Syntax in the Streets

Trace how sentence patterns turn public information into an invitation.

12.P.AC.1.c "Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline every sentence with 8 words or fewer, circle repeated opening words or lists with three or more matching parts, and number sentences that contrast ideas. In the margin, note how each choice encourages residents to help with the project.

A Map Made by Feet

1. On the hottest afternoons, the pavement on Maple Avenue can feel like a skillet. That heat does not stay on the street. It moves into bus stops, apartment buildings, and classrooms, especially where trees are scarce. Our city is mapping these hotter blocks before next summer. Residents can help on Saturday by joining a one-hour walk with a thermometer and a clipboard. You will record shade, surface temperature, and places where people wait outdoors. The data will guide decisions about trees, cooling centers, and safer bus shelters. Bring water. Bring a neighbor. Bring the observations that officials cannot collect from an office.

2. Some people may ask why a brief neighborhood walk matters when satellites already measure land temperature. Satellites are useful, but they cannot show whether a metal bench burns a child's legs at 3 p.m. or whether a shaded corner is accessible to an older adult using a walker. Street-level observations fill that gap. They also make the map more honest. If only engineers describe the problem, the map may show heat. If residents describe it too, the map can show how heat shapes a daily trip to work, school, or the grocery store.

3. City council will review the map in October, when it chooses projects for the following budget year. A report full of averages can seem distant; a report built from thousands of precise, local notes can make a choice harder to postpone. For that reason, the walk is designed for people who know their routes best: students who cross wide intersections, workers who wait for late buses, parents pushing strollers, and neighbors whose apartments hold heat after sunset. Come for one hour, or lend a thermometer to someone who can. Either way, let the map speak in more than one voice.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the series of three short sentences beginning with “Bring” affect the intended audience in paragraph 1?

2. Why does the author place the contrast between what satellites can do and what they cannot do after the opening question in paragraph 2?

3. Analyze the two sentences that begin with “If” in paragraph 2. How does their parallel structure develop the author's point?

4. Evaluate the long list after the colon and the shorter “Come for one hour” sentence in paragraph 3. How do these structures support the text's purpose?

3 YOUR TURN

Your own words

Write a 45-60 word, three-sentence school announcement inviting students to join a campus accessibility walk. Begin one sentence with “Although,” include one sentence with 5 words or fewer, and end with a sentence containing a parallel list of three items. Then explain in one sentence how your sentence choices fit your audience and purpose.

ANSWER KEY

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GRADE 12 · 12.P.AC.1.c

PART 1 · READ AND MARK

Underline every sentence with 8 words or fewer, circle repeated opening words or lists with three or more matching parts, and number sentences that contrast ideas. In the margin, note how each choice encourages residents to help with the project. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the series of three short sentences beginning with "Bring" affect the intended audience in paragraph 1?	**The repeated, short commands create a direct invitation and make participation seem simple and immediate for residents.**
2	Why does the author place the contrast between what satellites can do and what they cannot do after the opening question in paragraph 2?	**The contrast answers a likely doubt about the walk and shows why residents' street-level observations are needed.**
3	Analyze the two sentences that begin with "If" in paragraph 2. How does their parallel structure develop the author's point?	**The matching structure compares an engineer-only map with a resident-informed map, showing that local voices reveal heat's effects on daily life.**
4	Evaluate the long list after the colon and the shorter "Come for one hour" sentence in paragraph 3. How do these structures support the text's purpose?	**The detailed list helps different residents see themselves as useful contributors, while the short either-or invitation makes joining feel flexible and manageable.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Although our ramps meet basic rules, some routes still slow students using wheels, crutches, or canes during crowded passing periods. Walk with us after school. Bring your observations about heavy doors, uneven curbs, and crowded hallways to help the school accessibility team plan practical changes before winter. The concession acknowledges a concern, the short invitation is direct, and the parallel list makes the task concrete for busy students.

Accept analyses that name a specific sentence structure and accurately connect it to residents as the target audience and to the purpose of recruiting useful local observations. For Part 3, accept varied topics and wording if the response follows every stated sentence constraint and explains an audience-and-purpose effect.