Heat Plan, Clear Thinking

Annotate how a writer builds a responsible proposal.

12.P.EICC.1.d "Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the passage's central claim, circle concrete evidence or details, and number each place where the writer raises a limitation and responds to it. Use your marks to track how the writer moves from observation to a workable idea.

More Than a Slogan

1 At 3 p.m. in July, the bus stop on Mercer Avenue feels less like a waiting area than a metal skillet. No trees shade the sidewalk, and riders crowd beneath a narrow shelter. City temperature maps show why this matters: pavement and roofs absorb sunlight, then release heat after sunset. Neighborhoods with fewer trees often register hotter surface temperatures than leafier blocks. The heat is not shared evenly. Older adults, outdoor workers, and people without air-conditioning face greater risk when hot nights prevent homes and bodies from cooling.

2 Planting trees is not a complete heat plan. Saplings need water, space for roots, and years before they cast broad shade. A city that announces a planting campaign but ignores tenant protections could make another mistake: rising rents may push longtime residents away from the cooler streets they helped advocate for. Still, this complication strengthens rather than cancels the case for trees. Officials can pair planting with affordable-housing policies, shaded transit stops, and cooling centers. A useful proposal names both the benefit and the condition required to deliver it.

3 When I read a proposal about heat, I look for more than a dramatic opening. I ask what proof connects its claim to a real consequence, whose experience is visible, and what limitation the writer admits. Those questions keep me from accepting a polished slogan as a plan. When I write, I use the same checklist in reverse. I begin with a precise claim, select evidence my audience can evaluate, and address a reasonable concern before ending with a workable next step. Reading like a writer helps me notice choices, and writing like a reader helps me make choices responsibly.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do the “metal skillet” comparison and the information about pavement and roofs work together in paragraph 1?

2. What claim about heat does paragraph 1 support, and which groups does the writer identify as facing greater risk?

3. What limitation of tree planting does paragraph 2 raise, and how does the writer respond to that limitation?

4. What does the writer mean by using the same checklist “in reverse” when writing?

3 YOUR TURN

Your own words

Write a 90-120 word proposal about one change your school or community should make. Include a precise claim, one concrete piece of evidence or observation, a reasonable concern, and a workable next step that responds to the concern.

ANSWER KEY

Heat Plan, Clear Thinking

GRADE 12 · 12.P.EICC.1.d

PART 1 · READ AND MARK

Underline the passage's central claim, circle concrete evidence or details, and number each place where the writer raises a limitation and responds to it. Use your marks to track how the writer moves from observation to a workable idea. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do the "metal skillet" comparison and the information about pavement and roofs work together in paragraph 1?	**The comparison makes the bus stop's heat vivid, while the explanation of pavement and roofs gives a factual reason for the heat.**
2	What claim about heat does paragraph 1 support, and which groups does the writer identify as facing greater risk?	**It supports the claim that heat is not shared evenly. The groups are older adults, outdoor workers, and people without air-conditioning.**
3	What limitation of tree planting does paragraph 2 raise, and how does the writer respond to that limitation?	**Trees take resources and time to provide shade, and rising rents could displace residents. The writer proposes pairing planting with affordable-housing policies, shaded transit stops, and cooling centers.**
4	What does the writer mean by using the same checklist "in reverse" when writing?	**The writer turns reading questions about claim, evidence, visible experience, and limitations into writing choices: make a precise claim, select evaluable evidence, address a concern, and give a next step.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should keep the library open until 5:30 on two weekdays. During the first month of this semester, every table was full after the final bell on the days a teacher stayed late for tutoring, while students without rides waited in the hallway. Longer library hours would give those students a quiet place to work, use computers, or meet with peer tutors. Staffing costs are a reasonable concern. The school could begin with two pilot afternoons, using rotating volunteers and tracking attendance. If the pilot draws steady use, administrators could budget for a paid supervisor next year.

Accept equivalent explanations that connect the writer's choices to purpose and audience. For the open response, accept varied topics if the response meets the word range and includes all four required proposal elements.