

Cooler Walks

Analyze how an informational writer uses structure, features, and language.

4.10 "Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of..."

NAME _____ DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline words that create a picture or sound, circle the print feature, and number the paragraphs 1, 2, and 3 to track how the author builds an idea.

A Cooler Walk Home

- ① Last July, I walked home from the library when the sidewalk shimmered like a hot griddle. At the corner, I stepped beneath a live oak. Its wide branches held a patch of cool, green shade. I slowed down, took a breath, and watched a squirrel leap from limb to limb. That small shelter changed my whole walk.
- ② Trees do more than make a street look pleasant. Their leaves block some sunlight, and water released from leaves can help cool the air nearby. Yet many busy sidewalks have few large trees. Young trees need room for roots, regular water, and protection from damage. A neighborhood can plan where new trees will have space to grow.
- ③ **SHADE FACT:** On a sunny day, pavement under a tree can be cooler than pavement in direct sun. Imagine walking along "leafy lanes," where light flickers through branches and a breeze brushes your face. The l sound repeats in "leafy lanes." At noon, a block with trees can feel different from a block with bare pavement.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What is the author’s likely purpose and central message? Use details from the passage in your answer.

2 How does the order of the three paragraphs help the author communicate the message?

3 How does the print feature “SHADE FACT” support the author’s purpose?

4 How do the simile “shimmered like a hot griddle” and the alliteration “leafy lanes” shape the author’s voice?

3 YOUR TURN _____ Your own words

Write a three-sentence mini-article that encourages a change at your school or neighborhood. Start with a first-person anecdote, use a problem-and-action order, and include a fact label plus either a simile or alliteration.

PART 1 • READ AND MARK

Underline words that create a picture or sound, circle the print feature, and number the paragraphs 1, 2, and 3 to track how the author builds an idea. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the author's likely purpose and central message? Use details from the passage in your answer.	The author wants readers to understand that trees can make walking areas cooler and that neighborhoods can make space for trees to grow.
2	How does the order of the three paragraphs help the author communicate the message?	The author begins with a personal hot walk, explains how trees cool areas and what trees need, then ends with a labeled fact and sensory description of a tree-lined street.
3	How does the print feature "SHADE FACT" support the author's purpose?	It draws attention to a key fact about cooler pavement, helping the reader notice evidence that trees can make outdoor areas more comfortable.
4	How do the simile "shimmered like a hot griddle" and the alliteration "leafy lanes" shape the author's voice?	The simile makes the heat seem strong and uncomfortable. The repeated l sound makes the tree-lined place sound softer and calmer, creating an observant voice that contrasts hot pavement with shade.

PART 3 • YOUR TURN (SAMPLE ANSWER)

WATER FACT Yesterday, I saw a drinking fountain run while no one used it. A leaking fountain wastes water, like a tiny stream that never stops. If our school reports leaks quickly, we can save water for people who need it.

Accept reasonable answers that support the author's purpose with passage details. For the writing task, accept different topics if the response has three sentences, a first-person anecdote, a problem followed by an action, a fact label, and a simile or alliteration.