

Heat, Shade, Choices

Notice how the order of ideas shapes a message.

7.9.B “analyze how the use of text structure contributes to the author's purpose;”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the sentence that introduces the main situation, circle details that tell what people do next, and number details that show what may change. Use your marks to see how the order of ideas shapes the article's message.

Cooling City Blocks

- ① On summer afternoons, city blocks can feel much hotter than nearby parks. Dark roofs, roads, and parking lots absorb sunlight and release heat slowly. Buildings can also block breezes. This urban heat island effect raises indoor temperatures, especially in neighborhoods with few trees. When homes stay hot after sunset, people may use more electricity for air conditioning, and older adults, young children, and outdoor workers face greater health risks during heat waves than other residents.
- ② To lower these temperatures, some cities are planting street trees and creating small shaded parks. Leaves block part of the sun's energy before it reaches sidewalks, while water released by trees can cool the air. Cities are also coating roofs with light-colored materials that reflect more sunlight than black surfaces. In Phoenix, Arizona, heat officers use temperature maps to locate especially hot blocks, helping planners decide where shade and cooling projects are needed first.
- ③ These steps do not cool an entire city overnight, and they work best alongside plans for safe indoor cooling spaces. Still, shade can make a walk to a bus stop less dangerous, and reflective roofs can reduce the amount of heat entering a building. These examples show why city leaders can use several tools at once to protect people during hotter summers and longer heat waves, especially in neighborhoods that have had little shade for years.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What text structure organizes the article? Use details from the passage to support your answer.

2 How does the first paragraph help the author achieve the purpose of the article?

3 Why does the author describe city actions in the second paragraph after explaining the heat risks in the first paragraph?

4 How does the final paragraph contribute to the author's purpose?

3 YOUR TURN _____ Your own words

Choose a different school or community issue. Write a five-sentence mini-article that introduces the issue, gives two possible responses, explains one result, and ends by stating what readers should understand. Then name the structure and explain in one sentence how it supports your purpose.

PART 1 • READ AND MARK

Underline the sentence that introduces the main situation, circle details that tell what people do next, and number details that show what may change. Use your marks to see how the order of ideas shapes the article's message. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What text structure organizes the article? Use details from the passage to support your answer.	The article uses problem-solution structure. It first explains the urban heat island problem, then presents trees, shaded parks, reflective roofs, and cooling plans as responses.
2	How does the first paragraph help the author achieve the purpose of the article?	It explains why extreme city heat is a serious problem by describing hot surfaces, blocked breezes, higher electricity use, and health risks.
3	Why does the author describe city actions in the second paragraph after explaining the heat risks in the first paragraph?	This order helps readers understand the need for the actions. The solutions directly respond to the heat problems introduced first.
4	How does the final paragraph contribute to the author's purpose?	It explains the benefits and limits of the actions, reinforcing that several city design choices can help protect people during heat waves.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our school throws away many plastic water bottles each week. Installing bottle-filling stations would make refilling easier. Teachers could also schedule quick water breaks so students remember reusable bottles. With fewer single-use bottles, the school could reduce its trash. Readers should understand that simple changes can cut waste. This problem-solution structure supports my purpose because it presents the waste issue before showing practical ways to reduce it.

Accept answers that identify a problem-solution structure and explain how the sequence helps readers see both the need for action and the possible benefits. For the open task, accept another accurate issue if the student clearly presents an issue, responses, an outcome, and a structure-to-purpose explanation.