

Heat Plan Logic

Trace how a proposal arranges connected ideas into a workable plan.

12.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 Underline sentences that state a problem, circle sentences that connect a cause to a response, and number the proposal's three stages, 1 through 3, to show how its structure links ideas.

A Cooler Neighborhood Plan

- ① During long summer heat waves, a city's hottest blocks are often not the ones farthest from parks. They are blocks covered by dark roofs, wide pavement, and few trees. Those surfaces absorb sunlight and release heat after sunset, so residents may face high temperatures even at night. This pattern, called the urban heat island effect, creates a public-health problem. Older adults, outdoor workers, and people without dependable air conditioning face greater risk. Because heat is produced by several connected features of a neighborhood, a useful response must connect design, public services, and community knowledge.
- ② First, the city should identify where relief is most urgent. Temperature maps, emergency-room data, tree-canopy surveys, and residents' reports can reveal overlapping needs. A block with little shade and many heat-related calls deserves attention before a cooler commercial district. Next, planners should match each cause to a response. Planting and maintaining trees can add shade, while lighter roofs can reflect more sunlight. Cooling centers and extended library hours provide immediate indoor refuge. Arranging these choices from evidence to priority to action shows that physical improvements and public services are partners, not competing plans.
- ③ Finally, the city needs a plan that makes the earlier actions workable over time. It can begin with two high-risk blocks, publish a schedule for tree care and roof grants, and ask neighborhood groups to report barriers such as closed cooling sites or missing transit. This final stage matters because a new tree or a temporary cooling center cannot solve every problem alone. The proposal therefore moves from explaining the heat pattern, to selecting linked responses, to showing how people will carry them out. That order helps readers see both why the plan is needed and how its parts support one another.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What role does paragraph 1 play in the proposal’s overall structure?

2 How does paragraph 2 arrange information before and while presenting solutions?

3 What shift does the word “Finally” signal at the start of paragraph 3?

4 Why does the writer say the proposal’s order helps readers? Use the passage’s explanation.

3 YOUR TURN _____ Your own words

Write a three-paragraph, 180-220-word proposal for improving one condition at your school or in your community. Organize paragraph 1 around the issue and its connected causes, paragraph 2 around matched responses, and paragraph 3 around implementation and evaluation.

PART 1 • READ AND MARK

Underline sentences that state a problem, circle sentences that connect a cause to a response, and number the proposal's three stages, 1 through 3, to show how its structure links ideas. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What role does paragraph 1 play in the proposal's overall structure?	It defines the urban heat problem, identifies connected neighborhood causes, and explains why the response must include several linked parts.
2	How does paragraph 2 arrange information before and while presenting solutions?	It moves from evidence about need, to setting priorities, to matching each cause with a specific response.
3	What shift does the word "Finally" signal at the start of paragraph 3?	It signals a shift from choosing solutions to explaining how the city can carry out and sustain those solutions.
4	Why does the writer say the proposal's order helps readers? Use the passage's explanation.	The order shows why the plan is needed and how its connected parts will support one another.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our school should redesign the crowded ten minutes before first period. Students, buses, and families use the same narrow space near the main doors. The problem is not simply that many people arrive at once. Walkers, cyclists, buses, and cars receive unclear directions in the same area. That confusion delays students and makes crossing the street less safe. First, the school can separate the movements that now collide. Painted arrows could direct walkers from the sidewalk to one entrance, while a marked bike route could lead riders to the rack without crossing the bus lane. A staff member at the crosswalk would help during the busiest interval. Families could use a family loop on the opposite side of the building. Each action addresses a source of congestion, showing why several smaller changes work better together than one new rule. To put the redesign into practice, administrators should observe arrivals for one week, share a map, and test the routes for a month. They should collect counts of late arrivals and ask students, drivers, and bus staff where delays remain. If the bike route is blocked or the loop fills too quickly, the school can revise that part without abandoning the plan. This sequence moves from defining the safety problem, to linking causes and solutions, to measuring whether the solutions work.

Accept equivalent descriptions of the passage's progression from problem, to evidence and responses, to implementation. For the open response, accept varied topics if the writer clearly organizes connected causes, matched solutions, and practical next steps.