

Cooler Than Concrete

A model text for studying clear revisions and connected paragraphs.

8.W.3.A "Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Circle each transition word or phrase, underline two precise details that clarify the plan, and label one short sentence S and one longer sentence L. These marks help you notice how writers make ideas clear and connected.

A Cooler Schoolyard

- ① The blacktop behind Riverbend Middle School absorbed sunlight all afternoon. By dismissal, its surface could be far hotter than the air, so students avoided it during outdoor club meetings. Science teacher Ms. Ortiz and a group of students measured temperatures at four spots. The shaded bench was coolest, while the open court was hottest. Their data showed a clear problem: the schoolyard offered little relief from summer heat. The group decided to investigate practical ways to cool the space.
- ② First, students studied options that could lower surface temperatures. Planting shade trees would help over time, but young trees need years to grow broad canopies. Therefore, the group proposed shade sails above two seating areas. These fabric coverings block direct sunlight and can be installed more quickly than mature trees can grow. In addition, the students suggested replacing one small section of blacktop with light-colored paving. Because lighter surfaces reflect more sunlight, they usually stay cooler than dark asphalt.
- ③ To turn ideas into action, the group presented costs, sketches, and temperature data to the principal. The principal approved a trial shade sail near the bus entrance. Next, students will record temperatures there and on an uncovered section for six weeks. They will also ask classmates whether the shaded area feels more comfortable. If the results show a meaningful difference, the school can use the evidence to plan additional improvements. This project begins with a hot patch of pavement, yet it may create a cooler place for everyone.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What two specific changes in paragraph 2 make the general phrase “practical ways” from paragraph 1 clearer?

2 The phrase “To turn ideas into action” opens paragraph 3. How does this transition connect paragraph 3 to paragraph 2?

3 In paragraph 3, copy the phrase that gives a precise list instead of saying only “information.” Why is this word choice clear?

4 How does the sentence beginning “If the results” differ from the sentence beginning “Next, students will record temperatures”?

3 YOUR TURN _____ Your own words

Write a three-paragraph, 90-to-110-word proposal for one improvement at your school. After drafting, revise it to include a transition at the start of paragraphs 2 and 3, precise details, one short sentence, and one sentence that begins with “If.”

PART 1 • READ AND MARK

Circle each transition word or phrase, underline two precise details that clarify the plan, and label one short sentence S and one longer sentence L. These marks help you notice how writers make ideas clear and connected. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What two specific changes in paragraph 2 make the general phrase “practical ways” from paragraph 1 clearer?	Installing shade sails above seating areas and replacing part of the blacktop with light-colored paving.
2	The phrase “To turn ideas into action” opens paragraph 3. How does this transition connect paragraph 3 to paragraph 2?	Paragraph 2 gives possible cooling solutions, and paragraph 3 explains how the group begins carrying out a solution.
3	In paragraph 3, copy the phrase that gives a precise list instead of saying only “information.” Why is this word choice clear?	“costs, sketches, and temperature data.” It clearly names the three kinds of material presented to the principal.
4	How does the sentence beginning “If the results” differ from the sentence beginning “Next, students will record temperatures”?	The “If” sentence states a possible result and future outcome, while the “Next” sentence states a direct future action.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our library is noisy during lunch. Students who need a calm place to read compete with groups near the tables. A study corner beside the windows could help. It needs four chairs, two lamps, and a book cart. First, the librarian could move unused shelves to form a low divider. The divider would reduce distractions without blocking light. Then volunteers could label the cart by genre. Clear labels would help readers find books quickly. Finally, students could track the corner's use for one month. If the space stays busy, the school might add another cart. The plan is simple. It would make lunch quieter and reading easier.

Accept equivalent explanations that accurately describe the passage's connections, precise language, and sentence structures. For the open task, accept any realistic school proposal that meets the paragraph, length, transition, detail, and sentence-variety requirements.