

Plans That Connect

Build a proposal whose ideas lead clearly from need to action.

9.W.1.A.ii "Write extended pieces that: Adopt an organizational structure that clarifies relationships among ideas and concepts."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB This is an imagined city-planning example. Underline each paragraph's main idea and circle transitions. In the margins, explain the connections from paragraph 1 to 2 and from paragraph 2 to 3.

Cooling Riverton

- ① Imagine Riverton, a city considering how to add shade. Dark pavement and buildings can store heat, while trees can help cool their surroundings. Some bus stops and apartment courtyards in this imagined city have little shade. Riders must wait in exposed places, and residents have few shaded areas nearby. The city needs a plan that connects its heat problem to specific locations and the people using them. Identifying that need should come before deciding where to spend limited funds.
- ② First, Riverton should combine measurements with resident reports to identify priority locations. These sources answer different questions: surface measurements show how hot materials become, while air measurements describe another part of the local conditions. Reports can explain where and when people wait outdoors. Together, these sources could guide an investigation. Choosing a site simply because crews can reach it easily would skip the question of need. Instead, the city should compare the evidence before selecting projects.
- ③ After selecting priority locations, the city can organize its work in stages. Crews could begin with shade structures at exposed bus stops while planning where trees have room to grow. Next, staff could work with residents and landlords on courtyard shade. Finally, the city should repeat comparable measurements and ask users whether the changes help. This order links immediate work, longer-term plans and evaluation. The results would guide the next decision instead of allowing installation alone to count as success.

2 ANSWER WITH EVIDENCE _____ Use the passage**1** How does paragraph 1 prepare the reader for the investigation in paragraph 2?

2 What relationship does paragraph 2 establish among the different sources?

3 What contrast does "Instead" signal in paragraph 2?

4 Why does evaluation come after the proposed work? Explain the connection rather than only naming the order.

3 YOUR TURN _____ Your own words

Write a complete three-paragraph proposal about a school or community problem. Connect the need, supporting reasons, practical steps and evaluation. Use transitions to show relationships. If you invent the situation, identify it as imagined; present proposed checks as plans, not completed findings.

Paragraph 1: Establish the need

Identify the situation, who it affects and the change you propose. Make the need for that change clear.

Paragraph 2: Connect reasons to the response

Develop reasons or relevant observations that support your proposal. Explain an alternative, concern or unknown that shapes your choice.

Paragraph 3: Sequence action and evaluation

Arrange practical steps in a logical order. Explain how you will check the result and how that check will inform a next decision. Reread all three paragraphs and revise unclear connections.

PART 1 • READ AND MARK

This is an imagined city-planning example. Underline each paragraph's main idea and circle transitions. In the margins, explain the connections from paragraph 1 to 2 and from paragraph 2 to 3. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does paragraph 1 prepare the reader for the investigation in paragraph 2?	Paragraph 1 identifies a need affecting specific places and people. Paragraph 2 explains how measurements and resident reports can guide the choice of locations, so the investigation responds to that need.
2	What relationship does paragraph 2 establish among the different sources?	Surface measurements, air measurements and resident reports provide complementary information about the same problem. Combining them connects physical conditions with how people use the places.
3	What contrast does "Instead" signal in paragraph 2?	It contrasts choosing a convenient site with comparing evidence of need before choosing projects.
4	Why does evaluation come after the proposed work? Explain the connection rather than only naming the order.	Repeated comparable measurements and user reports can test whether the changes helped. Their results inform the next decision; installing something is not itself proof of success.

PART 3 · YOUR TURN (SAMPLE ANSWER)

At an imagined school, borrowed classroom books are left on several desks, making them hard to find when the next class arrives. Students then spend reading time asking who last used a book. A labeled return cart could give books one clear destination while keeping students responsible for returning them.

A shared location would make the routine easier to explain: return the book to the cart before leaving. However, placing it beside a narrow doorway could obstruct movement. The teacher should therefore ask students where a cart would be accessible and observe the room before choosing a location. This check would connect convenience with a workable classroom layout.

First, the class should agree on a clear location and label the cart. Next, the teacher can demonstrate the return routine and test it for a week. During the trial, students can record books found elsewhere. Afterward, the class should review those notes and discuss access to the cart. If misplaced books remain common, they can revise the location or routine before making the arrangement permanent.

TEACHER ASSESSMENT NOTES

Assess three actual paragraphs with distinct roles and explicit logical connections. Different proposals are valid; a full research study is not required. Claims about completed observations need support, while imagined situations and proposed checks must be identified as such. The model is an imagined school example: its second paragraph develops a reason and a concern, and its third sequences action, observation and revision. The city passage is an original educational synthesis, not a report of a real Riverton project. Background: EPA, Measuring Heat Islands, <https://www.epa.gov/heatislands/measuring-heat-islands> ; Using Trees and Vegetation to Reduce Heat Islands, <https://www.epa.gov/heatislands/using-trees-and-vegetation-reduce-heat-islands> .