Before the Roof

Trace how a writer's goal shapes an explanation of a proposed experiment.

9-10.RST.6 "Analyze how the author's purpose or point of view shapes the style and content when providing an explanation, describing a procedure, or discussing an experiment in a text."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two phrases that reveal the writer's goal or viewpoint, circle two procedure details that serve that goal, and number one limitation the writer includes to keep the claim measured.

A Cooler Roof? Test It First

1 At noon, the dark roof above our school library can feel like a griddle. That image is not a temperature reading, but it explains why I, the district facilities manager, want to test a lighter roof coating. Light-colored coatings generally reflect more sunlight than dark ones, which can reduce the heat a roof absorbs. I am not asking the district to repaint every building tomorrow. I am asking for a small trial before we spend public money. To make that case, I will show what a simple comparison can reveal and what it cannot.

2 In the proposed trial, we would paint the outside of two identical metal cans with the same brand of coating, one white and one black. Each can would hold the same amount of water at the same starting temperature. We would set them side by side in direct sunlight and measure the water temperature every ten minutes for an hour. Matching the cans, water, and location helps isolate coating color as the variable. I include these details so the school board can judge whether a difference in water temperature would mean more than a lucky placement.

3 Even if the white can warms more slowly, a small metal can is not a school roof. Roof insulation, weather, and coating durability would all affect a building's results. A white can heating more slowly would support testing a white coating on one roof, not prove that every white roof saves money. That is why I end with a limited request: fund a one-building pilot and track indoor temperatures and cooling costs through the summer. A confident sales pitch might leave out these limits. I would rather give the board a reason to investigate than a promise it cannot check.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does the writer compare the library roof to a griddle, then say the image is not a temperature reading? Explain how both choices serve the writer's purpose.

2. How do two specific choices in the can procedure help the writer make a case to the school board?

3. Why does the writer explain that a can is not a school roof? Connect that limitation to the action the writer requests.

4. How does the passage's order, from the library roof to the can procedure to the pilot request, support the writer's goal?

3 YOUR TURN

Your own words

Imagine a paint salesperson rewrites this text to seek an immediate district-wide order. In three or four sentences, explain how that purpose might change the treatment of one procedure detail and one limitation from the passage, and describe a change in tone.

Before the Roof

PART 1 · READ AND MARK

Underline two phrases that reveal the writer's goal or viewpoint, circle two procedure details that serve that goal, and number one limitation the writer includes to keep the claim measured. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does the writer compare the library roof to a griddle, then say the image is not a temperature reading? Explain how both choices serve the writer's purpose.	**The griddle image makes the heat problem vivid. Calling it an image rather than a measurement shows caution, supporting the writer's request for a test.**
2	How do two specific choices in the can procedure help the writer make a case to the school board?	**Using identical cans and equal amounts of water makes coating color easier to isolate. These details help the board judge whether the comparison is worth using to plan a trial.**
3	Why does the writer explain that a can is not a school roof? Connect that limitation to the action the writer requests.	**The can test cannot establish how a coating will perform on a building. That limit supports a one-building pilot rather than repainting every roof.**
4	How does the passage's order, from the library roof to the can procedure to the pilot request, support the writer's goal?	**The writer first establishes a reason to investigate, then offers a way to test the idea, and finally asks for a limited next step. The order makes the request follow from the evidence and its limits.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A paint salesperson might stress that the two cans receive equal amounts of water and sunlight, making the procedure sound like decisive proof. They might downplay the warning that a can is not a roof, even though insulation and weather could change the results. Their tone would likely be more certain than the manager's cautious request for a one-building pilot.

Accept other supported explanations of how the facilities manager's limited goal shapes the passage's imagery, procedure, qualifications, or order. For Part 3, look for a plausible contrast in the treatment of both a procedure detail and a limitation, plus a change in tone.