

Heat Plan Blueprint

Trace how a model informational text builds and closes its ideas.

8.T.SS.1.d "Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the sentence that states the passage's main focus, number the three solution details in paragraph 2, and circle the final sentence. These marks show how the writer moves from a focus to support and then to a conclusion.

Cooling a Hot City

- ① On a summer afternoon, a city block can feel much hotter than a nearby park. Dark roofs, pavement, and buildings absorb sunlight, then release heat slowly. This pattern, called the urban heat island effect, can raise temperatures in densely built areas. Cities can reduce that extra heat by changing surfaces and adding plants. Cool roofs, shade trees, and green spaces work in different ways, but together they can make neighborhoods safer and more comfortable during hot weather.
- ② First, cool roofs reflect more sunlight than traditional dark roofs, so less heat enters a building. The U.S. Department of Energy notes that a cool roof can stay more than 50°F cooler in the sun than a conventional roof. Next, trees cool streets by shading pavement and by releasing water vapor through their leaves. Parks and planted strips also give people places to rest away from hot sidewalks. These choices address both the surfaces that trap heat and the people who must live with it.
- ③ Because these solutions serve several needs, planning matters. A city might begin by mapping its hottest blocks, especially places with few trees or many residents who lack air conditioning. It can then choose projects that fit each site, such as planting trees where sidewalks are wide or improving roofs on large public buildings. No single project ends every heat risk. However, a plan that combines reflective surfaces, shade, and public spaces can lower exposure and help a city prepare for hotter summers.

2 ANSWER WITH EVIDENCE Use the passage

1 Which sentence in paragraph 1 best guides the focus of the whole passage?

2 How does paragraph 2 organize its supporting information?

3 Why does the writer include the U.S. Department of Energy detail after the claim about cool roofs?

4 How does paragraph 3 create a sense of finality?

3 YOUR TURN Your own words

Write a 120 to 150 word, three-paragraph proposal for making one outdoor area at your school safer or more comfortable during hot weather. Introduce a clear focus, organize at least three supporting details in a logical order, and end with a conclusion that gives your proposal a final point.

PART 1 • READ AND MARK

Underline the sentence that states the passage's main focus, number the three solution details in paragraph 2, and circle the final sentence. These marks show how the writer moves from a focus to support and then to a conclusion. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which sentence in paragraph 1 best guides the focus of the whole passage?	"Cool roofs, shade trees, and green spaces work in different ways, but together they can make neighborhoods safer and more comfortable during hot weather."
2	How does paragraph 2 organize its supporting information?	It explains cool roofs first, then trees, then parks and planted strips, showing how each solution helps cool a city.
3	Why does the writer include the U.S. Department of Energy detail after the claim about cool roofs?	The detail provides evidence that cool roofs can stay much cooler than conventional roofs, supporting the claim that they reduce heat.
4	How does paragraph 3 create a sense of finality?	It acknowledges that no single project solves every heat risk, then ends by stating that a combined plan can reduce exposure and prepare cities for hotter summers.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our school should make the lunch courtyard cooler by adding shade and water access. The project would protect students from direct sunlight and make the space more useful on hot days. First, the school could install shade sails above the tables. Unlike a roof, sails can cover seating while leaving open paths for air to move. Next, staff could plant native trees along the blacktop edge. As the trees grow, their leaves would shade pavement, which absorbs sunlight. A water refill station near the courtyard would also let students refill bottles without walking across campus. These steps work best as one plan. Shade would improve the area right away, trees would add longer-term cooling, and water would support students during heat. By improving this busy space, the school could make outdoor lunch safer and more comfortable.

Accept equivalent wording that identifies the focus sentence, the sequence of support, the use of evidence, and the concluding move. For the proposal, accept varied solutions if the response has three paragraphs, a clear introduction, logically connected support, and a concluding statement with finality.