Shade for Cities

Identify how a model introduction builds context, makes a claim, and maps its ideas.

10.W.1.A.i "Write extended pieces that: Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the sentences that give background context, circle the thesis statement, and number the three ideas previewed in the introduction. These moves show how the writer prepares readers for the rest of the piece.

Why Cities Need More Trees

(1) On summer afternoons, blocks crowded with asphalt and dark roofs can feel far hotter than nearby parks. This difference, called the urban heat island effect, matters most to residents who lack air conditioning or shaded places to wait for buses. Cities should expand tree canopies as a practical response to dangerous heat. Trees cool streets through shade and evaporation, improve daily life in neighborhoods with few green spaces, and can be planted where heat maps show the greatest need. Examining these benefits shows why tree planting deserves public investment.

(2) First, a mature tree can lower the temperature of surfaces beneath its canopy by blocking sunlight. Shade at a bus stop or along a sidewalk can make walking safer during heat waves, especially for older adults and young children. In addition, leaves release water vapor, a process that cools the surrounding air. These effects do not reach every block equally, however. Neighborhoods with little existing canopy often record the highest surface temperatures, so city planners can use heat maps to choose planting sites fairly.

(3) Tree programs also offer benefits beyond lower temperatures. Their roots absorb some rainfall, which can reduce runoff during storms, and their branches can make public spaces more inviting. Planting alone is not enough: young trees need water, protection, and years of care to survive. Still, cities can pair new plantings with maintenance plans and involve residents in selecting suitable species and locations. By directing resources to the hottest areas, a city can make its heat response more effective, more equitable, and better prepared for future heat.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which two sentences provide background context before the writer makes a claim?

2. What is the writer's thesis statement?

3. What three main ideas does the introduction preview?

4. How do paragraphs 2 and 3 develop the ideas previewed in the introduction?

3 YOUR TURN

Your own words

Choose a school or community issue you think should change. Write one 85 to 100 word introductory paragraph that gives context, states a clear thesis, and previews three points you will explain in a longer piece.

ANSWER KEY

Shade for Cities

GRADE 10 · 10.W.1.A.i

PART 1 · READ AND MARK

Underline the sentences that give background context, circle the thesis statement, and number the three ideas previewed in the introduction. These moves show how the writer prepares readers for the rest of the piece. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which two sentences provide background context before the writer makes a claim?	**The first sentence describes hotter asphalt-and-roof-covered blocks, and the second explains the urban heat island effect and who it affects most.**
2	What is the writer's thesis statement?	**Cities should expand tree canopies as a practical response to dangerous heat.**
3	What three main ideas does the introduction preview?	**Trees cool streets, improve daily life in neighborhoods with few green spaces, and can be planted where heat maps show the greatest need.**
4	How do paragraphs 2 and 3 develop the ideas previewed in the introduction?	**Paragraph 2 explains cooling and using heat maps to target planting. Paragraph 3 explains added community benefits, tree care, and equitable planning.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Many high school students begin classes before sunrise, even though adolescence brings natural changes in sleep patterns. Early schedules can leave students arriving tired, relying on caffeine, or struggling to focus during first-period lessons. Our district should move the high school start time later. A later schedule would give students more opportunity to sleep, support stronger attention and attendance, and reduce risks for teens who drive while drowsy. Looking at health, learning, and transportation concerns will show why this change is worth planning carefully now.

Accept context that helps readers understand the issue, a specific arguable thesis, and three distinct points that logically support that thesis. For Part 3, verify the 85 to 100 word range and that the paragraph previews what a longer piece will discuss.