Heat, Evidence, Action

A model briefing that connects research to a practical plan

10.CL.10 "Present research findings to peers, either formally or informally, integrating credible, accurate information from multiple sources, including diverse media."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each place the speaker names a source, circle one limit on what a source can prove, and number the two recommended actions. Use your marks to trace how the speaker turns research into advice for classmates.

Where Should We Wait?

(1) Imagine our class waiting on a paved plaza before an outdoor concert. By afternoon, the ground may feel much hotter than the grass nearby. To investigate why, I compared three kinds of evidence: an Environmental Protection Agency webpage about heat islands, thermal satellite imagery from NASA's Landsat program, and heat-safety guidance from the Centers for Disease Control and Prevention. These sources do different jobs. The EPA explains how surfaces and shade affect heat, NASA offers a way to examine surface patterns, and the CDC helps us decide what people should do.

(2) The EPA explains that pavement absorbs and holds solar energy, while trees can cool an area by shading surfaces and releasing water vapor. In Landsat thermal imagery, hotter surfaces can appear distinct from cooler ones, so a researcher could compare built areas with greener areas. But the satellite measures *surface* temperature, not the air a person breathes, and its view cannot tell us the temperature of our particular plaza on concert day. That matters: the image supports a general pattern, not a claim that I measured our school's pavement or predicted the weather.

(3) Here is my recommendation for the concert: choose a waiting area with shade, and make drinking water easy to reach. The EPA's explanation supports the shade choice because covered surfaces receive less direct sun. The CDC advises people in hot weather to drink water and spend time in cooler places; its guidance also warns that dizziness can signal heat illness. I would not promise that shade eliminates danger or that a satellite image proves our plaza is safe. Instead, we should check the local forecast and adjust the plan if conditions are severe. What would you change first?

2 ANSWER WITH EVIDENCE

Use the passage

1. What different kinds of evidence do the EPA and NASA sources contribute to the speaker's explanation?

2. What can the speaker accurately say about Landsat imagery, and what claim would go beyond its evidence?

3. How does the speaker connect two named sources to the proposed concert plan?

4. How does the speaker make this briefing useful to classmates rather than simply list sources? Give one audience-focused move and one use of research.

3 YOUR TURN

Your own words

Write a 75 to 100 word briefing for classmates planning a sports day on an asphalt court. Recommend two practical changes, connect your advice to at least two named sources from the passage, including NASA's visual evidence, and explain what that visual evidence cannot establish about sports day.

ANSWER KEY

Heat, Evidence, Action

GRADE 10 · 10.CL.10

PART 1 · READ AND MARK

Underline each place the speaker names a source, circle one limit on what a source can prove, and number the two recommended actions. Use your marks to trace how the speaker turns research into advice for classmates. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What different kinds of evidence do the EPA and NASA sources contribute to the speaker's explanation?	**The EPA webpage explains how pavement and shade affect heat. NASA's thermal imagery offers visual evidence of surface-temperature patterns.**
2	What can the speaker accurately say about Landsat imagery, and what claim would go beyond its evidence?	**It can show patterns in surface temperature. It cannot establish the air temperature at the plaza on concert day or predict that day's weather.**
3	How does the speaker connect two named sources to the proposed concert plan?	**The speaker uses the EPA's explanation of shade to support choosing a shaded waiting area and the CDC's heat guidance to support providing drinking water.**
4	How does the speaker make this briefing useful to classmates rather than simply list sources? Give one audience-focused move and one use of research.	**The speaker asks classmates to imagine waiting at the concert or asks what they would change first. The speaker then uses EPA and CDC guidance to recommend shade and water.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

For sports day, let's move the lunch break off the asphalt court and set up water stations near the shaded seats. The EPA explains that shade keeps surfaces from receiving direct sunlight, which supports the break location. NASA's Landsat thermal imagery can show broad patterns in surface temperatures, so it helps explain why paved spaces deserve attention. However, those images cannot tell us the air temperature on our court during sports day. The CDC's heat guidance supports easy access to drinking water, and we should check the forecast before finalizing the schedule.

Accept other accurate explanations grounded in the passage. For the briefing, check that two practical changes are supported by named sources, NASA's visual evidence is used accurately, and its limit is stated.