Shade and Sense

Trace how transitions connect a problem, a plan, and its limits.

9-10.W.2.c "Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the opening transition in paragraphs 2 and 3. Circle three other words or phrases that show how one idea relates to another.

Who Gets Shade at the Bus Stop?

1 On a hot afternoon, two people wait for the same bus on opposite sides of a wide street. One stands beneath a leafy tree; the other stands beside a bare metal pole. Although the air temperature is nearly identical, direct sunlight makes the second stop feel harsher. Pavement can also absorb sunlight and release heat, adding to discomfort near the road. This difference matters most to riders who cannot easily change their travel time or walk to a shaded stop. In other words, heat at a bus stop is not just a weather problem; the design of the street shapes who bears it.

2 To reduce that exposure, a transit agency could add shade where riders actually stand. A roof over a waiting area blocks direct sun immediately, while a mature tree can shade both the stop and nearby pavement. However, the two options require different planning. A shelter needs space that does not block the sidewalk, and a tree needs room for roots and years to grow. A useful plan might therefore place shelters at the hottest unshaded stops first, then plant trees where there is sufficient space. In this way, a quick fix and a longer-term change can work together.

3 Even so, shade alone does not make every stop comfortable or accessible. A shelter with solid walls may trap heat if air cannot move through it, and a poorly placed tree can narrow a sidewalk. Moreover, a shaded stop offers little relief if riders must cross a long, exposed stretch of pavement to reach it. These limits do not cancel the value of shade; instead, they show why agencies should examine the whole trip to the stop. By considering airflow, sidewalk width, and the route riders take, planners can reduce heat without creating new obstacles.

2 ANSWER WITH EVIDENCE

Use the passage

1. In paragraph 2, what does “that exposure” refer to? How does the opening phrase connect the first two paragraphs?

2. What relationship does “However” signal in paragraph 2? Name one detail on each side of that shift.

3. Why does “therefore” fit before the plan to place shelters first and plant trees later?

4. How does “Even so” connect paragraph 3 to paragraph 2? Why is this more accurate than saying the plan will solve every problem?

3 YOUR TURN

Your own words

Write one paragraph of 80 to 110 words about food waste in a school cafeteria. Explain the problem, propose a response, and discuss one limit of that response; use at least two transitions that make the relationships between those ideas clear.

ANSWER KEY # Shade and Sense

PART 1 · READ AND MARK

Underline the opening transition in paragraphs 2 and 3. Circle three other words or phrases that show how one idea relates to another. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In paragraph 2, what does "that exposure" refer to? How does the opening phrase connect the first two paragraphs?	**It refers to riders' exposure to heat and direct sunlight at unshaded stops. The phrase shifts from the problem described in paragraph 1 to a way to reduce it.**
2	What relationship does "However" signal in paragraph 2? Name one detail on each side of that shift.	**It contrasts the benefits of shelters and trees with the planning each requires. A shelter blocks sun immediately but needs sidewalk space; a tree shades pavement but needs root space and time to grow.**
3	Why does "therefore" fit before the plan to place shelters first and plant trees later?	**It marks the plan as a result of the different constraints: shelters can provide shade immediately, while trees need space and years to grow.**
4	How does "Even so" connect paragraph 3 to paragraph 2? Why is this more accurate than saying the plan will solve every problem?	**It qualifies paragraph 2's plan by introducing limits to shade. Shelters may trap heat, trees may narrow sidewalks, and riders may still cross exposed pavement.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At lunch, students sometimes take more food than they can eat, so unopened items and leftovers end up in the trash. To reduce that waste, a school could let students choose smaller portions and offer a place to share unopened items that school rules allow. These changes would make it easier to take only what is needed. However, a share area would need clear food safety rules and someone to check it each day. For that reason, the school should start with portion choices, then add a supervised share area if it has the staff to run one safely.

For the marking job, accept any three circled phrases that clearly signal a relationship, such as "Although," "However," "therefore," "Moreover," or "instead." In Part 3, accept varied proposals if the transitions clearly connect the problem, response, and limit.