Shade for Whom?

Trace two central ideas through an informational text.

7.RI.2 "Determine two or more central ideas in a text. Analyze their development over the course of the text. Provide an objective summary of the text."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB As you read, underline details about how trees cool streets and circle details about who has access to that shade. Number one detail for each idea in every paragraph so you can track how both ideas develop.

The Uneven Shade of City Trees

1 On a summer afternoon, two students walk home on opposite sides of the same city. One crosses a street lined with mature trees; the other passes bare sidewalks and sunlit walls. The shaded route feels cooler, but the difference is not just a matter of comfort. Heat can make walking difficult and raise health risks, especially during long hot spells. City trees offer one way to reduce that heat, yet the neighborhoods that could use them most do not always have enough.

2 Leaves and branches block sunlight before it warms pavement and buildings. Trees also release water vapor through their leaves, which can cool the surrounding air. These effects can make a shaded block more comfortable than a nearby block without trees. But tree cover is not spread evenly across many cities. Some areas have wide sidewalks and established trees, while others have little planting space. A tree planted today also needs years of growth before its canopy offers much shade, so a quick planting event cannot solve the problem alone.

3 To put shade where it is needed, city workers can study which blocks have few trees and high summer temperatures. They can choose species suited to local conditions and leave room for roots, sidewalks, and power lines. Newly planted trees need water and care, especially while they become established. If a city plants trees only where they are easiest to place, the gap in shade may remain. Thoughtful planting and long-term care can help more residents benefit from cooler streets.

2 ANSWER WITH EVIDENCE

Use the passage

1. What are two central ideas of the passage? Give one supporting detail for each.

2. How does the idea that trees cool streets develop from the first paragraph to the last?

3. How does the passage develop the idea that access to shade is uneven?

4. How does the warning about planting only where it is easiest connect the passage's two central ideas?

3 YOUR TURN

Your own words

Write a 65 to 85 word objective summary of the passage. Include both central ideas and show how each develops from the beginning to the end, without adding your opinion.

ANSWER KEY

Shade for Whom?

GRADE 7 · 7.RI.2

PART 1 · READ AND MARK

As you read, underline details about how trees cool streets and circle details about who has access to that shade. Number one detail for each idea in every paragraph so you can track how both ideas develop. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What are two central ideas of the passage? Give one supporting detail for each.	**Trees can cool city streets by blocking sunlight and releasing water vapor. Access to that shade is uneven, so cities need to plan where trees go and care for them.**
2	How does the idea that trees cool streets develop from the first paragraph to the last?	**The first paragraph shows a cooler shaded route. The second explains how trees block sunlight and release water vapor. The last describes how planting and care can bring cooler streets to more residents.**
3	How does the passage develop the idea that access to shade is uneven?	**It begins with students walking on differently shaded streets, then explains that tree cover and planting space vary across city areas. It ends with ways to direct planting toward blocks with few trees.**
4	How does the warning about planting only where it is easiest connect the passage's two central ideas?	**Trees can cool streets, but planting them only in easy locations may leave the gap in shade unchanged. Planning where trees go helps more residents receive the cooling benefit.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The passage explains that city trees can make streets cooler and that their benefits depend on where trees are planted and maintained. It begins with two different walking routes, showing how shade can affect people during hot weather. It then describes how trees block sunlight and release water vapor, while noting that tree cover is uneven. Finally, it explains that choosing suitable sites and caring for young trees can extend shade to more residents over time.

Accept different wording if responses identify both cooling and unequal access, trace each idea across the text, and use accurate details. The summary should remain objective and focus on central ideas rather than minor details.