

# Text Feature Lens

Evaluate actual headings, bold labels, an inset note and a chart.

**8.RI.2.A** "Evaluate an author's use of text features (e.g., boldface and italics; type set in color; underlining; indentation; sidebars; illustrations, graphics, and photographs; headings and subheadings..."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

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

**YOUR JOB** Read the printed article and chart. Underline the headings, circle the bold term labels, and mark the indented recommendation and boxed note. Notice how each feature changes what a reader can find or understand.

### City Trees at Work

#### Why pavement holds heat

Built surfaces can absorb solar energy and release it slowly. This contributes to warmer urban conditions. Shade, surface materials and weather all affect temperature; a surface reading is not an air-temperature reading.

**Heat island:** An urban area that is warmer than surrounding areas.

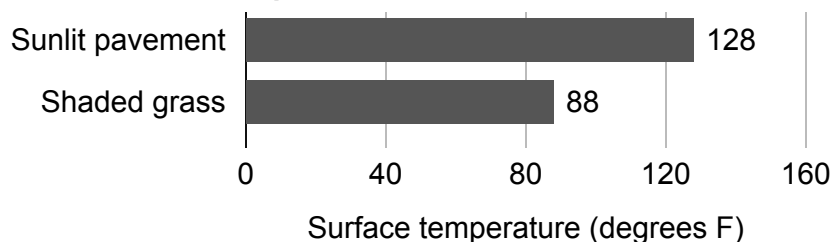
#### Put shade where people wait

**Canopy:** A tree's leaves and branches. The canopy intercepts sunlight before it reaches the ground.

■ Prioritize shade where people wait or walk, while keeping paths accessible.

The chart illustrates two invented surface readings. Because shade and surface material both differ, these numbers do not isolate the effect of a tree.

#### Illustrative surface temperatures



Invented readings for comparison, not research measurements or air temperatures. Shade and material both differ; the numbers do not isolate a cause.

### Benefits have limits

Trees can intercept rainfall and help reduce runoff. They are part of a larger system that also includes drains, soils and other land surfaces.

**Keep in mind:** Trees alone cannot prevent every flood. A planting plan must also consider growing space, utilities and accessible paths.

## 2 ANSWER WITH EVIDENCE Use the passage

- 1 Evaluate how “Put shade where people wait” and the bold “Canopy” label support a reader.

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- 2 How does the indented recommendation differ from the surrounding explanation? Why might that placement help?

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- 3 Evaluate the chart caption and boxed “Keep in mind” note. What misunderstandings do they prevent?

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**3 YOUR TURN**

Your own words

Choose one feature in City Trees at Work that could be clearer. Describe a specific revision and explain how it would improve comprehension. Then create a brief informational guide about an imagined school improvement, using an actual heading and a visibly separate list or bold label. Explain how both features help its readers.

**Evaluate and propose a revision**

Identify one article feature, explain a comprehension problem it may create, and describe a concrete improvement.

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**Construct a guide with visible features**

Write your guide with a separate heading and real list or bold label. Then explain how the two features help readers.

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**PART 1 • READ AND MARK**

Read the printed article and chart. Underline the headings, circle the bold term labels, and mark the indented recommendation and boxed note. Notice how each feature changes what a reader can find or understand. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                                                     | ANSWER                                                                                                                                                                                                                                                   |
|---|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Evaluate how “Put shade where people wait” and the bold “Canopy” label support a reader.                     | <b>The heading connects the section to a practical shade location. The bold label makes the technical term easy to find, and its definition clarifies what part of the tree provides shade.</b>                                                          |
| 2 | How does the indented recommendation differ from the surrounding explanation? Why might that placement help? | <b>Its separate indented position highlights an action for planners, while the surrounding text explains the science and evidence limits. Readers can locate the recommendation quickly.</b>                                                             |
| 3 | Evaluate the chart caption and boxed “Keep in mind” note. What misunderstandings do they prevent?            | <b>The caption identifies invented surface readings and warns that shade and material both differ, so the chart is not proof of a tree’s isolated effect. The boxed note limits flood-prevention claims and reminds readers of planning constraints.</b> |

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

**Article revision:** Move the warning about shade and material directly beside the chart title so readers see the limit before comparing the bars.

**A clearer library guide**

An imagined school library wants newcomers to find help quickly.

- Find the return desk beside the entrance.
- Ask the librarian where your topic’s books are shelved.

**Reader benefit:** The heading announces the guide’s purpose. Separate bullet rows let a newcomer find one action without searching through a dense paragraph.

### **TEACHER ASSESSMENT NOTES**

Scientific background checked against EPA: [www.epa.gov/heatislands/what-are-heat-islands](http://www.epa.gov/heatislands/what-are-heat-islands) and [www.epa.gov/heatislands/benefits-trees-and-vegetation](http://www.epa.gov/heatislands/benefits-trees-and-vegetation) (accessed September 8, 2026). Numerical readings are invented, not EPA results. Evaluate feature effects with source evidence, not merely name the features. Other supported critiques and revisions are acceptable. The final task requires visible formatting, not literal asterisks or bracketed descriptions. The teacher guide is fictional; its school layout is not a real local claim.