation, and underline evidence or limits that affect the reader's judgment. These marks will help you evaluate how the organization and details create, or reduce, clarity. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the writer organize the explanation across the three paragraphs? Explain one effect this order has on clarity.	**The writer moves from the heat problem and tree planting, to map-based evidence and limits, to paired solutions and a need for a success measure. This order helps readers understand the problem before considering how officials could choose and evaluate responses.**
2	What effect does the word “However” have in paragraph 2?	**It signals a contrast and introduces a limitation. It prevents readers from treating the map data as a complete answer for every hot block.**
3	Which details from paragraph 2 support the idea that officials should rank locations for tree planting instead of treating every neighborhood the same?	**The map can show little shade, many older residents, and unusually hot pavement in one neighborhood. These combined conditions show that some places may have greater need.**
4	What information does paragraph 3 say is missing, and why does that missing information reduce clarity?	**A specific measure of success is missing, such as lower sidewalk temperatures or reduced energy use. Without a measure, readers cannot judge whether the responses worked or compare results.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Because idling cars crowd the school entrance each afternoon, the school could create a pickup zone one block away and stagger dismissal times. This response could reduce exhaust near walkers, but it may be difficult for families with young children or limited mobility. The school should compare arrival-time counts and air-quality readings before and after the change to decide whether the plan works. Organization: problem, response, evaluation

Accept equivalent descriptions of the passage's progression, effects, evidence, and clarity limitation when they are supported by the text. For Part 3, accept varied local problems and responses if the writing has three sentences, meets the word range, includes a limitation and measurable result, and follows the stated organization.