

Cooler City Plans

Analyze how sources, details, and transitions build an explanation.

ELA.6.C.1.4 "Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline one detail from each named source. Circle transition words or phrases, then write the main point of each paragraph in the margin as 1, 2, or 3.

Trees for Hot Streets

- ① On a hot afternoon, city streets can feel much warmer than nearby parks. Scientists call this pattern the urban heat island effect. A report from the U.S. Environmental Protection Agency explains that dark roofs and pavement absorb sunlight, then release heat slowly. In contrast, the U.S. Forest Service explains that trees cool nearby areas by providing shade and releasing water vapor from their leaves. These sources show why adding trees can change how people experience a neighborhood outside on many summer days.
- ② However, planting trees is not a complete solution. A guide from the U.S. Forest Service advises regular watering for young trees, especially during dry periods. City planners also use information from local public health departments, which identify neighborhoods where heat illness is more common. Therefore, planners can place shade trees near bus stops, schools, and walking routes in areas with greater need. By combining environmental research with health data, a city can make a clearer plan than it could by using only one source.
- ③ In addition, trees can support other city goals. The EPA reports that shade can lower the surface temperatures of roofs and pavement, which may reduce a building's need for air conditioning. Still, planners must choose species that fit the local climate and leave room for roots and branches. For example, a tree planted beneath power lines may require frequent pruning. Overall, the evidence from forest, health, and environmental sources supports careful tree planting as one useful way to make hot neighborhoods safer and more comfortable.

2 ANSWER WITH EVIDENCE Use the passage

1 What main idea does paragraph 1 explain? Include how the two sources support that idea.

2 How does paragraph 2 combine information from more than one source to develop a recommendation for city planners?

3 Which transition in paragraph 2 signals a result? What ideas does it connect?

4 How does paragraph 3 add new information before the conclusion instead of repeating earlier ideas?

3 YOUR TURN Your own words

Choose a school or community issue. Write a three-paragraph expository response of 120 to 160 words that explains a possible solution using information from at least two reliable sources. Organize your ideas logically, add specific details, and use at least three transition words or phrases.

PART 1 • READ AND MARK

Underline one detail from each named source. Circle transition words or phrases, then write the main point of each paragraph in the margin as 1, 2, or 3. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What main idea does paragraph 1 explain? Include how the two sources support that idea.	Trees can help cool hot neighborhoods. The EPA explains that pavement and roofs hold heat, while the U.S. Forest Service explains that trees provide shade and release water vapor.
2	How does paragraph 2 combine information from more than one source to develop a recommendation for city planners?	The Forest Service information shows that young trees need watering, and public health information identifies areas with more heat illness. Together, the sources support placing and caring for trees where they are most needed.
3	Which transition in paragraph 2 signals a result? What ideas does it connect?	"Therefore" signals a result. It connects the information about heat illness and tree care to the recommendation to place shade trees near important locations in high-need areas.
4	How does paragraph 3 add new information before the conclusion instead of repeating earlier ideas?	It adds that shade can lower roof and pavement temperatures and reduce air-conditioning needs. It also explains planning limits, such as choosing suitable species and avoiding conflicts with power lines.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Middle and high schools should begin no earlier than 8:30 a.m. The American Academy of Pediatrics reports that adolescents need 8.5 to 9.5 hours of sleep each night. However, many students must wake early when schools start before 8:30. Similarly, the Centers for Disease Control and Prevention recommends start times of 8:30 a.m. or later for middle and high schools. More sleep can help students stay alert, so a later schedule could support learning during first-period classes. Bus routes and family schedules would need careful planning. Therefore, district leaders should study transportation costs and ask families for input before changing schedules. A trial at one school could reveal problems and possible benefits. By using health guidance and local planning data, leaders could make a decision based on more than one source.

Accept equivalent explanations that accurately connect source details to the passage's main ideas and recommendations. For the writing task, look for information from at least two sources, a clear three-part organization, relevant elaboration, and varied transitions.