# Heat Plan Evidence

Use annotations to trace claims, evidence, limits, and conditions.

**11.P.EICC.2.d** "Interpret and construct texts to aid the analysis and evaluation of texts and ideas. (I/C)"

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline the writer's recommendations, circle each kind of evidence or measure, and number the limits or conditions the writer gives. Your marks should create a map you can use to evaluate the proposal.

### Beyond the Average Temperature

1. On a July afternoon, temperatures can differ sharply across one city. Pavement and dark roofs absorb solar energy, while trees cool nearby air through shade and evaporation. This pattern, called the urban heat island effect, matters most where residents have fewer shaded places to wait for buses, walk, or rest. A city report may list one average temperature, but that number can hide block-by-block differences. To judge a heat plan, readers should ask not only whether the city will add trees, but also where the shade, water, and maintenance will reach.

2. Maps can make the unequal pattern visible. A neighborhood temperature map built from readings taken at the same time can compare conditions more fairly than separate reports gathered on different days. Researchers also examine tree canopy, surface materials, and household access to air conditioning, because each factor can affect heat exposure. Still, a map of surface temperature is not the same as a measurement of the air people breathe. A persuasive proposal would use both kinds of data and would explain what each measure can and cannot show.

3. Suppose a city council proposes planting 500 trees near libraries and recreation centers. The plan could create cooler public spaces, especially if sites serve people who walk, wait outdoors, or lack reliable home cooling. Yet tree planting alone is not an instant solution: young trees provide limited shade, and trees need water and care to survive. Before supporting the proposal, an evaluator could compare a map of planned sites with heat readings and pedestrian routes. The strongest conclusion may be conditional: fund the trees if the city also publishes a maintenance plan and explains how it chose the locations.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. According to paragraph 1, what evaluation question would expose the weakness of relying only on a citywide average temperature?

2. What does paragraph 2 imply about a proposal that uses only a surface-temperature map as evidence?

3. Write a benefit-versus-limitation note for the tree proposal using paragraph 3.

4. What conditional conclusion does paragraph 3 support, and what two actions must the city take for that conclusion to hold?

## 3 YOUR TURN

Your own words

Your school plans to replace 20 parking spaces with shade trees and benches. Write a 70 to 90 word evaluation note that states a claim, names two kinds of evidence the school should examine, identifies one limitation, and gives a conditional recommendation.

**ANSWER KEY**

# Heat Plan Evidence

**GRADE 11 · 11.P.EICC.2.d**

## PART 1 · READ AND MARK

Underline the writer's recommendations, circle each kind of evidence or measure, and number the limits or conditions the writer gives. Your marks should create a map you can use to evaluate the proposal. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | According to paragraph 1, what evaluation question would expose the weakness of relying only on a citywide average temperature? | **How do temperatures and access to shade, water, and maintenance differ from block to block, and where will the plan reach?** |
| 2 | What does paragraph 2 imply about a proposal that uses only a surface-temperature map as evidence? | **The evidence is incomplete because surface temperature is not the same as the air temperature people breathe. The proposal should use both measures and explain their limits.** |
| 3 | Write a benefit-versus-limitation note for the tree proposal using paragraph 3. | **Benefit: Trees could create cooler public spaces for people who spend time outdoors. Limitation: Young trees provide limited shade and need water and maintenance to survive.** |
| 4 | What conditional conclusion does paragraph 3 support, and what two actions must the city take for that conclusion to hold? | **Fund the trees if the city publishes a maintenance plan and explains how it selected the locations.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Replacing some parking spaces with shade trees and benches could make the campus safer and more usable during hot afternoons, but the school should first examine two kinds of evidence: maps showing where students wait or walk in direct sun and counts of parking use at different times. The plan may reduce convenient parking for some families. I recommend approving it if the school chooses high-need shade locations and keeps accessible parking available near entrances.

Accept equivalent evaluation questions, evidence notes, and conditional conclusions that accurately reflect the passage. For the open response, verify the word count and look for a clear claim, two relevant evidence types, a realistic limitation, and a recommendation with a stated condition.