

Heat Plan Blueprint

Trace how a model proposal moves from a problem to a tested solution.

11.W.1.A.ii "Write extended pieces that: Adopt an organizational structure that clarifies relationships among ideas and concepts."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Number the passage's three major stages, and circle words or phrases that signal a shift to a new stage. Use your marks to see how the writer connects evidence, actions, and evaluation.

Cooling Maple Avenue

- ① On a July afternoon, the bus stop on Maple Avenue can feel hotter than the temperature reported at the airport. Dark pavement absorbs sunlight, and the nearest shade tree stands half a block away. This problem affects more than comfort. Older adults, children, and people waiting for buses face greater heat exposure, while nearby stores use more electricity for air conditioning. To understand what the neighborhood needs, the city should first treat heat as a connected issue: street design, public health, transit access, and energy use all shape one another.
- ② First, planners should map surface temperatures and shade along walking routes to schools, apartments, and transit stops. That evidence would show where heat is most intense and where residents spend time outdoors. Next, they should compare those locations with tree canopy, sidewalk width, and bus ridership. The comparison matters because a hot corner with many waiting passengers deserves a different response from a hot, lightly traveled parking lot. By moving from broad measurements to specific locations, the city can identify priorities instead of scattering resources across every block.
- ③ After setting priorities, officials could combine quick protections with long-term changes. In the hottest waiting areas, temporary shade sails and drinking-water stations could reduce risk during the next summer. At the same time, the city could plant trees where roots will have room to grow, replace small sections of pavement with planted areas, and add shelters at busy stops. This sequence links immediate relief to durable infrastructure. Finally, annual temperature readings and rider surveys could test whether the changes work, allowing officials to revise the plan if some locations remain dangerously hot.

2 ANSWER WITH EVIDENCE Use the passage

1 Which connected issues does the writer name in paragraph 1, and why are they presented together?

2 How does paragraph 2 narrow the writer's focus from general information to priorities for action?

3 How does paragraph 3 separate immediate actions from long-term actions? Give one example of each.

4 How does the final sentence connect evaluation to the earlier recommendations?

3 YOUR TURN Your own words

Choose one problem at your school or in your community. Write a three-paragraph proposal that connects the problem to its effects, narrows evidence into priorities, and sequences immediate actions, long-term actions, and a way to evaluate results.

PART 1 • READ AND MARK

Number the passage's three major stages, and circle words or phrases that signal a shift to a new stage. Use your marks to see how the writer connects evidence, actions, and evaluation. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which connected issues does the writer name in paragraph 1, and why are they presented together?	Street design, public health, transit access, and energy use are presented together because each helps shape the neighborhood's heat problem.
2	How does paragraph 2 narrow the writer's focus from general information to priorities for action?	It moves from mapping heat and shade across routes to comparing specific locations with tree canopy, sidewalk width, and bus ridership.
3	How does paragraph 3 separate immediate actions from long-term actions? Give one example of each.	Immediate actions are temporary shade sails and drinking-water stations. Long-term actions include planting trees, creating planted areas, and adding bus-stop shelters.
4	How does the final sentence connect evaluation to the earlier recommendations?	Annual temperature readings and rider surveys test whether the changes work and provide a reason to revise the plan if dangerous heat remains.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Food left after lunch is not simply a cafeteria problem. When unopened items and untouched meals enter trash bins, the school pays to remove waste, students who could use food miss an opportunity, and decaying food adds methane in landfills. The issue connects purchasing, student access, and environmental impact. A useful plan must therefore reduce waste without making lunch lines slower or limiting students' choices. First, cafeteria staff and a student team could measure what is discarded for two weeks. They should separate unopened packaged foods from prepared food and record the grade levels and menu days with the most waste. This evidence would identify priorities. Repeated waste from one side dish calls for a menu adjustment, whereas unopened milk cartons may point to a share table that follows local food-safety rules. After priorities are clear, the school could begin with a share table for unopened items and clearer signs about taking only wanted condiments. Over the semester, food-service leaders could adjust portions and survey students about unpopular menu choices. Monthly waste measurements would connect the early changes to the long-term goal. If discarded food does not decline, the team could examine new causes and revise the plan.

Accept answers that identify how the passage moves from a connected problem, to targeted evidence, to sequenced actions and evaluation. For the writing task, accept varied topics and solutions when the three paragraphs clearly show those relationships.