Shade With Proof

Analyze how evidence, comparison, and qualification shape a campus proposal.

10.T.T.2 "Expository Techniques: Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the definition in paragraph 1, circle the numerical evidence and comparison in paragraph 2, and number the first two sentences of paragraph 3. These techniques help make the shade-tree proposal clear and credible for school leaders.

A Cooler Campus Plan

1 At 3:15 on a cloudless September day, the blacktop beside Jefferson High can feel like a skillet under a bare hand. That heat matters because students wait there for buses, teams practice nearby, and classrooms face the same sun. A shade tree is more than decoration. Its canopy, the layer of leaves and branches above the ground, blocks sunlight before it heats pavement and walls. For a campus planning a safer outdoor space, trees offer a practical first step: they change the conditions students experience every afternoon.

2 Measurements help explain why. The U.S. Environmental Protection Agency reports that shaded surfaces may be 20 to 45 degrees Fahrenheit cooler than surfaces at peak temperatures. Think of two benches at dismissal: one sits under a broad canopy, while the other stands in full sun. The difference is not merely comfort. Cooler pavement releases less stored heat toward people nearby, and shaded walls may reduce how hard a building's air-conditioning system must work. By pairing a measured range with a familiar comparison, the proposal gives decision makers evidence they can picture.

3 Still, trees are not instant air conditioners. A newly planted tree needs water, room for roots, and several years to develop a wide canopy. That limitation makes the recommendation more credible: the school should plant durable shade trees now and add temporary shade sails where students gather most often. This two-part plan addresses today's heat while investing in cooler seasons ahead. It also answers a reasonable budget question. Rather than promising a quick fix, the plan explains a trade-off and offers a sequence of actions, which can help school leaders judge whether the proposal deserves funding.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the main audience for this proposal? Give one phrase from the passage that supports your answer.

2. How does defining “canopy” in paragraph 1 make the proposal more effective for its audience?

3. What does the 20 to 45 degree range contribute to the proposal, and what does the two-benches comparison contribute?

4. Why does paragraph 3 acknowledge that new trees need time to grow before giving its recommendation?

3 YOUR TURN

Your own words

Write a three-sentence proposal to school leaders for one campus improvement. Include one concrete fact or measured detail, one comparison or cause-and-effect explanation, and one limitation or trade-off followed by a realistic response.

ANSWER KEY

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GRADE 10 · 10.T.T.2

PART 1 · READ AND MARK

Underline the definition in paragraph 1, circle the numerical evidence and comparison in paragraph 2, and number the first two sentences of paragraph 3. These techniques help make the shade-tree proposal clear and credible for school leaders. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the main audience for this proposal? Give one phrase from the passage that supports your answer.	**School leaders or campus decision makers. Supporting phrases include "campus planning," "decision makers," and "judge whether the proposal deserves funding."**
2	How does defining "canopy" in paragraph 1 make the proposal more effective for its audience?	**The definition makes the tree term clear, so readers can understand how leaves and branches block sunlight before it heats surfaces.**
3	What does the 20 to 45 degree range contribute to the proposal, and what does the two-benches comparison contribute?	**The range provides measurable evidence that shade can cool surfaces. The bench comparison helps readers picture the difference between shade and full sun.**
4	Why does paragraph 3 acknowledge that new trees need time to grow before giving its recommendation?	**Acknowledging the limitation makes the writer seem realistic and credible, then the temporary shade sails offer a practical response while trees grow.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

School leaders should replace the oldest hallway fixtures with LED lighting, because the U.S. Department of Energy reports that LEDs use at least 75 percent less energy than incandescent lighting. Like trading a leaking bucket for a sealed one, this change wastes less electricity and can lower energy costs. The project may cost money at first, so the school could replace fixtures in stages, beginning with lights used for the longest hours.

Accept responses that accurately identify the audience and explain how each technique serves the proposal's purpose. For Part 3, accept any three-sentence proposal that includes all required techniques and uses a realistic, factually sound detail.