Shade, Sources, Revision

Trace a research note from quickwrite to revised claim.

8.RL.25 "Produce research writings independently over extended periods of time which encompass research, reflection, and revision and over shorter time frames."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two claims supported by research and circle the source for each. Label a short writing step S and a multi-day research step L, then box the sentence that shows reflection leading to revision.

A Cooler Wait for the Bus

1. On Monday, I had ten minutes to write a question: How could our school make the afternoon walk to the bus stop less hot? My first quickwrite blamed the black pavement. It sounded certain, but I had not checked whether pavement was the main problem. That evening, I opened a page from the U.S. Environmental Protection Agency (EPA). The EPA explains that trees cool nearby areas by providing shade and releasing water vapor. Now I had a researched idea to test, not just a complaint about the heat.

2. Over the next week, I built a research log instead of writing the whole report at once. I read guidance from the National Weather Service (NWS): to measure air temperature accurately, keep a thermometer out of direct sunlight. At the same time each afternoon, I recorded temperatures in two spots near the stop, shielding the thermometer from direct sun. I also noted where the pavement had shade. Those notes could not prove that trees caused a difference, because wind and passing clouds might change conditions.

3. On Friday, I reread my quickwrite beside my log. Because I had mistaken one hot walk for proof, I revised my claim: shade may make the wait more comfortable, but my temperature notes cannot show how much cooler it would feel. In my report, I would cite the EPA for how trees cool places and the NWS for careful temperature measurement. Next, I would ask students where they stand while waiting, then revise my proposal to place shade where people actually gather.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did the purpose of the Monday quickwrite differ from the purpose of the research log kept over the next week?

2. How did the EPA finding change what the writer could say about cooling the bus stop?

3. What weakness did the writer find in the first claim, and how did the revised claim address it?

4. Why would asking students where they stand help the writer revise the proposal?

3 YOUR TURN

Your own words

In one sitting, write a 75 to 95 word research note proposing a way to cool a bus stop. Use a source finding from the passage, pose a question to study over several days, explain what evidence you would collect, reflect on a limit of that evidence, and state one specific revision you would make after collecting it.

ANSWER KEY

Shade, Sources, Revision

GRADE 8 · 8.RL.25

PART 1 · READ AND MARK

Underline two claims supported by research and circle the source for each. Label a short writing step S and a multi-day research step L, then box the sentence that shows reflection leading to revision. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did the purpose of the Monday quickwrite differ from the purpose of the research log kept over the next week?	**The quickwrite raised a question and an untested idea. The weeklong log gathered observations to help investigate a narrower question.**
2	How did the EPA finding change what the writer could say about cooling the bus stop?	**It gave the writer a sourced reason to investigate trees: they provide shade and release water vapor.**
3	What weakness did the writer find in the first claim, and how did the revised claim address it?	**The first claim treated one hot walk as proof that pavement caused the heat. The revision says shade may help but does not claim the temperature notes prove how much cooler it would feel.**
4	Why would asking students where they stand help the writer revise the proposal?	**Their answers would show where people actually wait, helping the writer propose shade in a useful location.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Trees could make a bus stop more comfortable because the EPA says they provide shade and release water vapor. I propose planting a tree near the waiting area, but where would its shade fall when buses arrive? Over several afternoons, I would record where students stand and where the shade reaches. That record would not tell me whether students prefer shade or need room to board. If most students wait beyond the shade, I would revise my proposal by moving the planting spot closer to the waiting area.

For the marking job, accept the EPA and NWS findings as researched claims, the quickwrite as S, and the weeklong log as L. Accept other feasible proposals in Part 3 if the note includes a sourced finding, a multi-day investigation, a limitation, and a specific possible revision.