

Cooling City Connections

Track how one proposal links evidence, structure, and audience.

11.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, uses multiple text structures...”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline transition words or phrases, number the two planning steps introduced by “First” and “Next,” circle a definition, a data-based claim, and a comparison, and label R and O beside the sentences aimed at residents and officials.

Building a Cooling Network

- ① Extreme heat is not only uncomfortable, it is a public-health risk. During heat waves, the body must work harder to stay cool, and dehydration can develop quickly. In Phoenix, Arizona, the number of heat-associated deaths has risen sharply in recent years, showing why cities need more than weather alerts. One useful response is a cooling network: a connected set of air-conditioned places, shade stations, water supplies, and transportation options. This network protects people who work outdoors, lack home air conditioning, or cannot safely travel far.
- ② To make the network usable, city staff should begin with a clear map. First, list libraries, recreation centers, and transit hubs that can offer indoor cooling during dangerous heat. Next, compare the map with neighborhood temperature data and bus routes. Areas with few trees or long walks to a bus stop may need pop-up shade tents or free shuttle service. For residents, the message should be direct: “If your home is too hot, go to the nearest cooling site before you feel ill.” In contrast, a planning memo for officials should explain costs, staffing, and gaps in coverage.
- ③ These choices also save resources. For example, placing a cooling site beside an existing bus line can reduce the need for new transportation, while opening a school gym may require added staff and security. Cities can measure results by recording visits, checking whether sites are distributed across neighborhoods, and asking users what prevented them from coming sooner. If leaders find that one site stays nearly empty, they should not assume the need has disappeared. Instead, they can investigate hours, signs, language access, or transit connections, then revise the plan. In this way, evidence leads to improvement rather than a one-time announcement.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How does the definition of a cooling network in paragraph 1 prepare readers for the map plan in paragraph 2?

2 Identify two different types of information the writer uses to support the proposal. Give one passage example of each type.

3 What organizational structure does paragraph 2 use in its first four sentences? Cite two signal words and explain how this structure helps the reader.

4 How does the tone change between the message for residents and the memo for officials? Use details from the passage.

3 YOUR TURN _____ Your own words

Write exactly two paragraphs, 120 to 150 words total, proposing a response to a different campus need. In paragraph 1, explain the need with a definition or cause-and-effect relationship and a concrete fact or example. In paragraph 2, give a sequenced plan, compare two options, include one sentence addressed directly to students and one sentence written for school leaders, and use at least three transition words.

PART 1 • READ AND MARK

Underline transition words or phrases, number the two planning steps introduced by “First” and “Next,” circle a definition, a data-based claim, and a comparison, and label R and O beside the sentences aimed at residents and officials. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does the definition of a cooling network in paragraph 1 prepare readers for the map plan in paragraph 2?	The definition names the places, supplies, and transportation that make up the network, so readers understand what city staff should locate and compare on the map.
2	Identify two different types of information the writer uses to support the proposal. Give one passage example of each type.	Possible answers include a health explanation, “the body must work harder to stay cool”; a local trend, Phoenix heat-associated deaths have risen; a definition of a cooling network; or planning data about temperatures and bus routes.
3	What organizational structure does paragraph 2 use in its first four sentences? Cite two signal words and explain how this structure helps the reader.	It uses a sequence or process structure. “First” and “Next” guide readers through the order for mapping sites and comparing the map with local conditions.
4	How does the tone change between the message for residents and the memo for officials? Use details from the passage.	The resident message is urgent and direct, telling people to go to a cooling site before they feel ill. The official memo is formal and practical, focusing on costs, staffing, and coverage gaps.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our school needs to reduce lunchtime food waste. Food waste is edible food that is thrown away instead of eaten, and a three-day cafeteria audit found 86 unopened milk cartons and 41 whole apples in trash bins. Because students often rush to lunch, a share table could collect unopened items for other students. This approach costs less than adding a second serving line, but it requires safety rules. First, students, place unopened milk, whole fruit, and packaged items on the marked table instead of tossing them away. Next, cafeteria staff can check the table during each lunch period and discard anything unsafe. Finally, student council members can record how many items are reused each week. School leaders should approve a two-week trial, assign one adult monitor, and review the records before expanding the program. Therefore, the plan combines a simple student action with evidence for a responsible decision.

Accept equivalent evidence-based explanations that accurately identify the passage’s structures, information types, and audience shifts. For Part 3, accept original proposals that meet the paragraph, word-count, structure, information, transition, and audience requirements.