

Shade and Signal

Analyze how a proposal uses structure and language to persuade.

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 one figurative comparison, circle words that show a contrast or an opposing viewpoint, and number the paragraphs in the order the writer builds the argument.

A COOLER COURTYARD

- ① At noon, our school courtyard becomes an oven. Students press against the thin strips of shade beside the building, while the wide tables sit empty in the sun. I propose adding shade sails above two seating areas. The sails would not be decorations. They would be a roof of fabric, turning the courtyard from a place students rush through into a place where they can read, eat, and talk. A cooler courtyard would make our shared space usable for more of the day.
- ② Some adults may worry that shade sails will make the courtyard feel closed. Yet a courtyard with empty tables is not truly open to students. The proposal does not ask us to choose between sunlight and safety, just as a library does not ban voices when it provides quiet corners. It gives people a choice. It seems odd to call the current courtyard welcoming when students flee it at lunch. The plan recognizes both viewpoints, but it argues that a space belongs to students only when they can actually use it.
- ③ Start with a small step. The principal can ask a facilities worker for estimates, and the student council can survey lunch-time use. Then the school community can compare costs with benefits before deciding. A bright poster heading, SHADE MAKES SPACE, would help readers notice the proposal's main idea, but a slogan is not proof. We should not approve sails simply because many people clap at an assembly. We should approve them if the evidence shows that they will give students a safer, more useful place to gather.

2 ANSWER WITH EVIDENCE Use the passage

1 What is the author's purpose, and what message does the author communicate about the courtyard?

2 How does the three-paragraph structure strengthen the author's argument?

3 How does the comparison between shade sails and a library's quiet corners support the author's purpose?

4 How do the uppercase heading SHADE MAKES SPACE and the statement about applause influence readers?

3 YOUR TURN Your own words

Write a 90 to 110 word, two-paragraph proposal for one improvement at school. Include an uppercase title, an analogy, a contrast, an opposing viewpoint, and an evidence-based response to that viewpoint.

PART 1 • READ AND MARK

Underline one figurative comparison, circle words that show a contrast or an opposing viewpoint, and number the paragraphs in the order the writer builds the argument. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the author's purpose, and what message does the author communicate about the courtyard?	The author aims to persuade the school to add shade sails. The message is that the courtyard should be usable and safe for students throughout more of the day.
2	How does the three-paragraph structure strengthen the author's argument?	The first paragraph presents the problem and solution, the second addresses an opposing view, and the third gives steps for making an evidence-based decision.
3	How does the comparison between shade sails and a library's quiet corners support the author's purpose?	It shows that adding shade does not take away sunlight for everyone. Like quiet corners in a library, shade gives people an additional choice.
4	How do the uppercase heading SHADE MAKES SPACE and the statement about applause influence readers?	The uppercase heading catches attention and states the main idea. The statement about applause warns readers not to accept a bandwagon appeal and to rely on evidence instead.

PART 3 • YOUR TURN (SAMPLE ANSWER)

QUIET CORNERS Our cafeteria needs one quiet corner for students who need a calmer lunch. Now, a student can sit in a crowded room or eat outside, even in bad weather. A quiet corner would work like a charging station, giving students a place to reset before afternoon classes. Some people may say the corner would make lunch less social. Instead, it would offer another choice, not silence for everyone. The school can survey students and track how often the space is used for one month. We should decide from those results, not from the loudest applause.

Accept equivalent explanations that use details from the passage. For the writing task, accept different school improvements if the response includes all required craft moves and uses evidence rather than popularity alone.