Beyond Planting Day

Trace how an idea about city trees develops across a text

7.RI.2.a "Analyze their development over the course of the text."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the heat problem in paragraph 1, circle two details that develop the tree solution in paragraph 2, and number two actions in paragraph 3 that could make the solution last. Use your marks to track how the article's main idea grows.

Can Trees Cool a City?

1 On a July afternoon, a paved schoolyard can feel much hotter than a nearby park. Dark pavement absorbs sunlight and releases heat, even after the sun goes down. In many cities, neighborhoods with few trees have little relief from this heat. Planting trees might seem like a simple fix, but a sapling does not create a cool street overnight. To understand what trees can do, city planners have to look beyond the number planted. They must consider how trees change a place as they grow.

2 A broad canopy blocks sunlight from reaching sidewalks and walls. Leaves also release water vapor into the air, a process that uses heat and can cool the surroundings. These effects help explain why a mature tree often offers more relief than a newly planted one. Yet location matters: a tree shading a busy sidewalk may help more people than one behind a locked fence. In a narrow street, planners must also leave room for roots and branches so the tree can keep growing.

3 Keeping those benefits takes work after planting day. Young trees need water while their roots become established, and some will die if no one cares for them. Cities can choose species suited to local conditions and make plans for watering and maintenance. They can also ask residents where shade is most needed, rather than placing trees wherever there is empty ground. A successful cooling plan, then, is not just a count of new trees. It is a long-term effort to grow healthy shade in places people use.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the opening contrast between the schoolyard and the park introduce the article's main idea?

2. How does paragraph 2 develop the idea that planting a tree will not cool a street right away?

3. How does the example of a busy sidewalk and a locked fence sharpen the article's point about where trees should go?

4. How does the last paragraph build on the first two to define a successful cooling plan?

3 YOUR TURN

Your own words

Write a three-sentence ending for the article. Introduce a realistic way residents could check whether a tree-planting project is helping, and explain how your idea extends the article's main idea.

ANSWER KEY

Beyond Planting Day

GRADE 7 · 7.RI.2.a

PART 1 · READ AND MARK

Underline the heat problem in paragraph 1, circle two details that develop the tree solution in paragraph 2, and number two actions in paragraph 3 that could make the solution last. Use your marks to track how the article's main idea grows. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the opening contrast between the schoolyard and the park introduce the article's main idea?	**It shows the heat problem in paved places and suggests that trees may offer relief.**
2	How does paragraph 2 develop the idea that planting a tree will not cool a street right away?	**It explains that a broad canopy blocks sunlight and leaves release water vapor, so a mature tree can offer more relief than a sapling.**
3	How does the example of a busy sidewalk and a locked fence sharpen the article's point about where trees should go?	**It shows that the location of a tree matters because shade is more useful where people can reach it.**
4	How does the last paragraph build on the first two to define a successful cooling plan?	**After introducing the heat problem and explaining how trees provide relief, it adds that cities must care for trees and grow shade where people need it.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Residents could measure the surface temperature of a sidewalk before new trees are planted and again after the trees have grown. They could take readings at the same time of day on similarly hot, sunny days. Cooler pavement would offer evidence that years of care have turned a planting plan into useful shade.

Accept responses that trace how the article moves from a heat problem to the benefits of mature trees and then to the need for placement and care. For the ending, accept a realistic way to check results if the student explains how it adds to the article's idea rather than merely restating it.