

Trees With Purpose

Analyze how a report organizes claims, evidence, sources, and contributions.

7.8.D “analyze characteristics and structural elements of informational text, including: the controlling idea or thesis with supporting evidence; features such as references or acknowledgements...”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the controlling idea and three details that support it. Circle the source names and the acknowledgment, then label the two main categories 1 and 2 and their subcategories a and b to show how the report is organized.

City Trees: A Practical Climate Tool

- ① Cities can use trees to make neighborhoods healthier and more comfortable, but each location needs a plan. Tree canopies shade sidewalks, homes, and bus stops, reducing the heat people feel on hot days. Leaves also catch some rainfall before it reaches streets, which can ease pressure on storm drains. These benefits are strongest when cities protect young trees, replace dead ones, and choose species suited to local weather. The sections below examine two planning categories: planting places and long-term care.
- ② **Planting Places: Streets and Schoolyards.** Along streets, trees need enough soil space for roots and room away from power lines. In schoolyards, shade near play areas can lower surface temperatures, while native flowering trees may offer food for local insects. **Long-Term Care: Watering and Pruning.** Newly planted trees often need regular watering during their first growing seasons. Pruning broken or crowded branches can improve structure, but workers should avoid cutting large amounts of healthy growth at one time.

- ③ **Sources and Acknowledgments.** This report draws on guidance from the U.S. Forest Service, which explains that urban forests can provide shade and manage stormwater, and from the Arbor Day Foundation's tree-care resources. The facts about planting sites and care are summarized from those references, not from a single city project. In this fictional school example, thanks go to Riverside Middle School garden club, whose students suggested the schoolyard example after mapping shade on their campus. Their observation helped shape the example, while the cited sources support the report's general claims.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① What is the report's controlling idea? Give two details that support it.

- ② How is paragraph 2 organized? Name its two main categories and the two subcategories under each.

- ③ What references does the final paragraph name, and what information do they support?

- ④ Who is acknowledged in the final paragraph, and what did that group contribute?

3 YOUR TURN

Your own words

Use this practice packet to write a 90-120-word cafeteria-waste report with a controlling idea, two categories with two subcategories each, two supporting details, a reference and an acknowledgment. Invented Source A, Student Waste Audit: of 50 discarded lunch items, 20 were unopened packages and 30 were fruit peels. Invented Source B, Cafeteria Trial Note: offering smaller portions reduced leftover servings from 18 to 10 on two trial days; this is not a long-term result. Contribution record: the Green Team counted and sorted the 50 items. Cite A or B and acknowledge that recorded contribution. Do not invent an interview or donor.

[illegible]

PART 1 • READ AND MARK

Underline the controlling idea and three details that support it. Circle the source names and the acknowledgment, then label the two main categories 1 and 2 and their subcategories a and b to show how the report is organized. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the report's controlling idea? Give two details that support it.	Controlling idea: Cities can use trees to make neighborhoods healthier and more comfortable when planting is planned carefully. Supporting details include that canopies shade places such as sidewalks and bus stops, and leaves catch rainfall before it reaches streets.
2	How is paragraph 2 organized? Name its two main categories and the two subcategories under each.	The main categories are Planting Places and Long-Term Care. Planting Places includes Streets and Schoolyards, while Long-Term Care includes Watering and Pruning.
3	What references does the final paragraph name, and what information do they support?	It names the U.S. Forest Service and the Arbor Day Foundation. The Forest Service supports claims about shade and stormwater, and the Arbor Day Foundation provides tree-care resources.
4	Who is acknowledged in the final paragraph, and what did that group contribute?	Riverside Middle School garden club is acknowledged. Its students suggested the schoolyard example after mapping shade on their campus.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our cafeteria can reduce waste by testing prevention and sorting options. Prevention: Portions and Choices. The fictional Cafeteria Trial Note reports that smaller portions reduced leftovers from 18 to 10 servings on two days; more trials should check this. Letting students choose portions is another option to test. Sorting: Unopened Packages and Fruit Peels. The fictional Student Waste Audit counted 20 unopened packages and 30 peels among 50 discarded items. Staff could examine safe recovery options for packages and composting options for peels. These records support a small trial, not a guaranteed result. Thanks to the Green Team for counting and sorting the audit items.

Accept equivalent passage-based controlling ideas and category structures. The Riverside acknowledgment is a fictional teaching example. In Your Turn, students must accurately cite a supplied practice record and acknowledge the supplied Green Team contribution; do not reward fabricated consultation or claims that the short trial proves a permanent benefit. References credit information; acknowledgments credit assistance. Other category labels are acceptable when they have two clear subcategories and relevant evidence.