Trees Shape Cities

Trace how evidence, a text feature, and a closing build an explanation.

8.T.T.2.a "Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure. (I)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the sentences that state or develop a main idea. Circle each fact or statistic, box the Rain Path text feature, and write 1, 2, or 3 beside the beginning, development, and closing of the passage.

Why Cities Need Trees

1 On a hot afternoon, a city block with few trees can feel much warmer than a nearby park. Pavement and dark roofs absorb sunlight, then release heat slowly. This creates an urban heat island, a place where built-up areas are warmer than nearby rural land. The U.S. Environmental Protection Agency reports that urban areas can be 1 to 7°F warmer during the day and 2 to 5°F warmer at night. Tree shade helps by keeping sunlight from striking streets, sidewalks, and buildings directly.

2 Trees also manage rainwater. Leaves and branches catch some falling rain, and roots help water enter the soil instead of rushing across pavement. This can reduce pressure on storm drains during heavy storms. Read the text feature below as a quick model of that path: Rain Path: leaves and branches → soil → groundwater. The arrows show that a tree can slow water before it reaches the ground. This second main idea adds to the earlier focus on heat by showing that trees also shape how a city handles rain.

3 City leaders can use this information when planning streets, schoolyards, and bus stops. Planting trees is not an instant solution, because young trees need years to grow and require water and care. Still, protecting mature trees and planting a mix of suitable species can make neighborhoods cooler and better prepared for rain. The heat and rainwater evidence leads to one practical conclusion: trees belong in city plans, alongside safe sidewalks, drainage systems, and other needed improvements. A thoughtful planting plan turns those facts into a healthier daily environment.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the first paragraph develop its main idea about city heat?

2. What are the passage's two main ideas? Give one supporting detail for each idea.

3. What information does the Rain Path text feature add, and how do its arrows help present that information?

4. How does the final paragraph create a sense of closure?

3 YOUR TURN

Your own words

Write a 90-110 word mini-expository piece about one improvement your school could make. Develop two main ideas, include two accurate facts or statistics, add one labeled text feature, and end with a sentence that gives the reader a clear conclusion.

ANSWER KEY

Trees Shape Cities

GRADE 8 · 8.T.T.2.a

PART 1 · READ AND MARK

Underline the sentences that state or develop a main idea. Circle each fact or statistic, box the Rain Path text feature, and write 1, 2, or 3 beside the beginning, development, and closing of the passage. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the first paragraph develop its main idea about city heat?	**It begins with a familiar comparison between a hot city block and a park, explains the urban heat island effect, adds EPA temperature statistics, and explains how shade helps.**
2	What are the passage's two main ideas? Give one supporting detail for each idea.	**Trees can cool cities, supported by their shade blocking sunlight from surfaces. Trees can manage rainwater, supported by leaves catching rain and roots helping water enter soil.**
3	What information does the Rain Path text feature add, and how do its arrows help present that information?	**It shows water moving from leaves and branches to soil and groundwater. The arrows present the path in sequence, clarifying how trees can slow water.**
4	How does the final paragraph create a sense of closure?	**It turns the evidence about heat and rainwater into a practical conclusion that trees should be included in city plans, while noting that trees are not the only needed improvement.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Installing a water refill station near the gym could help our school in two ways. First, students could fill reusable bottles after exercise instead of waiting for a single drinking fountain. Plain water contains zero calories, so it is a simple choice during the school day. Quick Fact: One gallon equals 128 fluid ounces. Second, each refill in a reusable bottle can replace the need to open one new disposable bottle. The station would not solve every waste problem, but it would give students a daily way to use fewer throwaway containers. For these reasons, our school should consider adding a refill station.

Accept equivalent descriptions of the passage's organization, evidence, text feature, and closing. For Part 3, accept varied school-improvement topics if the response includes two developed ideas, accurate evidence, a labeled feature, and a concluding statement.