Beyond Open Doors

Read across perspectives to evaluate a public response to heat.

9-10.RI.10 "By the end of the year, independently read and comprehend literary nonfiction and informational texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 9 and 10..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the passage's central claim about libraries during heat waves, circle two details that complicate it, and number three different perspectives. These marks will help you explain what the passage argues and whose needs it considers.

When Libraries Become Cooling Spaces

1 On a dangerously hot afternoon, a public library can offer more than books. Many libraries have air conditioning, drinking water, and places to sit without buying anything. That makes them useful to people who cannot cool their homes safely. Heat can be especially dangerous for older adults and people with certain health conditions, but anyone can be affected. Unlike a private business, a library generally welcomes visitors who need only a quiet place to rest. Still, an open door does not guarantee access. A person who must cross several blocks of unshaded pavement may face serious risk before reaching it.

2 For someone who rides the bus, the location of a cooling space matters as much as its temperature. A library near a frequent route may be reachable; one served by a bus that stops running early may not help during a hot evening. Library workers face a different concern. They can offer information and a safe place indoors, but they may not have medical training or enough staff to manage large crowds. Extending library hours also costs money for wages and utilities. These limits do not make libraries useless. They show why calling one building a complete heat plan can hide important gaps.

3 City officials deciding where to spend limited funds must weigh several options: longer library hours, shaded bus stops, public drinking fountains, or help with home cooling. Each choice reaches people differently. Shaded stops can ease a trip, but they do little for someone confined at home; extended hours help only those able to travel to a library. Libraries can help cities respond to dangerous heat, but they cannot replace a broader plan for keeping residents safe. To judge a city's plan, readers must ask not only how many cooling spaces exist, but also who can reach them and when.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is the passage's central claim about libraries during heat waves? Explain how one detail supports it.

2. How do the concerns of a bus rider and a library worker differ? What larger point do both concerns support?

3. How does the example of someone confined at home limit the case for extending library hours?

4. Why does the final sentence ask who can reach cooling spaces and when, rather than just how many spaces exist? Use details from two paragraphs.

3 YOUR TURN

Your own words

Choose a related informational text you would seek out next, such as a transit report, a library worker's account, or a resident's essay. In 4 to 5 sentences, explain why you chose its genre and perspective, what question you hope it answers, and how you would compare its claims with this passage.

ANSWER KEY

Beyond Open Doors

HIGH SCHOOL · 9-10.RI.10

PART 1 · READ AND MARK

Underline the passage's central claim about libraries during heat waves, circle two details that complicate it, and number three different perspectives. These marks will help you explain what the passage argues and whose needs it considers. 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 claim about libraries during heat waves? Explain how one detail supports it.	**Libraries can help people escape dangerous heat, but they are not a complete heat plan. For example, a person may face serious risk crossing unshaded pavement to reach one.**
2	How do the concerns of a bus rider and a library worker differ? What larger point do both concerns support?	**A bus rider may be unable to reach a library when service ends early. A library worker may lack the training or staff to manage large crowds. Both concerns show that opening a library alone leaves gaps in a heat plan.**
3	How does the example of someone confined at home limit the case for extending library hours?	**Longer hours cannot help someone who cannot travel to the library, so that person needs another form of support.**
4	Why does the final sentence ask who can reach cooling spaces and when, rather than just how many spaces exist? Use details from two paragraphs.	**A count does not show whether people can use the spaces. The first paragraph notes the risk of walking on unshaded pavement, while the second explains that a bus route may stop running before a hot evening ends.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would look for a first-person essay by a bus rider about reaching a cooling space during a heat wave. That perspective could show whether bus schedules and walking routes create barriers that city plans overlook. I would ask which part of the trip is hardest when temperatures are high. I would compare the rider's account with this passage's claim that a cooling space is useful only if people can reach it, while remembering that one person's experience cannot describe every rider's.

Accept other relevant perspectives and supporting details when students accurately explain how access or staffing limits a library's role. For Part 3, look for a purposeful text choice, a question it could help answer, and a clear plan to compare viewpoints.