A Shadier Recess

Study how a letter uses research to support a request.

4.W "Students research and write for various purposes using processes and applying their knowledge of language and sentence structure."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two facts the writer credits to named sources. Circle the sentence that connects a researched fact to what students feel on the playground.

A Letter to Principal Lee

1. Principal Lee, our playground has a sunny corner where students wait for their turn on the swings. I think we should add a shade sail near that spot. According to the Centers for Disease Control and Prevention, shade can lower our exposure to the sun's ultraviolet rays. A shade sail would give children another place to step out of direct sunlight during recess.

2. I also read on the Environmental Protection Agency's website that shade keeps surfaces cooler by blocking sunlight. That fact matters when the blacktop feels hot beneath our shoes. A shade sail would cover part of the waiting area without taking away space for games. It could help make that busy corner more comfortable, especially on warm, sunny days.

3. Could our school consider placing a shade sail by the swings? Before choosing a spot, we could watch where the sun falls during recess and measure the waiting area. Students could record what they notice and share their notes with you. This plan uses information from trusted sources and observations from our own playground. Thank you for considering a cooler place for students to wait.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which two sources does the writer name? How does naming them strengthen the letter?

2. How does the writer connect the fact from the Environmental Protection Agency to the playground?

3. The writer says, “Before choosing a spot, we could watch where the sun falls during recess and measure the waiting area.” Why does the writer put “Before choosing a spot” first?

4. Which sentence in the final paragraph asks Principal Lee to take action? Why does its wording fit a letter to a principal?

3 YOUR TURN

Your own words

Write a five-sentence paragraph to Principal Lee proposing a way other than a shade sail to make recess more comfortable. Use one researched fact from the letter in your own words, add a real or imagined playground observation, and end with a polite request.

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PART 1 · READ AND MARK

Underline two facts the writer credits to named sources. Circle the sentence that connects a researched fact to what students feel on the playground. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which two sources does the writer name? How does naming them strengthen the letter?	**The writer names the Centers for Disease Control and Prevention and the Environmental Protection Agency. Naming them shows where the facts came from.**
2	How does the writer connect the fact from the Environmental Protection Agency to the playground?	**The writer links the fact that shade keeps surfaces cooler to the hot blacktop beneath students' shoes.**
3	The writer says, “Before choosing a spot, we could watch where the sun falls during recess and measure the waiting area.” Why does the writer put “Before choosing a spot” first?	**It shows that watching the sunlight and measuring the area should happen before the school decides where to put the shade sail.**
4	Which sentence in the final paragraph asks Principal Lee to take action? Why does its wording fit a letter to a principal?	**“Could our school consider placing a shade sail by the swings?” It makes a polite request rather than giving the principal an order.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Principal Lee, I suggest planting a tree beside the playground benches. At recess, students sometimes sit on those benches while they wait for friends. The Centers for Disease Control and Prevention explains that shade can reduce exposure to the sun's ultraviolet rays. A tree could provide a shady spot for students who need a break, although it would take time to grow. Would you consider asking a local tree expert where a tree could safely be planted?

For the marking job, accept the two facts attributed to named sources and the sentence beginning “That fact matters.” For the writing task, accept any different, workable proposal that meets all four stated writing requirements.