

Cooler City Routes

Notice how structure and features guide readers.

8.T.SS.1.b “Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience. (C)”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline words and phrases that signal how each paragraph is organized. Circle the passage title and the “Quick fact” label, then number the three steps in the last paragraph to show how these features help readers.

A Cooler Walk Home

- ① City blocks can feel much hotter than nearby parks because asphalt and dark roofs absorb sunlight. Trees help in two ways: their leaves cast shade, and water released from leaves cools the air. A shaded sidewalk can be more comfortable for people walking, waiting for a bus, or playing outside. Quick fact: a mature tree can shade a large area on a sunny day. That shade also protects pavement, which can soften or crack during long heat waves.
- ② Unlike a tree-lined street, a wide parking lot has few cool surfaces. Dark pavement stores heat during the day and releases it slowly after sunset. As a result, neighborhoods with more pavement may stay warmer at night. This matters most for people whose homes lack air conditioning. In one block, planting trees will not change the whole city’s climate. However, adding shade along walking routes can make a daily trip safer and less exhausting for older adults and young children during summer heat alerts.
- ③ To cool a route to school, a neighborhood group can follow three steps. First, members map the hottest sidewalks and note where people wait. Next, they ask the city which tree species fit beneath power lines and how often each tree needs water. Finally, they choose planting sites, gather volunteers, and schedule care during dry months. A simple map with symbols for shade, water, and bus stops helps readers see the plan quickly. Small choices, repeated block by block, can build cooler routes.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What text structure mainly organizes the second paragraph? Use one signal word or phrase and two details from the paragraph to support your answer.

2 How does the second paragraph's structure help the writer explain why shade matters to people walking through a neighborhood?

3 What information does the "Quick fact" feature add, and why might it be useful for the passage's audience?

4 How do the sequence words in the third paragraph and the map with symbols work together to convey the neighborhood group's plan?

3 YOUR TURN _____ Your own words

Write a 90 to 120 word guide for students about reducing food waste at lunch. Use three short paragraphs: compare two choices in the first, explain a cause and effect in the second, and give steps in the third. Include one text feature, such as a labeled quick tip.

PART 1 • READ AND MARK

Underline words and phrases that signal how each paragraph is organized. Circle the passage title and the “Quick fact” label, then number the three steps in the last paragraph to show how these features help readers. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What text structure mainly organizes the second paragraph? Use one signal word or phrase and two details from the paragraph to support your answer.	Compare and contrast. “Unlike” and “However” signal the structure. The paragraph contrasts a tree-lined street with a parking lot and explains that pavement holds heat while trees provide shade.
2	How does the second paragraph’s structure help the writer explain why shade matters to people walking through a neighborhood?	By contrasting hot pavement with tree-lined streets, it shows that shade can make walking routes safer and less exhausting, especially during heat alerts.
3	What information does the “Quick fact” feature add, and why might it be useful for the passage’s audience?	It adds that one mature tree can shade a large area. This gives readers a concrete example of how trees can improve a hot sidewalk or block.
4	How do the sequence words in the third paragraph and the map with symbols work together to convey the neighborhood group’s plan?	“First,” “Next,” and “Finally” show the order of the actions. The map symbols help readers quickly locate shade, water, and bus stops as they understand the plan.

PART 3 • YOUR TURN (SAMPLE ANSWER)

A reusable lunch container differs from a disposable bag. Both carry food, but a sturdy container can be washed and used again. A bag is lighter, yet it may tear and is often thrown away after one meal. When students pack lunches in reusable containers, fewer single-use bags enter trash cans. This can reduce the amount of waste the cafeteria staff must collect. It may also save families money because they buy fewer bags. Quick Tip: First, rinse a container after lunch. Next, place it in a sink or dishwasher when you get home. Finally, pack it again for tomorrow, and check that its lid fits tightly.

Accept equivalent descriptions of the structures, such as contrast or comparison for paragraph two, when supported by passage details. For the writing task, accept varied topics and text features if the response meets the length, paragraph, structure, and audience requirements.