

Trees at Work

Study how relevant details build an explanation.

7W2 “Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the sentence in each paragraph that states its main point. Circle the details that explain or support that point.

Why Cities Need Trees

- ① On hot summer days, a city block with trees can feel different from a bare sidewalk. Trees shade pavement and buildings, so those surfaces absorb less sunlight. Their leaves also release water vapor, which can cool nearby air. Because many people live close together in cities, this cooling matters. It can make walking more comfortable and may reduce the need for air conditioning. City planners therefore treat trees as useful infrastructure, not simply decoration in parks and neighborhoods.
- ② Trees can also help manage rainwater. During storms, leaves and branches slow falling rain, while roots create spaces in soil where water can soak in. This process reduces the amount of water rushing into storm drains at once. However, a newly planted tree does not provide the same benefit as a mature one. Young trees need years to grow broad canopies and deep roots. For that reason, cities must protect older trees while planting new ones.
- ③ Choosing where to plant trees is as important as choosing how many to plant. A neighborhood with little shade, frequent flooding, or many pedestrians may have the greatest need. Yet planners must consider limits such as underground pipes, narrow sidewalks, and the cost of watering young trees. They can use local information to set priorities instead of placing trees evenly across a city. When planning connects evidence to needs, each tree can provide more useful benefits.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Paragraph 1 calls trees useful infrastructure. Which two details explain why that word fits?

2 How does paragraph 2 distinguish mature trees from newly planted trees? Why does this difference matter to cities?

3 According to paragraph 3, give one neighborhood need and one limit planners should consider when choosing a planting location.

4 How do the three paragraphs build the overall explanation about city trees? Describe what each paragraph contributes.

3 YOUR TURN _____ Your own words

Write a 6-sentence explanatory paragraph, 80 to 110 words, about one action your school could take to reduce cafeteria waste. Include a clear topic sentence, at least three specific relevant details or examples, one condition or limitation, and a concluding sentence.

PART 1 • READ AND MARK

Underline the sentence in each paragraph that states its main point. Circle the details that explain or support that point. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Paragraph 1 calls trees useful infrastructure. Which two details explain why that word fits?	Trees shade pavement and buildings, which reduces absorbed sunlight, and their leaves release water vapor that can cool nearby air. The cooling can also make walking more comfortable and reduce the need for air conditioning.
2	How does paragraph 2 distinguish mature trees from newly planted trees? Why does this difference matter to cities?	Newly planted trees do not provide the same rainwater benefits as mature trees because young trees need years to grow broad canopies and deep roots. Cities need to protect older trees while planting new ones.
3	According to paragraph 3, give one neighborhood need and one limit planners should consider when choosing a planting location.	Needs may include little shade, frequent flooding, or many pedestrians. Limits may include underground pipes, narrow sidewalks, or the cost of watering young trees.
4	How do the three paragraphs build the overall explanation about city trees? Describe what each paragraph contributes.	Paragraph 1 explains cooling benefits. Paragraph 2 explains rainwater benefits and the importance of mature trees. Paragraph 3 explains how planners use needs and limits to choose locations.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Installing clearly labeled sorting stations can reduce cafeteria waste at a middle school. At lunch, students often throw recyclable bottles, food scraps, and trash into the same bin because the choices are unclear. A station with separate, picture-labeled openings helps students sort items before they leave the cafeteria. Collected food scraps can be composted, while clean cans and bottles can be recycled. The system will work only if staff members teach the routines and place stations near tray-return areas. By making the correct choice easy, sorting stations can keep useful materials out of the landfill.

Accept equivalent details and explanations that accurately reflect the passage. For Part 3, look for a focused action, organized explanation, relevant details, a stated condition or limitation, and six sentences within the word range.