Hear the Evidence

Track how evidence strengthens and limits a conclusion.

11.P.EICC.3 "Comprehension Strategies: Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension* before, during, and after reading as part of the meaning-making process."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB As you read, underline one sentence in each paragraph that helps answer, "Can a forest's recovery be heard?" Number your underlined sentences 1, 2, and 3 to show how the passage builds or revises its answer.

Can a Forest's Recovery Be Heard?

(1) After a wildfire, ecologists need more than photographs to judge whether an ecosystem is recovering. Trees may green quickly while insects, birds, and mammals remain scarce. In several burned forests, researchers place small, weatherproof recorders on trees and collect hours of sound at regular intervals. Software can measure features such as the number of different frequencies and the timing of calls. A richer soundscape may suggest that more animals are using the area. The method is appealing because recorders can sample remote sites without requiring a scientist to be present every day.

(2) Yet a recording does not identify every sound maker, and loudness can mislead. Wind, rain, aircraft, or a nearby road can alter a file without indicating any biological change. Even animal calls require careful interpretation: one vocal species can dominate a recording, making a site seem diverse when it is not. To reduce these problems, teams compare recordings from the same season, use microphones at multiple locations, and pair automated measures with experts who inspect selected clips. These choices do not make the data perfect, but they turn an intriguing clue into evidence that can be tested against other observations.

(3) Acoustic monitoring is therefore most useful when it changes the questions researchers ask, rather than when it delivers a final verdict. If recordings reveal fewer dawn calls in one valley than in another, scientists might examine habitat structure, water availability, or the timing of restoration work. Conversely, a lively recording may prompt field surveys to confirm which species are present and breeding. The recordings preserve a repeatable record that can be revisited as analytic tools improve. Read alongside vegetation surveys and direct observations, forest sound becomes neither a shortcut nor a curiosity, but one line of evidence in a larger account of recovery.

2 ANSWER WITH EVIDENCE

Use the passage

1. Before you read closely, what question does the title invite you to investigate? What detail in paragraph 1 gives you a reason to investigate that question?

2. Use your markings. How does the key idea in paragraph 2 revise the tentative idea about a richer soundscape in paragraph 1?

3. What is one procedure researchers use to make acoustic evidence more trustworthy? Explain how that procedure helps.

4. After reading all three paragraphs, write one sentence that answers the title question and includes a limitation.

3 YOUR TURN

Your own words

Choose a different environmental report you might read, such as one about a river, wetland, or city park. In three sentences, state a guiding question you would ask before reading, describe what evidence you would mark during reading, and explain how you would check the report's conclusion after reading.

ANSWER KEY

Hear the Evidence

GRADE 11 · 11.P.EICC.3

PART 1 · READ AND MARK

As you read, underline one sentence in each paragraph that helps answer, "Can a forest's recovery be heard?" Number your underlined sentences 1, 2, and 3 to show how the passage builds or revises its answer. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Before you read closely, what question does the title invite you to investigate? What detail in paragraph 1 gives you a reason to investigate that question?	**The title invites readers to ask whether sound can show forest recovery. Paragraph 1 explains that trees may green quickly even when animals remain scarce.**
2	Use your markings. How does the key idea in paragraph 2 revise the tentative idea about a richer soundscape in paragraph 1?	**It qualifies the idea: a richer or louder recording may be caused by nonbiological noise or one vocal species, so it cannot by itself prove diversity or recovery.**
3	What is one procedure researchers use to make acoustic evidence more trustworthy? Explain how that procedure helps.	**They compare recordings from the same season, use several locations, or have experts inspect selected clips. These steps control for changing conditions and check automated results.**
4	After reading all three paragraphs, write one sentence that answers the title question and includes a limitation.	**A forest's recovery can partly be heard, but recordings must be interpreted with other observations because noise and single species can mislead.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Before reading an article about a river cleanup, I would ask whether fish populations have recovered. During reading, I would mark details about species counts, water temperature, and where samples were taken. After reading, I would compare the article's claim with water-quality tests or survey data before deciding whether the river is recovering.

Accept equivalent guiding questions and paraphrased evidence-based explanations. For the open task, accept any relevant environmental topic if the response includes a before-reading question, specific evidence to mark, and a reasonable after-reading check.