

Cooler Streets Blueprint

Analyze how an author combines structures to argue for a lasting solution.

11.T.SS.1.b “Blend multiple organizational structures to support and enhance a text’s central message. (C)”

NAME _____

DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the sentence that states the author’s central message. In the margins, number each shift in organizational structure and label it, such as comparison, cause and effect, problem and solution, sequence, or concession.

Shade Is Infrastructure

- ① On a July afternoon, pavement in the Riverton neighborhood can be 12 degrees Fahrenheit hotter than the shaded park three miles away. The difference is not simply uncomfortable. High surface temperatures raise indoor cooling costs, worsen air quality, and place older adults and outdoor workers at greater risk of heat illness. A city map helps explain why: Riverton has few mature trees, wide asphalt lots, and many dark roofs. Its neighboring districts have more canopy, smaller parking areas, and cooler sidewalks. Heat, in other words, follows the shape of past building decisions.
- ② For years, Riverton's heat plan focused on personal choices. Residents were told to drink water, visit cooling centers, and avoid afternoon errands. Those steps matter during emergencies, but they do not change the streets that trap heat every summer. The new proposal works at two scales. First, it would open schoolyards as evening cooling sites and add bus-stop shade within two years. Next, it would replace selected blacktop with lighter pavement and plant trees where satellite data shows the highest temperatures. Unlike a short-term warning, these changes aim to prevent danger before a heat advisory begins.
- ③ Still, Riverton's proposal will not make every block equally cool at once. Trees need years to grow, and construction can disrupt traffic and businesses. Yet delaying the work has costs as well: families pay more for electricity, classrooms become harder to use, and repeated heat illness strains public services. The city should therefore treat shade as basic infrastructure, not as a decorative extra. By pairing immediate protection with long-range redesign, officials can reduce today's risks while changing the conditions that create tomorrow's heat. The strongest heat plan does both.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What two organizational structures are blended in paragraph 1? Explain how the blend develops the idea that heat follows past building decisions.

2 How does the contrast between the old heat plan and the new proposal in paragraph 2 support the author's central message?

3 Why does the author use the sequence words "First" and "Next" before the comparison beginning with "Unlike"?

4 How does paragraph 3 strengthen the central message by beginning with limits and then explaining the costs of delay?

3 YOUR TURN _____ Your own words

Write one paragraph proposing a change at your school or in your community. Blend at least two organizational structures, such as comparison, cause and effect, problem and solution, or sequence, to develop one clear central message. Underline your central message and label each structural shift in the margin.

PART 1 • READ AND MARK

Underline the sentence that states the author's central message. In the margins, number each shift in organizational structure and label it, such as comparison, cause and effect, problem and solution, sequence, or concession. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What two organizational structures are blended in paragraph 1? Explain how the blend develops the idea that heat follows past building decisions.	Paragraph 1 blends comparison and cause and effect. It compares Riverton with cooler neighboring districts, then connects features such as few trees, asphalt lots, and dark roofs to increased heat and its effects.
2	How does the contrast between the old heat plan and the new proposal in paragraph 2 support the author's central message?	The old plan gives people short-term emergency advice, while the new proposal changes heat-trapping streets. This supports the message that lasting heat protection requires infrastructure changes as well as immediate help.
3	Why does the author use the sequence words "First" and "Next" before the comparison beginning with "Unlike"?	The sequence shows specific stages of the proposed plan, and the comparison shows how those stages differ from a temporary warning. Together, they make the proposal seem practical and preventive.
4	How does paragraph 3 strengthen the central message by beginning with limits and then explaining the costs of delay?	The paragraph admits that trees take time to grow and construction can cause disruption, which makes the argument balanced. It then shows that waiting also harms families, schools, and public services, supporting action that combines immediate and long-term measures.

PART 3 • YOUR TURN (SAMPLE ANSWER)

[Problem and cause] Our school's buses line up beside the main entrance, so students cross between idling vehicles and breathe exhaust each afternoon. [Comparison] At the west entrance, a marked walking path keeps students away from traffic, but the bus area has no similar route. ___The school should create a protected path from the bus loop to the sidewalk.___ [Solution and sequence] First, staff could paint a crossing lane and place cones along it; then the district could install permanent barriers. Because students would have a clear space to walk, the change would reduce confusion and exposure to exhaust.

Accept equivalent identifications of organizational structures when students support them with accurate passage details. For Part 3, accept varied topics if the response has a clear central message and purposefully blends at least two structures.