Shade With Purpose

Analyze how a conclusion shows why evidence matters.

CCSS.ELA-Literacy.W.11-12.2f "Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the concluding section, then number two details from the earlier paragraphs that support its larger point.

Trees, Heat, and Fairness

1 On summer afternoons, city blocks with little shade can become much hotter than nearby parks. Trees reduce this heat in several ways. Their leaves block sunlight from pavement and building walls, and water released by leaves cools the surrounding air. Researchers often measure tree canopy, the area covered by branches and leaves when viewed from above, to compare neighborhoods. Canopy is not distributed evenly in many cities. Areas shaped by decades of disinvestment may have fewer mature trees, even when residents face higher temperatures and have less access to air-conditioned spaces.

2 Planting young trees can help, but it does not create shade immediately. A sapling needs years to develop a broad canopy, and it needs water, soil space, and protection from damage. For this reason, some cities pair new planting with care for existing large trees. They also map canopy and surface temperatures to identify blocks where shade is scarce. This information can guide choices about street trees, schoolyards, bus stops, and public housing grounds. A plan that counts only the total number of trees can miss whether the neighborhoods with the greatest heat burden receive meaningful relief.

3 Urban tree programs therefore matter not simply as landscaping projects, but as long-term infrastructure for safer, more usable public spaces. When officials protect mature trees and direct new investments toward the hottest, least shaded blocks, they can reduce unequal exposure to extreme heat. The maps and planting records also give residents a way to ask whether public resources are reaching the places they are meant to serve. Treating canopy as a question of fairness changes the goal from adding trees wherever space is easy to finding shade where it can make the greatest difference.

2 ANSWER WITH EVIDENCE

Use the passage

1. What main claim does the concluding section make about urban tree programs?

2. Which information from the first paragraph supports the conclusion's focus on fairness?

3. According to the concluding section, what can maps and planting records allow residents to do?

4. How does the final sentence change the goal of a tree-planting program?

3 YOUR TURN

Your own words

Use these notes: A school district found that students at three bus stops wait in full afternoon sun, while nearby stops have shelters. The district has money to install only two shelters this year. Write a two-sentence concluding section that states a recommended next step and explains why it matters.

ANSWER KEY

Shade With Purpose

HIGH SCHOOL · W.11-12.2f

PART 1 · READ AND MARK

Underline the concluding section, then number two details from the earlier paragraphs that support its larger point. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What main claim does the concluding section make about urban tree programs?	**Urban tree programs are long-term infrastructure that can create safer, more usable public spaces, not merely landscaping.**
2	Which information from the first paragraph supports the conclusion's focus on fairness?	**Tree canopy is unevenly distributed, and neighborhoods shaped by disinvestment may have fewer mature trees while facing higher temperatures.**
3	According to the concluding section, what can maps and planting records allow residents to do?	**They allow residents to ask whether public resources are reaching the places they are meant to serve.**
4	How does the final sentence change the goal of a tree-planting program?	**It shifts the goal from planting trees wherever space is easiest to providing shade where it will make the greatest difference.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The district should place its first two shelters at the stops where students now wait in full afternoon sun. This choice uses limited funds to reduce the greatest daily exposure to heat and makes bus access more equitable.

Accept two sentences that recommend prioritizing the unsheltered, sunny stops and explain the significance of reducing unequal heat exposure. Responses may use different wording if the conclusion follows logically from both notes.