Evidence That Grows

Notice how precise evidence makes an explanation useful to a city-planning audience.

CCSS.ELA-Literacy.WHST.9-10.2b "Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the sentence that defines a key term. Then circle six concrete details that explain, limit, or support the city's tree-planting plan, and number them 1 to 6.

Planning Cooler City Blocks

1 On a summer afternoon, pavement can make a city block feel far hotter than a nearby park. This difference is part of the urban heat island effect, when buildings, roads, and parking lots absorb sunlight and release heat slowly. Trees help because their leaves cast shade, and because water evaporating from leaves cools the surrounding air. A mature tree is not an instant solution, however. It takes years to grow a broad canopy, so cities that want cooler neighborhoods must protect existing large trees while planting young ones for the future.

2 Where trees are planted matters as much as how many are planted. A sapling placed beside a wide, unshaded bus stop can eventually make waiting safer and more comfortable, but only if it has enough soil and water. Roots need space below ground, and branches need room away from power lines and truck routes. For that reason, planners measure planting strips, inspect underground pipes, and select species suited to local rainfall. In a dry region, a tree that needs frequent irrigation may waste limited water. In a flood-prone area, species that tolerate wet soil can survive longer and keep providing shade.

3 To make a tree program useful, a city should track results instead of counting only planting day. Workers can record each tree's location, species, trunk size, and condition, then return during hot months to check whether it survives. Residents can also report broken branches or empty watering bags through a phone line or website. These details show whether money is producing lasting shade, not just a photograph of volunteers with shovels. They also reveal gaps: if one neighborhood has few large trees and many exposed sidewalks, it may need attention before an already leafy district receives more plantings.

2 ANSWER WITH EVIDENCE

Use the passage

1. What term does the first paragraph define? Identify two details from that paragraph that explain why trees can reduce heat.

2. How does the bus-stop example make the second paragraph's main point more specific and useful?

3. A writer claims, "Cities should plant trees near bus stops." Which three planning details from paragraph 2 would make that claim more complete?

4. Why does the final paragraph include both records workers collect and reports residents can make? Explain how these details support the writer's point.

3 YOUR TURN

Your own words

Write 100 to 130 words to your principal proposing one place on campus for shade trees. Define one relevant term in your own words, include at least three concrete details about the location or plan, and explain how the details support your proposal.

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PART 1 · READ AND MARK

Underline the sentence that defines a key term. Then circle six concrete details that explain, limit, or support the city's tree-planting plan, and number them 1 to 6. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What term does the first paragraph define? Identify two details from that paragraph that explain why trees can reduce heat.	**The term is urban heat island effect. Buildings and pavement absorb and slowly release heat, while tree leaves provide shade and evaporating water from leaves cools the air.**
2	How does the bus-stop example make the second paragraph's main point more specific and useful?	**It gives a concrete location where shade could improve comfort and safety, while showing that the tree also needs enough soil and water.**
3	A writer claims, "Cities should plant trees near bus stops." Which three planning details from paragraph 2 would make that claim more complete?	**The writer could explain the need for enough soil and water, space for roots and branches away from power lines or truck routes, and a species suited to local rainfall or wet soil.**
4	Why does the final paragraph include both records workers collect and reports residents can make? Explain how these details support the writer's point.	**Worker records track each tree's survival and condition, while resident reports identify problems such as broken branches or empty watering bags. Together, they show whether the program creates lasting shade and where more help is needed.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should plant three shade trees along the south edge of the cafeteria courtyard. A tree canopy, the layer of leaves and branches that spreads above the ground, blocks direct sunlight before it reaches tables. At lunch, six metal tables sit in full sun beside the brick wall, and students often move to the narrow strip of shade near the door. The proposed edge has an open grass strip, is away from the bus lane, and is close to an outdoor faucet for watering new trees. Placing trees there would give students a cooler waiting area and would not crowd the sidewalk. The school should check the trees each month during their first summer.

Accept accurate details students identify beyond the sample answers when they clearly support, explain, or limit the tree-planting topic. For the writing task, look for a clear proposal, an accurate definition, specific relevant details, and explanations connecting those details to the proposed location.