From Notes to Report

Trace how a research question becomes a revised report.

7.RL.26 "Produce research writings over extended periods with time for research, reflection, and revision and within shorter time frames, with minimal guidance."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline Mira's research question, circle the source she checked, and number her short draft and later revision in the order they happened to trace how her writing developed.

Where Does Shade Matter?

1. On Monday, seventh grader Mira noticed that students crowded beneath the only tree near the basketball court. She began a weeklong research report with a question: Which places in our schoolyard might need more shade? First, she wrote down where students waited after lunch, but she did not treat her memory as proof. She checked a U.S. Environmental Protection Agency page about trees and heat. It explained that trees can cool nearby areas through shade and the release of water vapor. Mira noted the agency's name beside that finding so readers could trace it.

2. On Tuesday and Thursday, Mira took air-temperature readings at the same time in a shady spot and an open spot. She recorded the weather too, since clouds could affect her results. Her two days of readings could describe those moments, not prove that every shaded place is cooler all day. During a fifteen-minute class writing period, she drafted a short update: the federal source explained how trees cool, and her readings would help test where shade might matter at school. She saved the numbers for the full report instead of guessing at a pattern.

3. On Friday, Mira reread her draft and noticed a leap: she had written that planting a tree beside the court would solve the heat problem. Her notes did not show whether that spot had room for roots or enough water. She revised the sentence to recommend studying that location before planting. For the final report, she planned to compare her readings, cite the agency page, and explain the limits of two days of data. She also planned a labeled sketch of possible shade spots to share her findings at a student meeting.

2 ANSWER WITH EVIDENCE

Use the passage

1. What did Mira include in her fifteen-minute update, and what did she save for the longer report?

2. Which source supports Mira's explanation of how trees cool areas? How could a reader trace that finding?

3. Why would Mira's two days of readings be weak evidence for a claim about every shaded place all day?

4. How did Mira revise her claim about planting a tree, and what evidence was she missing?

3 YOUR TURN

Your own words

Write a short research pitch about a different place where shade may matter, such as a bus stop or playground. Include a focused question, a sourced fact from the passage, how you would gather and check evidence over a week, and what you would revise and share afterward.

ANSWER KEY

From Notes to Report

GRADE 7 · 7.RL.26

PART 1 · READ AND MARK

Underline Mira's research question, circle the source she checked, and number her short draft and later revision in the order they happened to trace how her writing developed. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What did Mira include in her fifteen-minute update, and what did she save for the longer report?	**She included the federal source's explanation and how her readings could help. She saved the numbers for the full report.**
2	Which source supports Mira's explanation of how trees cool areas? How could a reader trace that finding?	**She used a U.S. Environmental Protection Agency page and noted the agency's name beside the finding.**
3	Why would Mira's two days of readings be weak evidence for a claim about every shaded place all day?	**The readings describe only two moments at her chosen spots. Weather, including clouds, could affect the results.**
4	How did Mira revise her claim about planting a tree, and what evidence was she missing?	**She changed a claim that planting would solve the problem to a recommendation to study the location first. She lacked evidence about space for roots and available water.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Which bus stop near our school needs more shade while students wait? The Environmental Protection Agency finding in Mira's report says trees can cool nearby areas through shade and released water vapor. I would record shade at two bus stops at the same time on several days. I would check weather records from the National Weather Service, a government source, to see whether clouds might affect what I observed. After a week, I would revise any claim that goes beyond my observations. I would share a short report with my evidence and a labeled list of places to study further.

For the marking job, accept the question in paragraph one, the agency page, and numbers placing the fifteen-minute draft before Friday's revision. For the pitch, look for a new, focused question, an accurately attributed fact, a way to check evidence, and a realistic revision plan.