From Claim to Close

Study how a model draft guides readers from a central idea to a conclusion.

8.10.B.i "organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the sentence that introduces the central idea and the sentence that concludes it. Circle transition words or phrases that connect ideas so you can see how the paragraphs work together.

Trees That Cool a City

1 On a hot afternoon, a shaded sidewalk can feel very different from a bare one. Trees cool neighborhoods in several connected ways, so planting and protecting them can help cities handle rising temperatures. Their leaves block sunlight before it heats pavement, walls, and parked cars. In addition, water released from leaves evaporates and draws heat from the air. Because heat can be dangerous for people without air conditioning, city trees are more than decoration. They are part of a practical plan for safer streets.

2 First, shade changes the surface temperature of a block. Dark pavement absorbs much of the Sun's energy, then releases that energy as heat. A 2020 study by the U.S. Forest Service found that shaded surfaces can be 20 to 45 degrees Fahrenheit cooler than nearby surfaces in full sun. Cooler pavement also makes walking and waiting for a bus less uncomfortable. Yet shade alone does not solve every problem. Young trees need water, room for roots, and years to grow.

3 Cities can use this information when they decide where to invest. For example, planners can map neighborhoods with little shade and high summer temperatures, then prioritize tree care there. They can also protect mature trees during construction, since large canopies provide more shade than newly planted saplings. Residents, schools, and local groups can help by watering young trees and reporting damaged ones. In the end, a tree program works best when a city combines planting with long-term care. That structure turns a simple idea into a useful response to heat.

2 ANSWER WITH EVIDENCE

Use the passage

1. What central idea does the first paragraph introduce?

2. Which transition begins the second paragraph, and how does it organize the passage?

3. How does the word "Yet" help create coherence within the second paragraph?

4. How do the final two sentences serve as a conclusion?

3 YOUR TURN

Your own words

Write a three-paragraph mini-article of 150 to 180 words explaining one practical change that could improve your school or neighborhood. Introduce a clear central idea in paragraph 1, use transition words to connect details, and end with a conclusion that pulls your idea together. Use extra paper if needed.

ANSWER KEY # From Claim to Close

GRADE 8 · TEKS 8.10.B.i

PART 1 · READ AND MARK

Underline the sentence that introduces the central idea and the sentence that concludes it. Circle transition words or phrases that connect ideas so you can see how the paragraphs work together. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What central idea does the first paragraph introduce?	**City trees can help cities handle rising temperatures by cooling neighborhoods and making streets safer.**
2	Which transition begins the second paragraph, and how does it organize the passage?	**"First" begins the second paragraph. It signals that the paragraph will give the first supporting detail about how trees cool an area.**
3	How does the word "Yet" help create coherence within the second paragraph?	**It shifts from the benefit of shade to a related limit, showing that trees also need care and time to grow.**
4	How do the final two sentences serve as a conclusion?	**They pull together the earlier details by stating that planting must be combined with long-term care to address heat.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At my school, adding water refill stations near the gym and cafeteria would be a practical improvement. Many students carry reusable bottles, but the existing fountains fill them slowly and are not close to every classroom. As a result, some students buy bottled drinks or go without water. More refill stations would make drinking water easier to reach.

First, stations near busy areas would reduce the time students spend searching for water. A quick refill could help athletes after practice and students who forget to fill bottles before school. In addition, stations could reduce single-use bottles thrown into trash cans. The school would need to maintain filters and clean the stations, but those tasks would protect the equipment and keep water appealing.

Therefore, refill stations are not only a convenience. They can support students' health, save time, and cut waste when the school cares for them regularly. The project would require planning, yet it addresses a daily need with a lasting solution. By placing stations where students already gather, the school could make the healthiest choice the easiest one.

Accept accurate paraphrases that identify the passage's central idea, transitions, and concluding synthesis. For Part 3, accept varied topics if the response has three coherent paragraphs, a clear introduction, meaningful transitions, and a conclusion that connects back to the main idea.