Evidence Out Loud

Read a public comment that turns research into a careful proposal.

12.RL.30 "Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each source attribution, circle a sentence that limits what the research can prove about this school, and number the proposed local research steps. These marks will help you trace how the speaker builds an ethical argument for the board.

A Proposal for the Bus Stop

1. Members of the school board, picture students waiting for buses on an August afternoon with no shade nearby. I am asking you to consider a small shade project at one bus stop, not claiming that every stop has the same conditions. The U.S. Environmental Protection Agency explains that trees and other vegetation can cool surfaces by providing shade and can cool air as water evaporates from leaves. That research does not measure our campus. It does, however, give us a sound reason to investigate whether shade would help at a stop where students spend time outdoors.

2. The Centers for Disease Control and Prevention explains that exposure to high temperatures can lead to heat-related illness, especially when the body cannot cool itself. Taken together, the EPA's explanation of how vegetation reduces heat and the CDC's account of heat-related health risks support a practical question: Could shade make waiting safer and more comfortable? Neither source proves that a tree at our school would prevent illness. I have not collected temperature readings or surveyed students, so I will not invent numbers or speak for every rider. That distinction matters before we spend public money.

3. I recommend that facilities staff compare temperatures in sun and shade at the stop at the same time on several school days, then ask riders where they actually wait. Staff should also check accessibility, tree care, and costs before proposing a location. This modest first step respects both the research and its limits: national guidance suggests a possible benefit, while local measurements and rider input can test whether the idea fits this site. If the evidence supports it, bring the board a specific proposal for shade, with a budget and a plan to evaluate the result.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the speaker combine the two agencies' ideas to support the proposal?

2. Identify one claim the speaker refuses to make. Why would making it be an unethical use of the research?

3. Quote a brief phrase that suits an oral presentation to the school board. Explain how it serves that audience.

4. How would the speaker's proposed local research strengthen a later decision without replacing the two agencies' research?

3 YOUR TURN

Your own words

Draft a 70 to 100 word oral pitch to the student council about adding shade to an outdoor lunch area, not a bus stop. Attribute and connect both agencies' ideas from the passage, name one limit of applying that research to the lunch area, and propose a way to gather local evidence without inventing findings.

ANSWER KEY

Evidence Out Loud

GRADE 12 · 12.RL.30

PART 1 · READ AND MARK

Underline each source attribution, circle a sentence that limits what the research can prove about this school, and number the proposed local research steps. These marks will help you trace how the speaker builds an ethical argument for the board. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the speaker combine the two agencies' ideas to support the proposal?	**The EPA explains how vegetation can reduce heat, while the CDC explains why heat poses a health risk. Together, those ideas justify investigating shade at the bus stop.**
2	Identify one claim the speaker refuses to make. Why would making it be an unethical use of the research?	**The speaker refuses to claim that a tree at the school would prevent illness. Neither source studied this bus stop or establishes that result.**
3	Quote a brief phrase that suits an oral presentation to the school board. Explain how it serves that audience.	**For example, "before we spend public money" addresses the board's responsibility for spending and makes the need for local evidence clear.**
4	How would the speaker's proposed local research strengthen a later decision without replacing the two agencies' research?	**Comparing temperatures and asking riders where they wait would provide site-specific evidence. The agencies' research explains why heat and shade matter, but not whether this location needs the proposed project.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Student council members, could more shade make our outdoor lunch area more comfortable? The Environmental Protection Agency explains that vegetation cools surfaces through shade and cools air as water evaporates from leaves. The Centers for Disease Control and Prevention explains that high temperatures can cause heat-related illness. Together, these ideas give us a reason to investigate shade, but neither agency has measured our lunch area. Before requesting a new tree, let's compare temperatures in sunny and shaded spots during lunch and ask students which areas they use. Then we can bring the school a proposal based on local evidence.

Accept other relevant phrases for question 3 if the explanation connects the wording to an oral presentation for the board. In the pitch, check for accurate spoken attribution, a connection between sources, a clear limit, and a feasible local evidence-gathering step.