Ending With Purpose

Study how a conclusion gathers ideas and leaves the reader with a clear takeaway.

9.W.1.A.iv "Write extended pieces that: Provide a concluding section that follows from the information or explanation presented."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two details that explain why the project matters, then circle the sentence that brings those details together. These marks will help you study how an explanation ends.

Shade Has a Purpose

1. On summer afternoons, neighborhoods with few trees can become much hotter than nearby shaded blocks. Pavement and dark roofs absorb sunlight, then release heat slowly after sunset. In Phoenix, Arizona, researchers have used temperature maps to show that streets with less tree cover often hold more heat. This uneven pattern matters because heat can make walking, waiting for buses, and working outdoors harder. City planners therefore study tree cover as more than decoration. It is part of a community's protection from extreme heat during heat waves.

2. One response is to plant and care for trees where shade is scarce. Young trees need water, pruning, and protection from damage, so planting day is only the beginning. Some cities ask residents to report empty planting spaces or to help water newly planted trees. Others use maps to compare shade near schools, apartments, and bus stops. These choices can direct limited money toward places where people face the greatest heat. Still, trees grow slowly, and they cannot replace other measures, such as cooling centers and safer building materials.

3. Urban trees are not a quick fix, but they can be a practical part of a larger heat plan. The temperature evidence shows why shade is needed, while the work of watering and mapping shows what makes a planting program last. When cities focus on the hottest, least shaded places and combine trees with other protections, they can reduce heat risks more fairly. Looking at tree cover this way turns a simple planting project into a long-term decision about whose daily routes and homes receive relief.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which paragraph works as the concluding section? Give two reasons based on what it does.

2. What earlier information does the phrase "the temperature evidence" connect to? What earlier information does "watering and mapping" connect to?

3. How does the first sentence of paragraph 3 help the ending follow from the explanation?

4. What final takeaway does the last sentence give the reader about planting trees?

3 YOUR TURN

Your own words

You have written an explanation about a school device-repair program. Your body paragraphs explain that students collect damaged laptops, learn to diagnose simple problems, and help the school avoid some replacement costs. Write a two-sentence concluding section that brings these ideas together and states why the program matters.

ANSWER KEY

Ending With Purpose

GRADE 9 · 9.W.1.A.iv

PART 1 · READ AND MARK

Underline two details that explain why the project matters, then circle the sentence that brings those details together. These marks will help you study how an explanation ends. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which paragraph works as the concluding section? Give two reasons based on what it does.	**Paragraph 3. It brings together the earlier temperature evidence and the work of caring for trees, then explains the broader effect of reducing heat risks fairly.**
2	What earlier information does the phrase "the temperature evidence" connect to? What earlier information does "watering and mapping" connect to?	**It connects to temperature maps showing that areas with less tree cover often hold more heat. It connects to caring for young trees and using maps to compare shade in different places.**
3	How does the first sentence of paragraph 3 help the ending follow from the explanation?	**It acknowledges that trees are not a quick fix and connects them to the earlier point that trees must be combined with other heat protections.**
4	What final takeaway does the last sentence give the reader about planting trees?	**Planting trees is a long-term community decision that can determine whose homes and daily routes receive relief from heat.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

By collecting damaged devices and training students to diagnose simple problems, the program can keep useful technology in service. This approach can lower replacement costs while giving students practical skills.

Accept conclusions that synthesize the collection, repair training, and cost-saving details rather than simply listing them again. The final idea should state a reasonable larger significance, such as keeping technology usable, saving resources, or building practical skills.