

Blueprint for Shade

Track how a proposal moves from evidence to action.

12.T.SS.1 "Organization: Analyze, evaluate, and use organizational structures and style to shape thoughts across genres."

NAME _____

DATE _____

1 READ AND MARK

Read it twice

YOUR JOB For each paragraph, underline its topic sentence, circle words that signal a shift or sequence, and write a brief margin label naming its main job in the overall proposal.

Where Shade Is Missing

- ① On July afternoons, the bus stop at Maple Avenue feels hotter than the park two blocks away. A city heat map helps explain the difference: the stop sits beside asphalt parking lots and low roofs, while the park has mature trees and grass. This contrast matters because extreme heat is not distributed evenly across a city. In neighborhoods with fewer shaded streets, residents may wait for buses, walk to stores, or live in apartments that retain more heat. Before choosing a remedy, city planners need to identify where heat gathers and who encounters it most often.
- ② First, planners can compare temperatures recorded at different sites during the same hour. Pavement absorbs solar energy and can release stored heat after sunset, so blocks dominated by dark surfaces often remain warmer into the evening. Tree canopy changes that pattern by casting shade and cooling nearby air through transpiration, the release of water vapor from leaves. Yet a map alone cannot show every risk. Interviews with residents, transit riders, and emergency workers can reveal which hot places lack drinking water, indoor cooling, or safe routes home. Combining measurements with testimony turns a broad pattern into a more precise account of need.
- ③ The findings should lead to a sequence of decisions rather than a single symbolic project. City officials could begin by placing shade structures and water fountains at the hottest transit stops, where people cannot easily leave the heat. Next, they could plant and maintain trees along walking routes to schools, clinics, and grocery stores. Finally, they could track temperatures and resident feedback over several summers, then revise the plan if benefits bypass the most exposed blocks. This problem-to-response structure keeps the proposal focused: each action answers evidence presented earlier, and the final evaluation makes improvement part of the design.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What is the main job of each paragraph, and how does that order shape the proposal?

2 How do the words "First," "Yet," and "Finally" guide the reader through the passage?

3 Why does the writer begin by comparing the Maple Avenue bus stop with the nearby park instead of beginning with recommendations?

4 How does the final sentence connect the structure of paragraph 3 to the information earlier in the passage?

3 YOUR TURN _____ Your own words

Write a three-paragraph, 120 to 150 word proposal addressing a problem at your school or in your community. Use a problem-evidence-response sequence, include at least three transitions that show the sequence, and use one concrete comparison to make the stakes clear.

PART 1 • READ AND MARK

For each paragraph, underline its topic sentence, circle words that signal a shift or sequence, and write a brief margin label naming its main job in the overall proposal. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the main job of each paragraph, and how does that order shape the proposal?	Paragraph 1 establishes the unequal-heat problem and need to locate it. Paragraph 2 provides evidence and explains how to investigate the risk. Paragraph 3 presents a sequence of responses and a way to evaluate them.
2	How do the words "First," "Yet," and "Finally" guide the reader through the passage?	"First" introduces an initial evidence-gathering method, "Yet" signals that temperature maps have a limitation, and "Finally" introduces the last proposed action.
3	Why does the writer begin by comparing the Maple Avenue bus stop with the nearby park instead of beginning with recommendations?	The concrete comparison makes the unequal heat problem visible and establishes why evidence and solutions are needed before the proposal gives recommendations.
4	How does the final sentence connect the structure of paragraph 3 to the information earlier in the passage?	It explains that each proposed action responds to earlier evidence and that evaluation allows the plan to be revised if it does not reach the most exposed blocks.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Between third and fourth periods, the cafeteria hallway becomes so crowded that students often miss the first minutes of class. The quiet science wing, by comparison, has open lockers and wider space. This uneven traffic pattern creates stress and safety concerns. First, the school could count students passing through both areas for one week and ask students where delays occur. In addition, staff could note whether mobility devices can move through the hallway without obstruction. These observations would show when and where changes are needed. Next, administrators could open the science-wing doors during the passing period and post signs directing students to that route. Finally, they could compare late-arrival records before and after the change. If congestion decreases, the new route could become a regular part of the schedule.

Accept equivalent descriptions of each paragraph's organizational role when they are supported by the passage. For the open task, accept varied issues and solutions if the response has three paragraphs, meets the word range, uses a clear problem-evidence-response structure, includes transitions, and contains a concrete comparison.