

Shade and Signal

Compare persuasive choices, then use them in your own proposal.

8.9 "Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline a figurative comparison in Text A, circle the contrasting seat counts, and box the quoted popularity claim. Notice the actual heading and compare the two authors' priorities.

Two Views of One Courtyard

Text A • SHADE MAKES SPACE

Fictional student editorial: At noon our courtyard feels like an oven. In the student council's single Tuesday 12:15 p.m. snapshot, all 12 shaded seats were occupied and all 24 sunlit seats were empty. I propose reviewing a small shade-sail option above one seating area. The empty tables and crowded shade suggest that location may matter, though one snapshot cannot explain every student's choice.

Some adults prefer the open sky. Yet offering shade is like offering a quiet corner in a library: a choice for some does not remove everyone else's options. Keep an uncovered area, request installation and maintenance estimates, and observe use on more days before deciding. A friend argues, "Everyone cheered at the assembly, so the sails must be the right purchase." Applause alone cannot settle cost or usefulness.

Text B • Count the Cost First

Fictional letter to the editor: Your shade proposal is appealing, but our school also has damaged courtyard benches. A roof of fabric cannot repair a broken seat. Before choosing sails, compare the cost of fixing benches with the cost of adding shade. Your single observation starts a useful question; it does not show whether heat, class schedules or something else left those tables empty. Let the evidence guide spending, even if the popular choice must wait.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How do Text A's heading and problem-to-proposal structure support its purpose?

2 Explain the effect of the library analogy. Why is it not proof that shade sails will work?

3 Compare the voices and priorities in Texts A and B, using a phrase from each.

4 Why is the friend's claim a bandwagon appeal, and how do both authors resist that reasoning?

3 YOUR TURN

Your own words

Write a 90–110-word, two-paragraph proposal about the fictional courtyard, with an uppercase title. Use an analogy and a contrast in paragraph 1. In paragraph 2, address an opposing priority with a response using the supplied evidence and its limits. End with a practical next step; do not invent additional findings. The title is outside the word count.

Compose two paragraphs

Put your uppercase title on its own line and leave a blank line between paragraphs. Use 90-110 body words; connect evidence to a qualified response.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PART 1 • READ AND MARK

Underline a figurative comparison in Text A, circle the contrasting seat counts, and box the quoted popularity claim. Notice the actual heading and compare the two authors' priorities. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How do Text A's heading and problem-to-proposal structure support its purpose?	The uppercase heading attracts attention and frames shade as creating usable space. The editorial moves from a vivid problem and limited observation to a proposal, counterargument and investigation plan.
2	Explain the effect of the library analogy. Why is it not proof that shade sails will work?	It frames shade as adding an option rather than removing open space, making the proposal seem reasonable. Similarity to a library does not establish courtyard use, safety or cost.
3	Compare the voices and priorities in Texts A and B, using a phrase from each.	A's "oven" image and "SHADE MAKES SPACE" sound urgent and hopeful about shade. B's "Count the Cost First" and broken-seat comparison sound cautious and emphasize repairs and spending. Both ask for more evidence.
4	Why is the friend's claim a bandwagon appeal, and how do both authors resist that reasoning?	It treats cheering as proof of a good purchase. A rejects applause alone and asks for estimates and observations; B says evidence should guide spending even if the popular choice waits.

PART 3 · YOUR TURN (SAMPLE ANSWER)

SHADE WITH A PLAN

Please investigate shade above one courtyard seating area. The student council's Tuesday snapshot found all 12 shaded seats occupied while 24 sunlit seats were empty. Shade could offer a quiet-corner kind of choice: students could select shelter or open sky.

Some readers prefer repairing benches first. That concern deserves a cost comparison, but the occupied shade and empty sunlight also justify investigating location. One observation does not prove why students chose those seats. Collect counts on more days and compare repair, installation and maintenance estimates before approving a purchase. Applause can express enthusiasm; it cannot establish which option works best.

TEACHER ASSESSMENT NOTES

This is focused practice in selected parts of the broad craft standard, not an assessment of every listed device. Require analysis of effects, not merely device names. The seat counts are one fictional simultaneous snapshot, not a causal finding or all-day pattern. Text B questions priorities without denying the observation. Accept different recommendations when supported. The model has two visibly separate body paragraphs and an uppercase title. Its library-based comparison is an analogy, not empirical proof; its contrast uses the actual shaded/sunlit counts.