

Shade by Design

Analyze how a model text combines sources, organization, transitions, and tone.

ELA.9.C.1.4 "Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline details drawn from a source, circle every transition word or phrase, and write 1, 2, or 3 in the margin to show how each paragraph builds the explanation.

Trees, Data, and Heat

- ① Cities can use street trees as one part of a practical heat-safety plan. In New York City, the Parks Department's 2015 street-tree census counted more than 683,000 trees along public streets. That inventory does not prove that every block is cool, but it shows that city leaders can map where shade already exists and where it is scarce. In addition, the census records species and trunk size, details that help planners estimate which trees may need care. By beginning with measured local conditions, a tree-planting plan can target neighborhoods rather than simply adding trees wherever space is easiest to find.
- ② National research explains why those maps matter. The Environmental Protection Agency states that vegetation cools surrounding areas through shade and evapotranspiration, the release of water from plants into the air. Therefore, trees can reduce heat exposure for people walking, waiting for buses, or using playgrounds. However, a citywide tree total can hide uneven coverage. A neighborhood with few large trees may receive far less shade than a neighborhood with the same number of young trees. When planners compare the local census with heat and shade maps, they can identify places where new trees, watering, and maintenance could provide the greatest public benefit.
- ③ Evidence from both sources supports a focused approach, not a claim that trees solve urban heat on their own. The census supplies street-level information about the existing tree population, while the EPA explains the cooling process that makes shade valuable. As a result, officials can use local data to choose planting sites and then track whether trees survive long enough to create meaningful canopy. This approach also requires attention to limits. For example, young trees need water and care before they offer broad shade, and planting space may be limited on dense streets. Still, combining scientific explanation with local records makes heat planning more precise and accountable.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 State the passage's central claim. Name the two sources the writer uses to support it.

2 How does the transition "However" help organize paragraph 2?

3 Explain how paragraph 3 combines information from both sources instead of listing each source separately.

4 Quote one phrase that creates a formal, measured tone. Explain how the phrase affects the writer's claim.

3 YOUR TURN _____ Your own words

Choose a school or community issue and use two credible sources to write one 90-110 word expository paragraph. State a clear claim, cite each source by author or organization name, use at least two purposeful transitions, and include one limit or consideration.

PART 1 • READ AND MARK

Underline details drawn from a source, circle every transition word or phrase, and write 1, 2, or 3 in the margin to show how each paragraph builds the explanation. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	State the passage's central claim. Name the two sources the writer uses to support it.	Cities should use local tree data and scientific research to make focused heat-safety plans. The sources are the New York City Parks Department's 2015 street-tree census and the Environmental Protection Agency.
2	How does the transition "However" help organize paragraph 2?	It contrasts the benefit of knowing a city's total number of trees with the problem that a total can hide unequal shade coverage among neighborhoods.
3	Explain how paragraph 3 combines information from both sources instead of listing each source separately.	It connects the census's street-level tree data with the EPA's explanation of how vegetation cools areas, then explains how officials can use both kinds of information to choose and monitor planting sites.
4	Quote one phrase that creates a formal, measured tone. Explain how the phrase affects the writer's claim.	"not a claim that trees solve urban heat on their own" qualifies the claim and shows that the writer recognizes limits instead of making an exaggerated statement.

PART 3 • YOUR TURN (SAMPLE ANSWER)

High schools should consider later start times because research connects sleep with learning and health. The American Academy of Pediatrics recommends that middle and high schools begin at 8:30 a.m. or later to help adolescents obtain enough sleep. In addition, the Centers for Disease Control and Prevention reports that many high school students do not get the recommended amount of sleep on school nights. Together, these sources suggest that schedule changes could support students, although transportation and family schedules also require planning. Therefore, a district should study bus routes and community needs before adopting a later start time.

Accept equivalent explanations that accurately connect the city's census to the EPA's scientific explanation and identify the organizational role of transitions. For the open response, accept varied topics and claims when students use two credible sources, organize ideas logically, include purposeful transitions, maintain a formal tone, and address a reasonable consideration.