

# Shade Connections

Track how transitions link details in an explanatory model text.

**7W2.d** "Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## 1 READ AND MARK \_\_\_\_\_ Read it twice

**YOUR JOB** Underline each transition word or phrase in the passage, then write A for addition, C for contrast, S for sequence, or R for result beside it to show how it connects ideas.

### How City Trees Cool Streets

- ① On a hot afternoon, a city block with mature trees can feel cooler than a nearby sidewalk with little shade. Leaves block some sunlight before it reaches pavement and buildings. In addition, water released from leaves cools the air as it evaporates. These effects matter because dark pavement absorbs and stores heat. As a result, neighborhoods with more tree cover may offer residents cooler places to walk, wait for buses, or rest outdoors during warm weather.
- ② However, planting a tree is only the beginning of creating lasting shade. Young trees need regular water, especially during dry periods, because their roots have not spread far. City workers also protect trunks from lawn equipment and prune damaged branches. Over time, roots grow wider and branches form a larger canopy. Consequently, a well-cared-for tree can provide more shade each year. Without this care, a newly planted tree may die before it can cool the street.
- ③ Therefore, city tree programs work best when planting and maintenance are planned together. First, workers can choose species that fit the available soil and space beneath power lines. Next, crews can schedule watering and check trees after storms. Finally, residents can report broken branches or dry soil to the city. This shared effort connects a short-term action, planting, to a long-term benefit, cooler and more comfortable streets. In this way, trees become part of a city's heat-safety plan.

**2 ANSWER WITH EVIDENCE** \_\_\_\_\_ Use the passage

**1** Which two ideas does the phrase *In addition* connect in paragraph 1? What relationship does it show?

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**2** Why does paragraph 2 begin with *However*? Explain the contrast between the idea before and after this transition.

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**3** How does *Consequently* clarify the relationship between tree care and shade in paragraph 2?

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**4** What do *First*, *Next*, and *Finally* help the reader understand in paragraph 3?

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**3 YOUR TURN** \_\_\_\_\_ Your own words

Write a 4- to 5-sentence explanatory paragraph about how your school could reduce waste. Use at least three transition words or phrases, including one that shows sequence and one that shows a cause or result.

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**PART 1 • READ AND MARK**

Underline each transition word or phrase in the passage, then write A for addition, C for contrast, S for sequence, or R for result beside it to show how it connects ideas. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                                                                 | ANSWER                                                                                                                                              |
|---|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Which two ideas does the phrase <i>In addition</i> connect in paragraph 1? What relationship does it show?               | <b>It connects leaves blocking sunlight with water released from leaves cooling the air. It adds another cooling effect.</b>                        |
| 2 | Why does paragraph 2 begin with <i>However</i> ? Explain the contrast between the idea before and after this transition. | <b>It contrasts the benefit of planting a tree with the fact that planting alone is not enough. Young trees also need care to survive and grow.</b> |
| 3 | How does <i>Consequently</i> clarify the relationship between tree care and shade in paragraph 2?                        | <b>It signals a result: when a tree is well cared for, it can provide more shade each year.</b>                                                     |
| 4 | What do <i>First</i> , <i>Next</i> , and <i>Finally</i> help the reader understand in paragraph 3?                       | <b>They show the order of actions in a city tree program, from choosing species to maintenance and resident reports.</b>                            |

**PART 3 • YOUR TURN (SAMPLE ANSWER)**

First, students can place labeled bins near the cafeteria. In addition, volunteers can explain which items belong in recycling or compost. As a result, less food and fewer bottles will enter the trash. However, the bins will not help unless students use them correctly. Therefore, weekly reminders can keep the program working.

Accept equivalent explanations of each transition's relationship when they use passage evidence. For the open response, check for a clear topic, 4 to 5 sentences, at least three appropriate transitions, and the required sequence and cause-or-result relationships.