

Author's Point of View and Purpose

Name: _____

Date: _____

Score: _____ / 10



Quick Review

An author's point of view is the angle a writer takes on a topic. The author's purpose is WHY they wrote the text — to inform, to argue, to explain, to honor. Be careful not to confuse a strong topic with a strong opinion; many informational pieces describe big topics without taking sides.

PART 1 — READ

Read the passage. Then answer the questions.

Why Cities Are Planting More Trees

On a hot August afternoon in Phoenix, the surface of an asphalt parking lot can climb past 150 degrees Fahrenheit. A few blocks away, in a shaded city park, the same thermometer reads closer to 90. The difference is not the air; the air is the same. The difference is the trees. A growing body of research from city planners, public-health doctors, and the U.S. Forest Service has shown that the simple act of planting more trees can lower neighborhood temperatures, reduce heat-related illness, and even shorten power bills in summer. For these reasons, more than 200 American cities have launched programs in the last decade aimed at expanding their tree cover.

The benefits are not evenly distributed. A 2021 study by American Forests found that wealthier neighborhoods in the same city often have nearly twice the tree cover of lower-income neighborhoods only a few miles away. On hot days, that difference can mean a 10-degree gap between blocks. Children in less-shaded neighborhoods miss more school days from asthma; older adults are hospitalized more often during heat waves. Several mayors have called this a "tree equity" problem and have promised to focus new plantings in the neighborhoods that have been left behind.

Planting a tree, however, is the easy part. A tree needs water during its first three to five years, regular pruning, and protection from cars, dogs, and construction. Cities that plant thousands of trees in a single year and then walk away often lose most of them within a decade. The most successful programs, the U.S. Forest Service reports, pair planting with funded long-term care and with neighborhood volunteers who agree to water young trees on their block. The goal is not just more trees on a map. The goal is more SHADE, decades from now, where people actually live and walk.

PART 2 — PRACTICE

Use the passage to answer each question.



1. What is the AUTHOR'S MAIN PURPOSE in this article?
 - A. To convince readers that all parking lots should be torn up.
 - B. To inform readers about why cities are planting more trees, and what makes those programs succeed or fail.
 - C. To tell a personal story about the author's favorite tree.
 - D. To describe one specific tree in Phoenix in great detail.
2. Which sentence BEST shows the author's POINT OF VIEW on city tree programs?
 - A. The author hates trees and wishes there were fewer of them.
 - B. The author sees tree-planting as helpful, while also pointing out that planting alone is not enough.
 - C. The author has no opinion at all on tree planting.
 - D. The author argues that trees should only be planted in wealthy neighborhoods.
3. Why does the author begin the article with the 150-degree parking lot in Phoenix?
 - A. To prove that everyone in Phoenix dislikes parking lots.
 - B. To give a vivid, concrete contrast that sets up the article's argument about trees.
 - C. To describe how parking lots are made.
 - D. To recommend that readers visit Phoenix.
4. Which choice BEST describes the author's TONE in paragraph 2?
 - A. Bitter and accusing.
 - B. Concerned but factual — the author names a real inequality and supports it with data.
 - C. Joking and playful.
 - D. Confused and unsure.
5. Which sentence BEST captures the author's POINT OF VIEW on the long-term success of tree programs?
 - A. "Planting a tree, however, is the easy part."
 - B. "The difference is not the air; the air is the same."
 - C. "On a hot August afternoon in Phoenix, the surface of an asphalt parking lot can climb past 150 degrees Fahrenheit."
 - D. "More than 200 American cities have launched programs in the last decade aimed at expanding their tree cover."
6. How does paragraph 3 develop the author's PURPOSE?
 - A. It contradicts paragraphs 1 and 2 to confuse the reader.
 - B. It deepens the picture by showing that planting must be paired with long-term care for the benefits in paragraphs 1 and 2 to last.
 - C. It changes the topic to forests outside cities.
 - D. It introduces a new character not mentioned before.



7. Which statement BEST describes a DIFFERENCE between the author's purpose and a different author's purpose?

- A. This author wants to inform readers; another author who wrote a pure protest piece against parking lots would want mainly to persuade by emotion.
- B. Both authors would have exactly the same purpose.
- C. This author's purpose is to entertain children.
- D. This author's purpose is to advertise a specific tree-planting company.

8. Read this sentence: "The goal is not just more trees on a map. The goal is more SHADE, decades from now, where people actually live and walk." The author uses these two lines MAINLY to —

- A. argue that maps should be banned in cities.
- B. make clear that the author cares about long-term, on-the-ground results, not just numbers.
- C. describe the size of an average map.
- D. introduce a new study about pedestrians.

9. What is the author's PURPOSE in this article, and how is that DIFFERENT from a tone of pure celebration? Use one specific detail from the article to support your answer.

10. Find a sentence from the article that shows the author has an OPINION (not just facts). Then explain in one sentence why the sentence shows opinion rather than neutral information.



Answer Keys

<p>1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>2 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>3 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>4 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>5 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p>	<p>6 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>7 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>8 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>9 <input type="text" value="See below"/></p> <p>10 <input type="text" value="See below"/></p>
---	--

Explanations	
1. B	B captures both halves: WHY cities plant trees AND what makes programs succeed — the article's actual scope. A overstates a side point as the main argument. C and D invent personal/narrative purposes the article does not have.
2. B	The article presents real benefits (cooling, health, savings) AND limits (loss without care) — that is the author's balanced angle. A is the opposite. C is wrong; the author clearly favors well-supported programs. D contradicts paragraph 2.
3. B	The contrast (150° lot vs. 90° park) introduces the cooling effect the article goes on to explain — the standard hook-and-thesis move. A is unsupported. C and D are unrelated to the opening's role.
4. B	Paragraph 2 names the gap, cites the 2021 study and a 10-degree figure, and quotes mayors — concerned but data-driven. A is too hot for the calm prose. C and D are wrong about the careful, evidence-based tone.
5. A	A states the author's clear angle — the part most likely to be skipped is exactly the part that decides success. B is a setup, not the angle. C is the opening hook. D is a statistic, not a stance.
6. B	Paragraph 3 adds the success conditions; without it, the article would oversell planting. A wrongly treats paragraph 3 as a contradiction. C invents a topic shift. D invents a character.
7. A	A names the precise contrast — inform with balanced data vs. persuade by emotion. B denies any difference. C misreads the audience. D invents an advertising motive the article never shows.
8. B	The contrast between "map" and "where people actually live" reveals the author's standard for success — long-term real-world effect. A is unsupported. C is silly. D invents a study not in the text.
9.	Answer: Strong answer: The author's purpose is to INFORM readers about why cities are planting more trees AND to explain what makes those programs succeed or fail. That is different from pure celebration because the author also points out problems — for example, that wealthier neighborhoods have nearly twice the tree cover of lower-income ones, or that cities that plant trees and then walk away lose most within a decade. A celebratory article would skip those facts. Acceptable variations: any detail showing the article's balance (tree equity gap, need for water during the first 3-5 years, failure rate without care). NOT acceptable: answers that call the purpose "to entertain," "to persuade by emotion," or "to advertise"; answers that name the purpose but never quote or describe a balancing detail. A 2-point answer must (1) state "to inform" or "to inform and explain" AND (2) cite one balancing detail (problem or limitation).



10. **Answer:** Strongest sentences: "Planting a tree, however, is the easy part." OR "The goal is not just more trees on a map. The goal is more SHADE, decades from now, where people actually live and walk." Explanation should note that the words "easy part," "not just," or "the goal IS" show the author judging what matters, not just reporting facts. Also acceptable: sentences about "tree equity" framed as the author's view on what's right. NOT acceptable: pure statistic sentences (the 150° heat, 2021 study, 200 cities) — those are facts, not opinion; vague answers that name a sentence but never explain WHY it is opinion. Look for value words: easy, the goal is, not enough, left behind. Reject pure statistics.



Want Even More Practice? Check Out Our Other Iowa ISASP ELA Test Books!



Iowa ISASP Grade 6 ELA Preparation Bundle

26 full-length practice tests across four books (5 + 6 + 7 + 8)

No repeated questions — maximum practice value!

▼ **DOWNLOAD INSTANTLY** ▼



SCAN ME

Point your phone camera at the code · instant access to all four books

26 Tests!
4 Books
One Bundle

Important: All our test books contain **unique, completely different tests** from each other! Each book offers fresh practice questions — no repeats!

5 Practice Tests	6 Practice Tests	7 Practice Tests	8 Practice Tests
<ul style="list-style-type: none"> ✓ 5 complete practice tests with detailed explanations ✓ Perfect foundation for ISASP ELA prep ✓ Builds confidence and test-taking skills ✓ High-quality questions aligned with standards <p>Start your practice journey!</p>	<ul style="list-style-type: none"> ✓ 6 complete practice tests with detailed explanations ✓ Unique tests — different from the 5 tests book ✓ Perfect for more practice after mastering 5 tests ✓ Same high-quality questions aligned with standards <p>Take your practice to the next level!</p>	<ul style="list-style-type: none"> ✓ 7 complete practice tests for deeper preparation ✓ Unique tests — different from 5 and 6 tests books ✓ Builds stamina with full-length practice ✓ Aligned to Grade 6 ISASP ELA standards <p>Maximum preparation power!</p>	<ul style="list-style-type: none"> ✓ 8 complete practice tests — our largest book ✓ Unique tests — different from 5, 6 and 7 books ✓ Great for final review before test day ✓ Builds true test stamina and confidence <p>Be fully prepared!</p>

Get the bundle at [EffortlessMath.com](https://www.EffortlessMath.com) — scan the QR code above to open the product page.

