

Shade by Design

Analyze how an informational article uses evidence and structure.

7.T.T.2.a "Analyze expository techniques used to present and design content, including main ideas, facts, statistics, key details, information from text features, and a sense of closure. (I)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the main idea in each paragraph, circle facts or statistics, and box the Data Snapshot. These marks will help you notice how the article presents its ideas and evidence.

Cooling the Schoolyard

- ① On a hot afternoon, a schoolyard can feel much warmer than a nearby park. Asphalt and dark roofs absorb sunlight, then release heat slowly. This effect is called an urban heat island. Trees, grass, and shade structures can lower surface temperatures by blocking sunlight and cooling the air around them. For students, a cooler outdoor space can make recess and walking between classes more comfortable. Planning shade is not only about appearance, it is a practical response to rising heat.
- ② Data Snapshot: According to the U.S. Environmental Protection Agency, surfaces in shade can be 20 to 45 degrees Fahrenheit cooler than unshaded surfaces. This range shows why shade can matter during a heat wave. A bench beneath a tree may feel far cooler than one beside a blacktop court. When planners choose locations for new trees or canopies, they can use this evidence along with maps of the schoolyard's sunniest areas during the school day.
- ③ Small changes can build a cooler schoolyard over time. First, a school community can map the places where students wait, eat, or play in direct sun. Then, planners can protect existing trees and add shade where it will help most. These steps connect the article's problem, evidence, and solution. A cooler schoolyard will not remove every hot day, but it can reduce heat exposure and make outdoor time more comfortable for students each school day in summer.

2 ANSWER WITH EVIDENCE Use the passage

1 What is the main idea of the first paragraph? Explain how two details support it.

2 What information does the Data Snapshot give? How does its label help the reader?

3 Which detail helps readers picture the statistic in the Data Snapshot? Explain how that detail supports the author's point.

4 How does the final paragraph create a sense of closure? Use one action and one outcome from the paragraph in your answer.

3 YOUR TURN Your own words

Write a 60-80-word mini article that proposes one improvement for your school. Include a clear main idea, one accurate fact or statistic inside a labeled text feature, one key detail, and an ending that shows why the improvement matters.

PART 1 • READ AND MARK

Underline the main idea in each paragraph, circle facts or statistics, and box the Data Snapshot. These marks will help you notice how the article presents its ideas and evidence. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the main idea of the first paragraph? Explain how two details support it.	Schoolyards can become very hot, and adding shade is a practical solution. Asphalt and dark roofs absorb and release heat, while trees and shade structures block sunlight and cool the area.
2	What information does the Data Snapshot give? How does its label help the reader?	It says shaded surfaces can be 20 to 45 degrees Fahrenheit cooler than unshaded surfaces. The label separates the important statistic and makes it easy to find quickly.
3	Which detail helps readers picture the statistic in the Data Snapshot? Explain how that detail supports the author's point.	The comparison between a bench beneath a tree and one beside a blacktop court helps readers imagine how much cooler shade can feel.
4	How does the final paragraph create a sense of closure? Use one action and one outcome from the paragraph in your answer.	It ends with actions such as mapping sunny areas and adding shade, then explains the outcome that outdoor time can become more comfortable and reduce heat exposure.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Hallway Water Stations Installing water refill stations could help students get water between classes without visiting a distant fountain. Data Note: One liter equals 1,000 milliliters, so a station that measures liters can show how much water it provides. Placing stations near busy hallways would make them easy to use. This change would give students a practical way to refill bottles during the school day.

Accept equivalent statements of the passage's main ideas and reasonable explanations of how the article's design helps readers. For Part 3, check for all required elements, factual accuracy, and a conclusion that connects to the proposed improvement.