Heat, Shade, and Us

Connect a city issue to life, texts, and community choices.

7.5.E "make connections to personal experiences, ideas in other texts, and society;"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline details that connect heat to daily life. Circle details that connect the issue to other texts or to society, then label each circle T for text or S for society.

Why Shade Matters

1 On a sunny afternoon, a sidewalk can feel much hotter than the air above it. Dark asphalt absorbs sunlight and releases heat slowly, so neighborhoods with many roads and few trees often stay warm after sunset. Scientists call this the urban heat island effect. It can make a walk to school tiring, especially for people waiting at bus stops or working outside. A shaded block, by contrast, may feel noticeably cooler because leaves block sunlight and water evaporates from them.

2 Cities can reduce heat by planting trees, painting roofs with light-colored coatings, and adding shade structures near sidewalks. These choices matter because extreme heat can be dangerous, particularly for older adults, young children, and people without air conditioning. A news report about a heat wave, a map of tree cover, or a novel describing a crowded city might help a reader notice similar ideas. Each source can show how a physical setting affects people's daily choices and health.

3 When residents ask for shade at a bus stop, they are doing more than requesting comfort. They are raising a question about who benefits from public spaces and who carries the risks of heat. A town council can use temperature measurements, residents' stories, and budget limits when deciding where to add trees. Readers can connect this issue to their own routes, to other texts about communities, and to larger questions about fair access to safe places. Such connections help turn facts into reasons for paying attention.

2 ANSWER WITH EVIDENCE

Use the passage

1. Choose one detail about heat and daily life. What experience from your life could you connect to it? Name the detail and explain the connection in 1-2 sentences.

2. Paragraph 2 names several kinds of texts. Choose one. What idea about heat could that text share with this passage?

3. What larger society question does the request for shade at a bus stop raise? Use an idea from paragraph 3.

4. Imagine you have read a story about a family without air conditioning during a heat wave. Which idea in this passage connects to that story, and why?

3 YOUR TURN

Your own words

Choose a community issue other than street heat, such as access to clean water, safe bike routes, or a public library. Write five sentences that explain the issue, connect it to a personal experience, connect it to another text, and explain why it matters to society.

ANSWER KEY

Heat, Shade, and Us

GRADE 7 · TEKS 7.5.E

PART 1 · READ AND MARK

Underline details that connect heat to daily life. Circle details that connect the issue to other texts or to society, then label each circle T for text or S for society. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Choose one detail about heat and daily life. What experience from your life could you connect to it? Name the detail and explain the connection in 1-2 sentences.	**Sample response: Waiting at a sunny bus stop connects to the passage's point that heat can make waiting at bus stops tiring.**
2	Paragraph 2 names several kinds of texts. Choose one. What idea about heat could that text share with this passage?	**A news report about a heat wave could share the idea that extreme heat affects people's health and daily choices.**
3	What larger society question does the request for shade at a bus stop raise? Use an idea from paragraph 3.	**It raises the question of who benefits from public spaces and who carries the risks of heat.**
4	Imagine you have read a story about a family without air conditioning during a heat wave. Which idea in this passage connects to that story, and why?	**The passage says extreme heat can be dangerous for people without air conditioning, so it connects to the family's risk during the heat wave.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Safe bike routes matter because people need a way to travel without fear of traffic. I have ridden on a narrow road where cars passed close to me. In an article about Dutch cities, I read that protected bike lanes can separate bicycles from cars. That idea connects to my experience because a barrier would have made the road feel safer. Society should invest in safe routes so more people can reach school, work, and stores.

Accept reasonable personal and text connections when students clearly ground them in a passage detail. For the open task, look for all five sentences, a community issue, a personal connection, a connection to another text, and a social importance statement.