

Plans That Connect

See how paragraph order makes a proposal clear.

9.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 the sentence that states the main idea of each paragraph. Circle transition words or phrases, then write 1, 2, or 3 in the margin to show how each paragraph moves the plan forward.

Cooling Riverton

- ① On summer afternoons, neighborhoods with few trees can become several degrees hotter than nearby shaded blocks. Dark pavement absorbs sunlight, and buildings hold that heat after sunset. In Riverton, this pattern matters because many bus stops and apartment courtyards have little shade. Heat does not affect every resident equally. Older adults, young children, and outdoor workers face greater risk when temperatures stay high. The city therefore needs a plan that connects the heat problem to the places and people most affected. This connection should guide its response.
- ② First, Riverton should use temperature maps, health data, and resident reports to identify priority blocks. These sources show different parts of the same issue: maps reveal hot surfaces, health data show heat-related illness, and reports describe daily conditions. For example, a map may locate an unshaded bus stop, while a resident can explain that riders wait there for twenty minutes. Together, the evidence prevents the city from choosing sites simply because they are easy to reach. Instead, it links limited funding to the greatest need.
- ③ After selecting priority blocks, the city can organize its work in stages. During the first year, crews could install shade structures at exposed bus stops and plant young trees where sidewalks have enough space. Next, staff could partner with landlords to add trees or awnings in apartment courtyards. Finally, the city should measure surface temperatures and ask residents whether the new shade changes their routines. This sequence moves from immediate protection to longer-term cooling, then to evaluation. As a result, each action builds on the evidence and prepares for the next decision.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How does paragraph 1 prepare the reader for the evidence in paragraph 2?

2 What relationship among ideas does the sentence beginning "These sources show different parts" explain?

3 Why does the author use "Instead" near the end of paragraph 2?

4 Describe how paragraph 3 is organized. How does this order clarify the plan?

3 YOUR TURN _____ Your own words

Write a three-paragraph proposal of 180 to 220 words about a school or community problem you want to improve. Organize paragraph 1 around the problem and who it affects, paragraph 2 around evidence or reasons for your plan, and paragraph 3 around steps in time order. Use transition words or phrases to show the relationships among your ideas.

PART 1 • READ AND MARK

Underline the sentence that states the main idea of each paragraph. Circle transition words or phrases, then write 1, 2, or 3 in the margin to show how each paragraph moves the plan forward. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does paragraph 1 prepare the reader for the evidence in paragraph 2?	Paragraph 1 identifies the heat problem and the people and places most affected. Paragraph 2 explains how the city can use evidence to identify those priority locations.
2	What relationship among ideas does the sentence beginning "These sources show different parts" explain?	It explains that temperature maps, health data, and resident reports each provide a different kind of evidence about the same heat problem.
3	Why does the author use "Instead" near the end of paragraph 2?	"Instead" signals a contrast between choosing easy-to-reach sites and choosing sites with the greatest need.
4	Describe how paragraph 3 is organized. How does this order clarify the plan?	Paragraph 3 uses time order: immediate actions, longer-term actions, and evaluation. This shows that each step follows the evidence and leads to the next decision.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Students at Northview High throw away large amounts of unopened food during lunch. This waste matters because the school pays for food that no one eats, while some families may need help stretching grocery budgets. The problem also fills trash cans quickly and adds to the waste sent away from campus. A food-sharing station could address these connected concerns by keeping safe, unopened items available for students who want them. First, the school should record which unopened items are discarded for two weeks. Cafeteria staff can sort sealed milk, fruit, and packaged snacks from items that must be thrown away. Student volunteers can count the safe items and note when they appear most often. This evidence would show whether the station needs a small basket or a larger shelf, so the plan matches the actual amount of usable food. Next, administrators can place the station near the cafeteria exit and post clear safety rules. Students could take an item without giving a name, which would make the service private and simple. After one month, the school should compare the counts of discarded food with the earlier records and ask users whether the location works. This order moves from learning about the problem to testing a solution and checking its results. Therefore, each stage gives the next stage a clear purpose.

Accept equivalent descriptions of the passage's problem-to-evidence-to-action sequence and its use of contrast and time-order transitions. For the writing task, look for three distinct paragraph roles, logical connections among ideas, and transitions that make the organization clear.