

Build the Case

Trace how an argument builds a case through its organization.

CCSS.ELA-Literacy.RI.11-12.5 "Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline one sentence in each paragraph that best represents its main job in the argument. In the margin, label that job in two to four words. Different choices may be defensible.

Keep Cooling Centers Open Later

- ① During heat waves, city neighborhoods with few trees and much pavement can remain hot after sunset. Yet cooling centers often close before evening, leaving bus riders, outdoor workers, and residents without air conditioning with fewer places to go. Cities should extend cooling-center hours during declared heat emergencies. When buildings stay hot after the doors close, a daytime-only schedule fails the people who still need relief.
- ② Extending hours uses facilities cities already operate. Libraries and recreation centers have restrooms, drinking water, staff procedures, and indoor space; emergency plans can add evening staff or trained volunteers. Later hours also fit residents' schedules: a parent finishing a late shift cannot reach a center that closes at five, and a bus rider needs travel time. Existing resources and accessible hours make this a workable response.
- ③ Officials may object that evening hours cost money and demand is uncertain. These concerns deserve planning, not dismissal. Limit extended hours to declared emergencies, use attendance records to adjust locations, and partner with community groups for outreach. Treating a shared risk as someone else's private problem is less responsible. When dangerous heat lasts into the evening, public protection should last then too: longer hours cannot eliminate heat, but they can offer more people relief.

2 ANSWER WITH EVIDENCE Use the passage

- 1 What is the main structural job of each paragraph? Explain how the three paragraph jobs build the argument.

- 2 How does paragraph 2 make the proposal seem workable rather than merely desirable? Use two details from the paragraph.

- 3 Why does the author begin with conditions after sunset before stating the claim? Explain how this opening affects clarity or engagement.

- 4 Does the final paragraph strengthen the argument? Explain how its placement and content affect its effectiveness.

3

YOUR TURN

Your own words

Choose one change you think your school should make. Write a three-paragraph argument of 90 to 110 words: first present a problem and claim, then give a reason with a concrete detail, and finally acknowledge one concern and respond to it.

PART 1 • READ AND MARK

Underline one sentence in each paragraph that best represents its main job in the argument. In the margin, label that job in two to four words. Different choices may be defensible. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the main structural job of each paragraph? Explain how the three paragraph jobs build the argument.	Paragraph 1 establishes the heat-related problem and states the claim. Paragraph 2 gives practical reasons and examples showing the proposal could work. Paragraph 3 addresses objections, offers responses, and restates the central claim.
2	How does paragraph 2 make the proposal seem workable rather than merely desirable? Use two details from the paragraph.	It points to existing buildings with restrooms, water, staff procedures, and indoor space, and it explains options such as evening staffing or trained volunteers. It also connects later hours to workers and bus riders whose schedules limit access.
3	Why does the author begin with conditions after sunset before stating the claim? Explain how this opening affects clarity or engagement.	The opening creates a concrete situation in which heat remains dangerous after centers close. This makes the need for later hours clear before the author states the claim.
4	Does the final paragraph strengthen the argument? Explain how its placement and content affect its effectiveness.	Yes. Placing the objections near the end shows that the author has considered cost and uncertain demand, then answers them with limited emergency hours, attendance records, and community outreach before returning to the claim.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Students often throw away recyclable bottles because the nearest recycling bin is far from the cafeteria. Our school should place clearly labeled recycling bins beside every trash station. Convenient bins would make the better choice easier during a short lunch period. They could also reduce litter, because students would not need to carry empty bottles across campus to recycle them. Some people may worry that more bins create extra work for custodians. However, students in environmental clubs could help monitor labels and teach classmates what belongs inside. A small change in placement could make daily habits less wasteful.

Accept equivalent descriptions of the passage structure when students support them with accurate details. For the open task, look for a purposeful sequence, a concrete supporting detail, and a concern that receives a reasonable response.