

Shade With Purpose

A model of organization, evidence, and audience-aware tone.

10.T.T.2.d "Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and adjusts tone for a variety of audiences and purposes. (C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline words or phrases that connect ideas, circle three different types of information, and number each place where the writer shifts audience or tone.

Cooling a City Block

- ① On a July afternoon, a shaded sidewalk can feel noticeably cooler than a nearby asphalt parking lot. This difference is part of the urban heat island effect, in which buildings, roads, and other hard surfaces absorb sunlight and release heat slowly. Trees interrupt that pattern. Their leaves block some solar energy, while water released by leaves cools the surrounding air. The result matters most after sunset, when pavement may still be warm even though the sun is gone. In neighborhoods with little tree cover, higher nighttime temperatures can also raise the need for air conditioning.
- ② For city planners, planting trees is not simply a beautification project. It is a planning choice that can lower exposure to heat, especially where residents lack shade or reliable cooling. A temperature map can show which blocks stay hottest, and a tree-canopy survey can show where shade is scarce. Together, these tools help planners compare needs before choosing sites. For example, a bus stop beside a wide road may serve many people but offer no protection at midday. Prioritizing that stop connects public health, transportation, and land-use decisions rather than treating trees as decoration.
- ③ Residents can use the same evidence when asking for cooler public spaces. Start by noticing places where people wait, walk, or play without shade. Then report the location, the time of day, and who uses it, such as students walking home or older adults waiting for a bus. Photos and short observations can make a request more specific. If a neighborhood group shares this information with local officials, it can recommend a practical step, such as adding trees, shade structures, or drinking-water access. Clear evidence turns a general complaint into a focused proposal.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** How does paragraph 2 organize the temperature-map and tree-canopy-survey information to clarify their relationship?

- 2** Identify two different types of information used in the passage. Explain what each type helps the writer communicate.

- 3** How do the audience and tone differ between paragraph 2 and paragraph 3? Use evidence from each paragraph.

- 4** How does paragraph 3 connect to the ideas in paragraph 2 and help the whole passage stay cohesive?

3 YOUR TURN _____ Your own words

Write a 150-180-word, three-paragraph proposal for a weekly after-school study hall. In paragraph 1, explain the need to the principal in a formal tone; in paragraph 2, use at least two kinds of information, such as a statistic, observation, example, or expert statement; in paragraph 3, address students in a more direct tone and request a specific action. Use transitions to connect your ideas.

PART 1 • READ AND MARK

Underline words or phrases that connect ideas, circle three different types of information, and number each place where the writer shifts audience or tone. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does paragraph 2 organize the temperature-map and tree-canopy-survey information to clarify their relationship?	It introduces what each tool shows, then explains that planners use both tools together to compare heat and shade needs before choosing sites.
2	Identify two different types of information used in the passage. Explain what each type helps the writer communicate.	The definition of the urban heat island effect explains the issue. The bus-stop example shows how planners can apply evidence to a specific public place.
3	How do the audience and tone differ between paragraph 2 and paragraph 3? Use evidence from each paragraph.	Paragraph 2 uses a formal planning tone for city planners, discussing maps, surveys, and land-use decisions. Paragraph 3 uses a more direct, practical tone for residents, telling them to notice locations and report details.
4	How does paragraph 3 connect to the ideas in paragraph 2 and help the whole passage stay cohesive?	It begins with “the same evidence,” linking residents’ actions to the maps, surveys, and evidence discussed for planners. It then extends the topic from selecting sites to making a focused public request.

PART 3 • YOUR TURN (SAMPLE ANSWER)

To the Principal, our school should offer a weekly after-school study hall in the library. Many students need a quiet place to begin assignments before jobs or family responsibilities. A supervised room would provide internet access and help locating materials. It would also give teachers a place to direct students who need extra work time. In a planning survey of 80 students, 52 said they sometimes leave school with unfinished work because they cannot stay on campus. For example, a student waiting for a ride could revise an essay instead of working in a noisy hallway. In addition, the library has tables and computers, so the program could begin with limited new costs. Students, you can help show that this plan is needed. Tell the student council which days you would attend and whether tutoring or silent work time would help most. Then ask a teacher or club adviser to share the survey. With specific responses, we can ask the principal to pilot study hall one afternoon each week.

Accept equivalent explanations that accurately identify relationships among ideas, varied information, and audience-based tone shifts. For the writing task, accept varied school-based proposals that meet the length, paragraph, evidence, cohesion, and audience requirements.