# Shade With Purpose

Analyze how a model argument builds a focused, evidence-based case.

**12.W.2** "Organization and Composition Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing)..."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline the thesis, circle each source citation, and write C beside each claim and CC beside the counterclaim. These marks help you trace how the writer develops and supports a position.

### Trees Are Public Infrastructure

1 On a July afternoon, a bus stop can feel like an oven, especially when the nearest shade is blocks away. Cities should treat tree planting as essential public infrastructure, not as a decorative extra. Trees can lower surface and air temperatures, reduce stormwater runoff, and make walking safer during heat waves. For residents who wait for buses, cross wide intersections, or live in apartments without reliable air conditioning, these benefits affect daily health. A city budget that funds shade along streets and at transit stops would protect people while improving neighborhoods.

2 Evidence suggests that targeted planting can address an unequal burden. The U.S. Environmental Protection Agency explains that trees and vegetation cool urban areas by shading surfaces and releasing water vapor, a process called evapotranspiration (EPA, 2008). That finding matters because asphalt and concrete store heat long after sunset, leaving pedestrians exposed on evening trips. In a 2019 study in Madison, Wisconsin, researchers found that daytime summer temperatures dropped sharply where tree canopy covered at least 40 percent of an area (Ziter et al., 2019). Together, these sources support directing planting first toward exposed sidewalks, school routes, and bus stops rather than scattering trees where shade already exists.

3 Critics may argue that new trees are expensive to buy, water, and maintain, particularly when cities face urgent housing and transit needs. That concern deserves a practical response, not dismissal. Last August, as I stepped from a shaded library entrance onto an unshaded sidewalk, heat rose through my shoes within seconds. A phased program could begin with drought-tolerant species at the hottest transit corridors, then measure survival, canopy cover, and neighborhood temperatures. By pairing planting with maintenance funds and community input, the city can avoid neglected saplings while making a limited investment serve those facing the greatest heat.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. State the writer's thesis in your own words.

2. How does the writer introduce and explain the EPA evidence instead of dropping in a quotation or fact alone?

3. How do the EPA source and the Ziter et al. study work together to support the writer's recommendation?

4. How does paragraph 3 address a counterclaim, and why does its placement strengthen the argument?

## 3 YOUR TURN

Your own words

Write one 120 to 150 word argument paragraph about a local school or community issue. Include a clear thesis, two claims supported by evidence from two credible sources with citations, a counterclaim and response, a transition, and one concrete or narrative detail.

ANSWER KEY

# Shade With Purpose

GRADE 12 · 12.W.2

## PART 1 · READ AND MARK

Underline the thesis, circle each source citation, and write C beside each claim and CC beside the counterclaim. These marks help you trace how the writer develops and supports a position. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | State the writer's thesis in your own words. | **Cities should fund tree planting as essential public infrastructure, especially along streets and at transit stops.** |
| 2 | How does the writer introduce and explain the EPA evidence instead of dropping in a quotation or fact alone? | **The writer names the EPA, explains that trees cool through shade and evapotranspiration, and connects that evidence to heat stored by asphalt and concrete on evening trips.** |
| 3 | How do the EPA source and the Ziter et al. study work together to support the writer's recommendation? | **The EPA source explains how trees cool urban areas, while the Ziter et al. study provides research showing lower summer temperatures where canopy cover is greater. Together, they support prioritizing shade in exposed places.** |
| 4 | How does paragraph 3 address a counterclaim, and why does its placement strengthen the argument? | **It acknowledges that trees cost money and require maintenance, then answers with a phased, measured plan. Placing this response after the evidence shows that the proposal can address a practical objection.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

High schools should begin no earlier than 8:30 a.m. because later schedules support both learning and safety. At 7:10 one winter morning, I watched students clutch coffee cups beside a dark bus stop, their faces blank with fatigue. The American Academy of Pediatrics recommends that middle and high schools start at 8:30 a.m. or later so adolescents can obtain enough sleep (AAP, 2014). This guidance connects school schedules to students' biological sleep needs. In addition, the Centers for Disease Control and Prevention reports that insufficient sleep among high school students is linked with health and safety risks (CDC, 2024). Critics note that later bells can complicate sports and family schedules. However, districts can adjust practice times and bus routes, so logistical concerns do not outweigh students' need for alert, healthy school days.

Accept accurate paraphrases of the thesis and explanations that identify the role of evidence, counterclaim, and sequence. For the writing task, accept varied positions when the response meets the word count and includes all required elements with relevant, cited evidence.