

Shade With Purpose

Analyze how a model argument builds and supports a claim.

8.W “The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts. Modes and Purposes for Writing Write narratives to develop real or imagined experiences or to alter an existing text...”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Box the thesis, underline each fact credited to a source, circle the transitions, and bracket the counterclaim with its response to see how the argument is organized.

A Cooler Campus Plan

- ① Schools should add shaded outdoor spaces, such as trees, shade sails, or covered benches, to every campus plan. These spaces would not be decorations. They would protect students during hot days and make outdoor learning more practical. The Centers for Disease Control and Prevention explains that shade can reduce exposure to ultraviolet rays, which can damage skin. Therefore, a campus with dependable shade gives students a safer place to wait, eat, read, and exercise outside.
- ② Shade also affects the temperature of places where students gather. The Environmental Protection Agency reports that shaded surfaces can be 20 to 45 degrees Fahrenheit cooler than unshaded materials at peak temperatures. For example, a covered lunch area may stay more comfortable than a blacktop courtyard at noon. In addition, trees can cool nearby air as water evaporates from their leaves. These details show why shade is a useful health and learning resource, not merely an attractive campus feature.
- ③ Some people may argue that planting trees and building shelters costs too much. However, schools do not need to transform every area at once. They can begin by measuring the hottest gathering spots, then add shade where students spend the most time. Grants, community groups, and local tree programs may help pay for projects. In conclusion, school leaders should treat shade as a planned safety improvement because credible evidence connects it to cooler spaces and lower ultraviolet exposure.

2 ANSWER WITH EVIDENCE Use the passage

1 What is the writer's thesis, or main position, in the first paragraph?

2 Give one piece of evidence from the Centers for Disease Control and Prevention and one from the Environmental Protection Agency that support the writer's position.

3 How do the transitions "In addition" and "However" help organize the writer's ideas?

4 What counterclaim does the writer address, and how does the writer answer it?

3 YOUR TURN Your own words

Write a two-paragraph proposal of 130 to 170 words recommending one place where your school should add shade. State a clear thesis, use two details from the passage as evidence, address one counterclaim with a response, and use at least three transitions.

PART 1 • READ AND MARK

Box the thesis, underline each fact credited to a source, circle the transitions, and bracket the counterclaim with its response to see how the argument is organized. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the writer's thesis, or main position, in the first paragraph?	Schools should add shaded outdoor spaces to every campus plan.
2	Give one piece of evidence from the Centers for Disease Control and Prevention and one from the Environmental Protection Agency that support the writer's position.	The CDC says shade can reduce exposure to ultraviolet rays. The EPA says shaded surfaces can be 20 to 45 degrees Fahrenheit cooler than unshaded materials at peak temperatures.
3	How do the transitions "In addition" and "However" help organize the writer's ideas?	"In addition" adds another reason that shade is useful. "However" introduces the counterclaim about cost before the writer responds to it.
4	What counterclaim does the writer address, and how does the writer answer it?	The counterclaim is that trees and shelters cost too much. The writer responds that schools can begin with the hottest areas and may get help from grants, community groups, and local tree programs.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our school should install a shade sail over the benches beside the bus loop. First, students wait there before and after school, when the sun shines directly on the pavement. According to the Environmental Protection Agency, shaded surfaces can be 20 to 45 degrees Fahrenheit cooler than unshaded materials at peak temperatures. In addition, a sail would give students a cooler place to wait and make the benches usable for reading or meeting before class. Some people might say that a shade sail would cost money that the school needs for other projects. However, the school could start with one small structure in the area used by the most students. The Centers for Disease Control and Prevention explains that shade reduces exposure to ultraviolet rays. Therefore, the bus-loop sail would be a practical safety improvement, not simply a decoration.

Accept equivalent descriptions of the thesis, evidence, transition roles, and counterclaim response when they are supported by the passage. For the proposal, check for two paragraphs, a clear claim, two accurate passage details, a counterclaim and response, and at least three transitions.