Stop Heat Scan

Use headings and key details to plan an efficient first read.

11.P.EICC.3.b "Scan and skim the text, making note of structures and sections that might be most useful. (I)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each all-caps section heading, underline one detail that could help a city protect bus riders from heat, and number the headings 1, 2, and 3 in the order you would skim them before planning a proposal. Your marks should show which sections seem most useful for that purpose.

Making Bus Stops Safer in Heat

1 WHERE HEAT BUILDS. Cities can become warmer than nearby rural areas because asphalt, dark roofs, and concrete absorb sunlight and release heat slowly. This urban heat island effect can make a bus stop especially uncomfortable when it has no trees or shelter. Temperature is not the only concern. Humidity can keep sweat from evaporating, so the heat index, which combines air temperature and humidity, may better describe what riders feel. A planner scanning this section would find causes of the problem and conditions that make some stops hotter than others.

2 COOLING OPTIONS. Shade is often the most direct way to reduce radiant heat at a stop. Trees can cool people and pavement but they need years to grow and enough soil and water. A shelter with a light-colored roof can provide shade sooner yet it may not cool the surrounding street. Some cities also use reflective pavement or misting equipment where water and maintenance are available. Although each option has limits, planners can compare cost, installation time, and expected cooling before selecting a design for riders.

3 HEAT RISK CHECKS. A city can use weather forecasts and local observations to decide when to act first. Stops near senior housing, clinics, or transfer stations may serve people who must wait outdoors. During a heat advisory, agencies can post warnings, offer water at staffed sites, and adjust outreach. Still, a short visit cannot show every barrier. Riders may be delayed by limited service, lack of seating, or poor access to information. Careful scanning helps a researcher separate background explanations, design choices, and urgent safety needs.

2 ANSWER WITH EVIDENCE

Use the passage

1. You need design options for making a bus stop cooler. Which section would you skim first, and what detail makes it useful?

2. You need to explain why a stop can feel hotter than the air temperature alone suggests. Which section should you use, and what detail would you find there?

3. Find two contrast words in the passage. Then explain the contrast connected by one of them.

4. If your purpose is to identify immediate safety actions instead of construction choices, which section is most useful? Name two actions from that section.

3 YOUR TURN

Your own words

Imagine that you must recommend one short-term safety action and one longer-term design change for bus riders. In 3 to 4 sentences, list the section headings in the order you would skim them, explain the detail you would seek in each of the first two sections, and support your recommendation with passage evidence.

ANSWER KEY

Stop Heat Scan

GRADE 11 · 11.P.EICC.3.b

PART 1 · READ AND MARK

Circle each all-caps section heading, underline one detail that could help a city protect bus riders from heat, and number the headings 1, 2, and 3 in the order you would skim them before planning a proposal. Your marks should show which sections seem most useful for that purpose. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	You need design options for making a bus stop cooler. Which section would you skim first, and what detail makes it useful?	**COOLING OPTIONS. It compares trees, light-colored shelters, reflective pavement, and misting equipment, including limits and planning factors.**
2	You need to explain why a stop can feel hotter than the air temperature alone suggests. Which section should you use, and what detail would you find there?	**WHERE HEAT BUILDS. It explains that humidity can prevent sweat from evaporating and that the heat index combines air temperature and humidity.**
3	Find two contrast words in the passage. Then explain the contrast connected by one of them.	**Any two of "but," "yet," and "although" are acceptable. For example, "but" contrasts trees cooling people and pavement with the time, soil, and water trees need.**
4	If your purpose is to identify immediate safety actions instead of construction choices, which section is most useful? Name two actions from that section.	**HEAT RISK CHECKS. Actions include posting warnings, offering water at staffed sites, and adjusting outreach during a heat advisory.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would skim HEAT RISK CHECKS first for actions that can protect riders during a heat advisory, such as posting warnings or offering water at staffed sites. Next, I would skim COOLING OPTIONS for a lasting design, noting that a light-colored shelter roof provides shade sooner than trees. I would check WHERE HEAT BUILDS last for context about humidity and unshaded pavement, then recommend warnings now and a light-colored shelter as the longer-term change.

Accept a reasonable section order when the student explains how that order matches the stated purpose and cites accurate passage details. For the open task, responses should include both a short-term action and a longer-term design change supported by the text.