Evidence for Cooler Spaces

Study how a writer uses sources and details to develop a topic.

8.W.2.b "Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each named source, underline one useful detail from each source, and number the details to show the order in which the writer uses them.

Why Shade Is Only Part of the Plan

1 On a July afternoon, a bus stop beside a parking lot can feel hotter than a nearby grassy field. The National Oceanic and Atmospheric Administration (NOAA) explains that pavement and buildings absorb sunlight and release stored heat later. This process helps create an urban heat island, an area warmer than the land around it. The Environmental Protection Agency (EPA) notes that roads and roofs often replace plants in cities. Together, these details explain why a block with little greenery can stay warm even after the sun goes down.

2 Trees can help, but saying "trees make cities cooler" leaves readers with questions. The EPA explains that leaves provide shade and that trees release water vapor, which cools the surrounding air as the water evaporates. Imagine two benches on the same block: one sits under a leafy tree, while the other faces the open sky. The first bench receives less direct sunlight, a concrete example of how shade changes a person's experience. These details explain both a cooling process and a place where it matters.

3 Shade alone does not erase the danger of a heat wave. The Centers for Disease Control and Prevention (CDC) advises people to drink plenty of fluids and stay in air-conditioned places during extreme heat. That advice matters when planning a schoolyard: a tree can make a waiting spot more comfortable, but students still need access to water and a cool indoor space. Using the CDC's health guidance alongside the EPA's explanation of shade gives readers a fuller picture than either source provides by itself.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which detail from NOAA helps explain why a city block may stay warm after sunset? Explain the connection.

2. Which EPA detail explains how trees can cool air beyond the area directly beneath their leaves?

3. How does the example of the two benches make the explanation of shade more concrete?

4. Why does the writer add CDC guidance to the EPA information in the final paragraph?

3 YOUR TURN

Your own words

Write one informative paragraph of five to six sentences about how a school could make an outdoor lunch area safer on very hot days. Use relevant information from two named sources in the passage, add one new, specific detail about your proposed lunch area, and explain how the evidence supports your plan.

ANSWER KEY

Evidence for Cooler Spaces

GRADE 8 · 8.W.2.b

PART 1 · READ AND MARK

Circle each named source, underline one useful detail from each source, and number the details to show the order in which the writer uses them. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which detail from NOAA helps explain why a city block may stay warm after sunset? Explain the connection.	**Pavement and buildings release heat they absorbed earlier, so the block can remain warm after sunset.**
2	Which EPA detail explains how trees can cool air beyond the area directly beneath their leaves?	**Trees release water vapor. As the water evaporates, it cools the surrounding air.**
3	How does the example of the two benches make the explanation of shade more concrete?	**It shows two places a person could sit and helps readers picture how a tree shields one bench from direct sunlight.**
4	Why does the writer add CDC guidance to the EPA information in the final paragraph?	**The CDC guidance shows that shade is not enough during extreme heat. People also need fluids and access to a cool indoor place.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school could place lunch tables beneath trees and keep the cafeteria open as an indoor option on very hot days. The EPA explains that trees provide shade and release water vapor that cools the air. For example, tables near the south fence could sit beneath new trees rather than in direct sunlight. The CDC advises people to drink plenty of fluids and spend time in air-conditioned places during extreme heat. A water refill station beside those tables and access to the cafeteria would address needs that shade alone cannot meet.

Accept accurate paraphrases of the passage. For the paragraph, look for five to six sentences, relevant information attributed to two named sources, a specific new detail, and an explanation connecting the evidence to the plan.