Shade With Evidence

Trace how a proposal uses two kinds of sources.

11.RL.29 "Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the writer's position, circle one detail from each source that supports it, and number the steps in the proposed plan. Use your marks to trace how the evidence leads to the solution.

A Better Place to Wait

1. At a bus stop in July, a narrow signpost may be the only shade. Cities should prioritize shade at heavily used bus stops, using trees where space allows and shelters where it does not. This is a public-health investment, not just a cosmetic improvement. A 2019 study by Carly Ziter and colleagues, published in the scholarly journal *Proceedings of the National Academy of Sciences*, examined summer temperatures in Madison, Wisconsin. The researchers found that areas with more tree canopy tended to have cooler daytime air. Their findings support planting trees near waiting areas, but they do not measure temperatures at bus stops specifically.

2. A public guide from the U.S. Environmental Protection Agency, written for communities rather than academic specialists, explains that trees cool places by blocking sunlight and releasing water vapor. The guide also describes how vegetation can reduce heat near buildings and pavement. This non-scholarly source helps turn the study's finding into a design choice: position new trees so their shade reaches the place where riders stand. A shelter can provide shade before a young tree grows tall enough to help. Neither source proves that every stop needs the same design; each site has different sidewalk space and sunlight.

3. The city should begin with stops that have long waits and little existing shade, then check whether shade reaches riders during the hottest part of the day. Planners should also keep a clear path for wheelchair users and avoid blocking drivers' views. This plan joins the study's evidence about canopy and air temperature with the EPA guide's explanation of how trees work. It also respects the evidence's limits: Madison's temperature patterns cannot predict the exact benefit at another city's stops. Measuring shade and temperature before and after installation would show whether the chosen designs actually help riders.

2 ANSWER WITH EVIDENCE

Use the passage

1. What position does the writer take, and which finding from the scholarly study supports it?

2. How does the EPA guide help the writer turn the study's finding into a design choice?

3. Why does the proposal include shelters even though both sources discuss trees?

4. What limit of the research does the writer acknowledge, and how does the final step of the plan address it?

3 YOUR TURN

Your own words

Write one paragraph of 80 to 110 words proposing a shade improvement for a public playground, not a bus stop. State a clear position, use one finding from the scholarly study and one idea from the EPA guide, explain how the sources work together, and acknowledge one limit or practical concern.

ANSWER KEY

Shade With Evidence

GRADE 11 · 11.RL.29

PART 1 · READ AND MARK

Underline the writer's position, circle one detail from each source that supports it, and number the steps in the proposed plan. Use your marks to trace how the evidence leads to the solution. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What position does the writer take, and which finding from the scholarly study supports it?	**Cities should prioritize shade at heavily used bus stops. Ziter and colleagues found that areas with more tree canopy tended to have cooler daytime air.**
2	How does the EPA guide help the writer turn the study's finding into a design choice?	**The guide explains that trees cool places by blocking sunlight and releasing water vapor. The writer uses that explanation to propose placing trees where their shade reaches waiting riders.**
3	Why does the proposal include shelters even though both sources discuss trees?	**Shelters can shade riders while young trees grow, and they offer an option where there is not enough space for trees.**
4	What limit of the research does the writer acknowledge, and how does the final step of the plan address it?	**The Madison study cannot predict the exact benefit at another city's bus stops. Measuring shade and temperature before and after installation would test whether the local designs help.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our city should plant shade trees along the west edge of the public playground so afternoon sun does not strike the climbing area as directly. Ziter and colleagues found that areas with more tree canopy tended to have cooler daytime air in their Madison study. The EPA's public guide explains how trees cool spaces through shade and water vapor. Together, these sources support a design that protects play space rather than planting trees wherever holes are easiest to dig. The study does not test this playground, so the city should measure shade here before planting.

Accept other accurate explanations of how the two sources support the proposal. For Part 3, check that the paragraph makes a distinct playground proposal, integrates both sources, and names a genuine limit or practical concern.