Shade or Space?

Trace how an argument uses evidence and answers an opposing view.

6.P.4.1.B "Compose argumentative written products by introducing a claim, recognizing an opposing viewpoint, and organizing evidence and reasoning from credible sources."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the writer's claim, circle the opposing viewpoint, and number the EPA and CDC facts in the order they appear. Use your marks to follow how the writer supports the plan and addresses a concern.

A Cooler Schoolyard

(1) At Juniper Middle School, a single oak shades one corner of a wide, paved yard. At lunch, students crowd under its branches while the center stays sunny. Our school should plant several more trees along the fence, leaving the middle of the yard open. This plan would give students more places to cool off. The U.S. Environmental Protection Agency (EPA) explains that trees cool nearby areas by blocking sunlight and releasing water from their leaves. A row of trees could make the yard more comfortable on hot days.

(2) Some students disagree. They say trees would take away space for running games, and that concern matters. The Centers for Disease Control and Prevention (CDC) recommends that children and teens ages 6 through 17 get at least 60 minutes of physical activity each day. Recess gives students a chance to move toward that goal. Planting trees across the center of the yard could break up the space needed for tag or soccer. Any plan for shade should protect room for active play.

(3) That is why the fence line is a better place for new trees than the center of the yard. Trees there could shade students who want to rest, while leaving the broad middle open for games. The EPA's information supports the need for cooler spots, and the CDC's guidance supports keeping space to move. Both sources come from public agencies, not a tree seller. The school would still need to choose safe planting spots and care for young trees. With that planning, shade and play can share the yard.

2 ANSWER WITH EVIDENCE

Use the passage

1. What claim does the writer introduce about the schoolyard?

2. How does the EPA fact support the writer's claim?

3. What opposing viewpoint does the writer recognize, and how does the CDC fact strengthen it?

4. How does the final paragraph answer the opposing viewpoint while using both sources?

3 YOUR TURN

Your own words

Write five or six sentences arguing for a different plan for Juniper's yard, not planting trees along the fence. State your claim, recognize an opposing view, and use facts from both the EPA and CDC to explain why your plan could work.

ANSWER KEY

Shade or Space?

GRADE 6 · 6.P.4.1.B

PART 1 · READ AND MARK

Underline the writer's claim, circle the opposing viewpoint, and number the EPA and CDC facts in the order they appear. Use your marks to follow how the writer supports the plan and addresses a concern. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What claim does the writer introduce about the schoolyard?	**The school should plant more trees along the fence while leaving the middle of the yard open.**
2	How does the EPA fact support the writer's claim?	**The EPA says trees cool nearby areas by blocking sunlight and releasing water from their leaves. That supports planting trees to give students cooler places in the yard.**
3	What opposing viewpoint does the writer recognize, and how does the CDC fact strengthen it?	**Some students worry that trees would take away space for running games. The CDC recommends at least 60 minutes of daily physical activity for ages 6 through 17, so keeping room to play matters.**
4	How does the final paragraph answer the opposing viewpoint while using both sources?	**It proposes planting along the fence so trees can provide cooling, as the EPA explains, while the open middle preserves room for the activity supported by the CDC's guidance.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Juniper should put a few benches under the oak instead of planting trees along the fence. The EPA says trees cool nearby areas by blocking sunlight and releasing water from their leaves, so the benches would offer a cooler place to rest. Some students might say benches would take away space for games. The CDC recommends at least 60 minutes of daily physical activity for ages 6 through 17, so that concern matters. The school could place the benches near the trunk and leave the middle of the yard open for running. This plan offers a cooler rest area without giving up the main play space.

Accept different plans if the response makes a clear claim, accurately uses facts from both named sources, recognizes an opposing view, and explains how the plan addresses it. For the marking job, students should identify the fence-line planting claim, the concern about losing game space, and the EPA fact before the CDC fact.