

Heat Plan Blueprint

Tracing how structure develops one claim.

12.T.SS.1.b “Blend multiple organizational structures to support and enhance a text’s central message. (C)”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the sentence that states the passage's central message. In the margin, name each paragraph's main organizational structure and note any second structure it blends in.

Designing for Cooler Cities

- ① On summer afternoons, paved city areas can be hotter than nearby parks. Dark roofs and pavement absorb sunlight, while sparse tree cover offers little shade or evaporative cooling. Urban heat can increase electricity demand and heat exposure. Cities may respond by opening cooling centers during heat waves. That emergency measure can help people who can reach and use it, but it does not change the surfaces and uneven shade that contribute to the problem. Explaining both the response and its limit prepares readers to consider a longer-term plan.
- ② A long-term heat plan illustrates why design can complement emergency aid. First, city staff can compare temperature measurements with canopy and land-use information. Next, they can investigate options for places where people face high exposure. Trees can shade pavement and provide evaporative cooling, while reflective roofs can reduce heat absorbed by buildings. These mechanisms differ: a cooler roof does not create sidewalk shade. Local conditions and maintenance also matter, and young trees take time to provide broad shade. This sequence links decisions with causes and limits instead of treating every intervention as interchangeable.

- ③ Neither cooling centers nor physical changes can carry the whole burden. Cooling centers can offer prompt indoor relief, but travel, work schedules and limited information may keep residents from using them. Shade and building improvements can affect everyday conditions, although costs, site suitability and maintenance constrain them. A durable heat strategy therefore combines immediate protection with feasible changes at places where exposure is high. The comparison clarifies the central point: heat resilience is stronger when a city pairs accessible emergency aid with lasting environmental improvement. The structures work together to develop one message.

2 ANSWER WITH EVIDENCE Use the passage

- 1 What is the passage's central message? Identify the sentence that states it most directly.
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- 2 How does paragraph 1 use a problem-and-response structure? Explain why the paragraph includes the limitation of cooling centers.
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- 3 How does paragraph 2 blend sequence with cause and effect? Use details from the paragraph in your answer.
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- 4 What comparison does paragraph 3 make between cooling centers and infrastructure changes? How does that comparison strengthen the central message?
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3 YOUR TURN

Your own words

Write a 130-160-word, three-paragraph mini-text about a school or community issue. State a central message and blend at least two structures, such as problem-solution, sequence, cause-effect or comparison. You may create a fictional case, clearly labeled as such; do not present invented counts or findings as real evidence.

Build the three-paragraph text

Write all three paragraphs in 130–160 words. Indent each new paragraph and blend at least two structures to support one message. Label an invented case as fictional and keep proposed evidence separate from measured results.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

PART 1 • READ AND MARK

Underline the sentence that states the passage's central message. In the margin, name each paragraph's main organizational structure and note any second structure it blends in. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the passage's central message? Identify the sentence that states it most directly.	Cities should combine accessible emergency aid with feasible long-term environmental improvements. The sentence beginning "The comparison clarifies the central point" in paragraph 3 states this most directly.
2	How does paragraph 1 use a problem-and-response structure? Explain why the paragraph includes the limitation of cooling centers.	Paragraph 1 introduces urban heat, then cooling centers as a response. Their limitation prepares readers to consider physical changes that address surfaces and uneven shade.
3	How does paragraph 2 blend sequence with cause and effect? Use details from the paragraph in your answer.	The sequence moves from comparing temperature/canopy/land-use information to investigating options. Cause and effect explains how trees shade pavement and cool through evaporation, while reflective roofs reduce building heat absorption; different effects and maintenance limits guide choices.
4	What comparison does paragraph 3 make between cooling centers and infrastructure changes? How does that comparison strengthen the central message?	Cooling centers can provide prompt indoor relief but face access barriers; physical improvements can affect everyday conditions but depend on cost, suitability and maintenance. The comparison supports combining the approaches.

PART 3 · YOUR TURN (SAMPLE ANSWER)

In this fictional community, the library closes before some students finish their evening activities. Students who lack a quiet workspace then have fewer options for completing assignments. The city should investigate a limited evening-hours pilot rather than assume that the current schedule fits everyone.

The problem is partly a mismatch of schedules. A student might arrive after a bus ride and find the doors already locked. Compared with simply assigning more homework time, access to a staffed workspace could address a practical barrier. Still, later hours would require funding and a workable staffing plan.

First, library staff could ask residents about their schedules and estimate operating costs. Next, the council could consider a short pilot at a suitable branch. Finally, staff could compare attendance and user feedback with costs before recommending whether to continue. This sequence would test the central proposal without promising benefits that have not been measured.

Require three visible paragraphs, 130–160 words, a clear central message and purposeful blending of at least two structures with transitions. The model explicitly invents a case and proposes evidence gathering, not achieved outcomes. It blends problem-solution, comparison and sequence; other combinations can work. General heat mechanisms: EPA, What Are Heat Islands? and Using Cool Roofs to Reduce Heat Islands, <https://www.epa.gov/heatislands/using-cool-roofs-reduce-heat-islands>. Tree shade, evaporation and roof reflection are distinct; lower surface temperature alone is not a complete measure of human heat exposure.