Heat Plan Evidence

Study how a model recommendation blends source material with original ideas.

10.T.RA.1.c "Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing the sources of ideas in Modern Language Association (MLA) format. (C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline every direct quotation, circle every parenthetical MLA citation, and write Q, P, or S beside each paragraph to identify its main source-use method. These marks show how the writer blends sources into an original recommendation.

A Safer Plan for Hot School Days

1. Climate plans often focus on distant dates, but students already feel hotter classrooms, bus stops, and sports fields. NASA warns that "the effects of human-caused global warming are happening now, are irreversible on the timescale of people alive today, and will worsen in the decades to come" (NASA). This evidence supports a practical school response, not panic. Our district should create shaded outdoor waiting areas and publish heat-day plans. Those steps would protect students during routine school activities while also showing that climate planning belongs in daily decisions.

2. Heat is not spread evenly across a city. The Environmental Protection Agency explains that pavement and rooftops absorb the sun's energy, making developed areas warmer than nearby places with more vegetation (United States, Environmental Protection Agency). In other words, a bare bus loop can expose waiting students to more heat than a tree-lined sidewalk. Because this information comes from the agency's explanation rather than from the writer's observation, the citation identifies the source of the idea. The district could plant shade trees and add covered seating where students wait after school.

3. The Centers for Disease Control and Prevention advises people to use air conditioning, wear light clothing, drink water, and check on vulnerable people during extreme heat (Centers for Disease Control and Prevention). Taken together, these recommendations show that heat safety requires both cool spaces and deliberate routines. At school, nurses, coaches, and teachers could use a shared heat checklist before outdoor practices or dismissal. The checklist should include water access, shaded recovery areas, and a way to move activities indoors. By summarizing several recommendations instead of listing every sentence from the source, this paragraph keeps the focus on a school plan.

2 ANSWER WITH EVIDENCE

Use the passage

1. In paragraph 1, copy the words inside quotation marks and the MLA citation that follows them.

2. What source idea does paragraph 2 restate in the writer's own words, and what school location does the writer apply that idea to?

3. Name two heat-safety steps included in the paragraph 3 summary. Then name the source identified by the citation.

4. How does paragraph 3 use its source material to support a school recommendation? Give one proposed school action and one source detail that supports it.

3 YOUR TURN

Your own words

Write a three-sentence recommendation for one action your school should take on hot days. Use an exact quotation from paragraph 1, paraphrase the Environmental Protection Agency idea from paragraph 2, and summarize at least two CDC recommendations from paragraph 3, with an MLA parenthetical citation in each sentence.

ANSWER KEY

Heat Plan Evidence

GRADE 10 · 10.T.RA.1.c

PART 1 · READ AND MARK

Underline every direct quotation, circle every parenthetical MLA citation, and write Q, P, or S beside each paragraph to identify its main source-use method. These marks show how the writer blends sources into an original recommendation. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In paragraph 1, copy the words inside quotation marks and the MLA citation that follows them.	**"the effects of human-caused global warming are happening now, are irreversible on the timescale of people alive today, and will worsen in the decades to come" (NASA)**
2	What source idea does paragraph 2 restate in the writer's own words, and what school location does the writer apply that idea to?	**It restates that pavement and rooftops absorb solar energy and make developed places warmer. The writer applies the idea to a bare bus loop.**
3	Name two heat-safety steps included in the paragraph 3 summary. Then name the source identified by the citation.	**Any two: use air conditioning, wear light clothing, drink water, or check on vulnerable people. Source: Centers for Disease Control and Prevention.**
4	How does paragraph 3 use its source material to support a school recommendation? Give one proposed school action and one source detail that supports it.	**It proposes a shared heat checklist, supported by CDC recommendations such as using air conditioning, drinking water, wearing light clothing, and checking on vulnerable people.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should add shaded seating near the bus loop because NASA states that "the effects of human-caused global warming are happening now, are irreversible on the timescale of people alive today, and will worsen in the decades to come" (NASA). The Environmental Protection Agency explains that pavement and rooftops hold solar energy, so a bus area with little vegetation can become warmer than a leafy space (United States, Environmental Protection Agency). The CDC recommends cooling indoors, drinking water, wearing light clothing, and checking on people at greater risk, so the school should provide water and move students inside when heat becomes dangerous (Centers for Disease Control and Prevention).

Accept equivalent explanations that accurately distinguish quoted wording, paraphrased ideas, and a summary of several recommendations. For the open response, require three original sentences, all three source-use methods, a clear school action, and accurate parenthetical MLA citations.