Shade With Purpose

Analyze how a persuasive letter guides a school board.

7.P.AC.1.a "Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the writer's claim and the evidence used to support it. Circle the rhetorical question, then number 1 and 2 beside two phrases that show the writer understands the school board's concerns.

A Letter About Shade

1 To the Riverview School Board, please add shade sails above the benches beside the east playground. During the first week of September, the student council checked the temperature there at lunch for five days. The pavement measured 96 degrees or higher each day, while the nearby covered entryway was cooler. Students who want fresh air often crowd into that small entryway instead. A shaded seating area would give more students a comfortable place to eat, talk, or read outside.

2 Board members must make careful choices about safety and spending. Shade sails are a practical first step because they can cover the existing benches without changing the playground's layout. The student council is not asking for an expensive new building. We are asking for a small improvement that uses a space students already choose. Would you rather see students squeezed near one covered doorway when the benches could become useful again? This plan respects the budget while answering a daily need.

3 Please place the shade-sail proposal on the October meeting agenda and invite two student council members to explain the temperature checks. Their brief report will let you examine the evidence and ask questions before voting. This request is not about making our campus look fancy. It is about making a familiar lunch spot usable on hot days. By choosing a modest solution now, the board can show students that careful observations lead to sensible changes.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is the writer's main claim, and who is the target audience?

2. How does the temperature evidence in paragraph 1 support the writer's purpose?

3. Why does the writer mention spending, the existing benches, and an expensive new building in paragraph 2?

4. What effect is the rhetorical question in paragraph 2 likely meant to have on the school board?

3 YOUR TURN

Your own words

Write exactly three sentences to school leaders proposing one school improvement. State a clear claim, include a rhetorical question, and explain one likely benefit without using statistics or outside facts.

ANSWER KEY

Shade With Purpose

GRADE 7 · 7.P.AC.1.a

PART 1 · READ AND MARK

Underline the writer's claim and the evidence used to support it. Circle the rhetorical question, then number 1 and 2 beside two phrases that show the writer understands the school board's concerns. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is the writer's main claim, and who is the target audience?	**The writer claims that Riverview should add shade sails over the east playground benches. The target audience is the Riverview School Board.**
2	How does the temperature evidence in paragraph 1 support the writer's purpose?	**It shows that the benches become very hot at lunch, supporting the purpose of persuading the board to provide shade.**
3	Why does the writer mention spending, the existing benches, and an expensive new building in paragraph 2?	**These details address the board's likely concerns about cost and practicality. They present shade sails as an affordable, manageable solution.**
4	What effect is the rhetorical question in paragraph 2 likely meant to have on the school board?	**It asks board members to picture students crowded by one doorway and encourages them to see shade sails as the better choice.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

School leaders, please add a quiet lunch table in the library. Where can students go when they need a calmer lunch setting? This small change could give students a place to eat and prepare for the afternoon.

Accept equivalent explanations that connect a specific rhetorical choice, such as evidence, audience awareness, a rhetorical question, or a call to action, to the letter's persuasive purpose. For the open response, check for exactly three sentences, a claim, a rhetorical question, and a reasonable likely benefit.