Heat at Stops

Use textual evidence to examine a public-space problem

9-10.RI.1 "Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly and inferentially."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two details about heat exposure, circle two details about the limits of proposed fixes, and put a star beside one detail that supports an inference about who benefits from a better stop.

The Wait in the Sun

1 At a bus stop on a hot afternoon, the wait can feel longer than the clock suggests. Dark pavement absorbs sunlight and releases heat, while a wide road offers little shade. A person standing near traffic may have nowhere to sit or step out of the sun. Heat is not merely uncomfortable: high temperatures can make it harder for the body to cool itself, especially for older adults and people with certain health conditions. Riders who cannot choose when their bus arrives must remain at the stop, so the design of that small space can shape their exposure to heat.

2 A roof can block direct sunlight, but it does not automatically make a stop comfortable. If its sides prevent air from moving, heat can build up beneath it. A tree may cool the space through shade and evaporation from its leaves, yet a young tree needs water and time before its canopy covers a waiting area. Seating matters too: it can help someone who cannot stand comfortably for a long wait, but a bench left in full sun may become too hot to use. Each improvement solves a different problem, and each depends on where and how it is placed.

3 Some riders reach the stop along sidewalks with no shade at all. Cooling only the spot beneath a roof would leave that part of the trip unchanged. A city choosing where to spend limited money could start by observing which stops have long waits, intense afternoon sun, and many riders. It could also ask riders what makes a stop difficult to use, since a count of passengers cannot show whether a bench is badly placed or a path is hard to cross. These observations would not produce a perfect design, but they could reveal why identical shelters would serve different streets unequally.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why is waiting at the stop a heat risk, rather than only an inconvenience? Cite two details from the passage.

2. Why might a new roof fail to make a stop comfortable? Support your explanation with two details from paragraph 2.

3. Why might identical shelters serve two streets differently? Support your inference with details from two different paragraphs.

4. A planner proposes choosing stops to improve using passenger counts alone. What important information would that miss? Cite two details that support your answer.

3 YOUR TURN

Your own words

What can you infer about why a city should plan for upkeep after adding shade at a bus stop? Write a three- to four-sentence recommendation using at least two specific details from different paragraphs, and explain how they support your inference.

ANSWER KEY

Heat at Stops

PART 1 · READ AND MARK

Underline two details about heat exposure, circle two details about the limits of proposed fixes, and put a star beside one detail that supports an inference about who benefits from a better stop. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why is waiting at the stop a heat risk, rather than only an inconvenience? Cite two details from the passage.	**High temperatures can make it harder for the body to cool itself, and riders must remain at the stop until their bus arrives.**
2	Why might a new roof fail to make a stop comfortable? Support your explanation with two details from paragraph 2.	**A roof blocks direct sunlight, but sides that prevent air from moving can allow heat to build up beneath it.**
3	Why might identical shelters serve two streets differently? Support your inference with details from two different paragraphs.	**Conditions beyond the shelter can differ. Paragraph 1 describes a wide road with little shade, while paragraph 3 notes that some riders walk along unshaded sidewalks to reach a stop.**
4	A planner proposes choosing stops to improve using passenger counts alone. What important information would that miss? Cite two details that support your answer.	**Passenger counts would miss problems with how riders use a stop, such as a badly placed bench or a path that is hard to cross.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A city should budget for watering after it plants trees at bus stops. The passage says a young tree needs water and time before its canopy covers a waiting area, so planting alone will not provide lasting shade. It also says riders must remain at a stop until their bus arrives, which makes maintaining that future shade important for people who wait there.

Accept other defensible inferences when students cite relevant passage details and explain how those details support their reasoning. For the final task, check that the response uses details from two different paragraphs.