Conclusion Connections

Study how an explanatory conclusion brings earlier ideas to a meaningful close.

12.W.1.A.iv "Write extended pieces that: Provide a concluding section that follows from the information or explanation presented."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the sentence where the conclusion begins. Then circle two details in the conclusion that connect to earlier explanations, and number the final implication or recommendation.

Planning for Hotter Streets

1 On summer afternoons, paved blocks can hold heat long after the sun drops. This effect, called the urban heat island, makes some city neighborhoods warmer than nearby parks or suburbs. Heat matters because it can strain air-conditioning systems, worsen dehydration, and make waiting for a bus unsafe for people without shade. A city planning office studying this problem mapped surface temperatures, tree cover, and locations where residents regularly walk or wait. Its goal was not simply to identify the hottest streets. The office needed to decide which changes could reduce exposure where daily life actually occurs.

2 First, planners proposed planting shade trees along routes with little canopy, especially near stops used by older adults and students. Trees can lower surface and air temperatures through shade and evapotranspiration, although young trees need watering and time to mature. The office also recommended lighter-colored roof coatings on public buildings. Because light surfaces reflect more sunlight than dark roofs, they can limit heat absorbed by a building. Finally, the plan called for shaded seating and drinking-water stations at selected transit stops. Together, these measures address both the physical causes of excess heat and the moments when residents must remain outdoors.

3 These recommendations show why a heat plan must connect climate design to ordinary routines. Mapping reveals where risk is concentrated, while trees, reflective roofs, and shaded transit stops reduce that risk in different ways. The city should therefore judge progress by whether people can travel, wait, and work more safely during hot weather, not merely by whether a planning document lists projects. By focusing investments on the places residents use every day, the plan turns temperature data into practical protection during the hottest weeks.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which sentence marks the beginning of the conclusion? What makes it a concluding sentence?

2. Identify two details from earlier paragraphs that the conclusion returns to. Explain how each detail is used in the conclusion.

3. How does the phrase “not merely by whether a planning document lists projects” strengthen the conclusion?

4. Does the final sentence introduce unrelated information? Explain how it follows from the passage.

3 YOUR TURN

Your own words

Write a 45 to 60 word concluding section in exactly two sentences for an explanation that has shown this: A school replaces disposable cafeteria utensils with washable metal utensils, reducing trash but requiring dishwashing, and students help sort utensils after lunch. Restate the central point and draw a logical final implication without introducing a new solution or fact.

ANSWER KEY

Conclusion Connections

GRADE 12 · 12.W.1.A.iv

PART 1 · READ AND MARK

Underline the sentence where the conclusion begins. Then circle two details in the conclusion that connect to earlier explanations, and number the final implication or recommendation. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which sentence marks the beginning of the conclusion? What makes it a concluding sentence?	**"These recommendations show why a heat plan must connect climate design to ordinary routines." It begins by bringing the earlier recommendations together and stating their larger meaning.**
2	Identify two details from earlier paragraphs that the conclusion returns to. Explain how each detail is used in the conclusion.	**The conclusion returns to mapping, which identifies concentrated risk, and to trees, reflective roofs, and shaded transit stops, which reduce risk in different ways.**
3	How does the phrase "not merely by whether a planning document lists projects" strengthen the conclusion?	**It contrasts simply listing projects with the more meaningful measure of whether residents can travel, wait, and work more safely in hot weather.**
4	Does the final sentence introduce unrelated information? Explain how it follows from the passage.	**No. It connects the earlier temperature mapping and daily-use locations to the idea of protecting residents where they travel, wait, and work.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Replacing disposable utensils with washable ones can reduce the cafeteria's daily waste when students return and sort them correctly. Although dishwashing requires planning, the program shows that a routine choice at lunch can make the school's environmental efforts more practical and visible to the whole school community.

Accept conclusions that synthesize the utensil change, waste reduction, dishwashing, and student sorting rather than repeating details as a list. The response must contain exactly two sentences and 45 to 60 words, with no unrelated new solution or fact.