Shade Strategy

Analyze how an informational text builds and qualifies a recommendation.

11.T.T.2.a "Evaluate and critique expository techniques and organizational patterns and their effect; evaluate clarity of information. (I)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each sentence that gives evidence or explanation, put a star beside each recommendation, and circle one phrase whose meaning needs more detail.

Can Street Trees Cool a City?

1 On July afternoons, blocks with little shade can become far hotter than nearby parks. Pavement absorbs sunlight and releases heat slowly after sunset, so residents may face uncomfortable nights as well as hot days. This pattern, often called the urban heat island effect, matters most where apartments lack air-conditioning. City planners cannot change the weather, but they can reduce heat exposure by adding shade. Street trees are one option because their leaves block some solar radiation, while moisture released from leaves can cool the surrounding air.

2 Researchers evaluating street-tree projects often compare shaded and unshaded sidewalks in neighborhoods where summer heat poses serious health risks. A lower surface temperature does not prove that trees alone caused the change, however. Cloud cover, irrigation, pavement color, and the age of the trees can also affect measurements. Such comparisons therefore offer useful local evidence, not a guarantee that every block will cool by the same amount. Still, studying nearby sidewalks gives planners a practical way to identify places where shade may help most. In cities with frequent heat emergencies, that information can guide limited planting budgets.

3 Trees are not a complete heat plan. Young trees need water and maintenance, and a sapling provides much less shade than a mature canopy. In dry cities, officials must weigh cooling benefits against the water required to establish trees. A sensible policy would protect existing large trees, plant species suited to local conditions, and pair new planting with cool roofs or shaded bus stops. Because no single measure works everywhere, a city should begin with its hottest, least-shaded areas. The best approach is not simply to plant more trees, but to match several strategies to residents' needs.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the text organize its ideas across the three paragraphs? Explain how that organization affects the final recommendation.

2. Which sentence in paragraph 2 keeps the writer from claiming that trees definitely caused cooler sidewalks? How does that sentence strengthen the text?

3. The phrase "serious health risks" in paragraph 2 needs more detail. What information would make this phrase clearer?

4. Does the evidence in paragraph 2 fully support the final claim that cities should match several strategies to residents' needs? Explain your evaluation.

3 YOUR TURN

Your own words

Write a 90-110-word proposal for reducing disposable utensil waste in a school cafeteria. Organize it from problem to recommendation, and include a cause-and-effect explanation, one limitation, and one cautious claim.

ANSWER KEY

Shade Strategy

GRADE 11 · 11.T.T.2.a

PART 1 · READ AND MARK

Underline each sentence that gives evidence or explanation, put a star beside each recommendation, and circle one phrase whose meaning needs more detail. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the text organize its ideas across the three paragraphs? Explain how that organization affects the final recommendation.	**It moves from the heat problem and an explanation of trees, to evidence and limits on that evidence, to a qualified policy recommendation. This sequence makes the final recommendation seem cautious and reasoned rather than simplistic.**
2	Which sentence in paragraph 2 keeps the writer from claiming that trees definitely caused cooler sidewalks? How does that sentence strengthen the text?	**"A lower surface temperature does not prove that trees alone caused the change, however." It acknowledges other possible causes and prevents a false cause-and-effect claim.**
3	The phrase "serious health risks" in paragraph 2 needs more detail. What information would make this phrase clearer?	**It should name the health effects or identify a heat level, population, or rate of illness that makes the risk serious.**
4	Does the evidence in paragraph 2 fully support the final claim that cities should match several strategies to residents' needs? Explain your evaluation.	**Only partly. Paragraph 2 supports using local comparisons and recognizing uncertainty, but it does not provide evidence about several strategies or residents' needs. The final claim is still reasonably qualified by paragraph 3.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school cafeteria sends many single-use items to trash each day. When students receive plastic forks automatically, even students eating finger foods may discard unused utensils, increasing the waste stream. Offering forks only at a pickup station could reduce that unnecessary use. This change would not eliminate cafeteria waste, because drink containers and food packaging would remain. The school should first track how many utensils are taken and discarded during one week, then test the station for a month. If students can still obtain utensils quickly, the station may cut waste without slowing lunch lines.

Accept equivalent descriptions of the problem-to-evidence-to-qualified-recommendation structure. For the open response, accept varied cafeteria solutions if the writing includes all required elements and uses a cautious, supportable claim.