

# Features With Purpose

Text features guide a reader's attention and judgment.

**7.T.C.1.b** "Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts. (I)"

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## 1 READ AND MARK \_\_\_\_\_ Read it twice

**YOUR JOB** Underline two headings or labels and circle one bolded phrase. In the margin, write a short note telling how each marked feature helps a reader find, understand, or judge information.

### Riverton's Hot Blocks

- ① On a July afternoon, a shaded park can feel cooler than a nearby parking lot. Researchers call this pattern an **urban heat island**. Dark roofs and pavement absorb sunlight, then release heat slowly after sunset. Trees cool areas by casting shade and releasing water vapor. The difference matters most during heat waves, when warm nights can make it harder for people to recover. City planners study block-level temperatures to decide where cooling projects could help residents.
- ② **FIELD NOTES, JULY 18** At 2:00 p.m., a student team measured surface temperatures at three sites in Riverton. **TABLE 1 | Surface temperature, not air temperature**: grass beneath an oak, 86°F; a sidewalk beside the park, 112°F; and an unshaded asphalt lot, 128°F. The team used the same infrared thermometer at each site. Clouds passed over the city later that afternoon, so these measurements show one hot, sunny moment rather than an average summer day. They do not show conditions after dark.
- ③ **DESIGN CHOICES** Riverton's parks department is considering pale pavement near bus stops and new trees along routes used by walkers. The department will compare the hottest surfaces with places where people wait outdoors. **SOURCE NOTE | Riverton Student Climate Survey, 2025**: students reported that shade at bus stops was limited. A map of temperature readings appears beside this article, with darker colors marking hotter surfaces. The map does not prove that pavement alone caused every temperature difference, but it helps officials spot places to investigate first.

## 2 ANSWER WITH EVIDENCE Use the passage

1 Which section would city officials likely read first to find possible actions, and why?

---

---

2 Why is the phrase “not air temperature” useful in the table label?

---

---

3 What does the bold type do for the words “urban heat island” in the first paragraph?

---

---

4 How does the source note help a reader judge the information about bus-stop shade?

---

---

## 3 YOUR TURN Your own words

Write 55 to 75 words for a school principal about reducing cafeteria waste. Include a title, a section label, one bold key term, and a source note. Make each feature help the principal find or evaluate a useful idea.

---

---

---

**PART 1 • READ AND MARK**

Underline two headings or labels and circle one bolded phrase. In the margin, write a short note telling how each marked feature helps a reader find, understand, or judge information. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                                | ANSWER                                                                                                                                                                |
|---|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Which section would city officials likely read first to find possible actions, and why? | <b>DESIGN CHOICES, because it presents possible actions, including pale pavement and new trees, for hotter places near bus stops and walking routes.</b>              |
| 2 | Why is the phrase “not air temperature” useful in the table label?                      | <b>It tells readers that the numbers are surface temperatures, so they should not mistake them for air-temperature readings.</b>                                      |
| 3 | What does the bold type do for the words “urban heat island” in the first paragraph?    | <b>It signals that urban heat island is an important term and helps readers notice the passage’s central concept.</b>                                                 |
| 4 | How does the source note help a reader judge the information about bus-stop shade?      | <b>It identifies the evidence as reports from Riverton students in a 2025 climate survey, so readers know the source, date, and that it reflects student reports.</b> |

**PART 3 • YOUR TURN (SAMPLE ANSWER)**

CAFETERIA WASTE PLAN ACTION STEP Place a clearly labeled **\*\*compost bin\*\*** beside the tray return so students can separate fruit peels and napkins from wrappers. Start with two lunch periods, then compare the number of trash bags collected at the end of each day. SOURCE NOTE | Sample planning data, invented for this task: a one-day audit found 18 cafeteria trash bags.

Accept equivalent explanations that connect a feature to navigation, emphasis, interpretation, source evaluation, or the needs of city decision makers. For the open response, verify the 55 to 75 word range and that all four required text features serve the stated audience and purpose.