Question to Claim

Build focused questions and evidence-based claims.

11.T.RA.1.a "Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation. (I)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline every research question. Circle the details that narrow the revised question, and draw a line between ideas that connect different topics or evidence to a solution.

Cooling the Wait

1. At a student planning meeting, Maya proposes a project about extreme heat at city bus stops. Her first question, "How can our city protect riders from heat?" is useful for opening the topic, but it is too broad to investigate in one semester. The group lists connected concerns: pavement absorbs solar energy, trees provide shade, buses may run late, and older adults or people with disabilities may wait longer. They decide that a strong research plan must connect environmental design, public health, transit schedules, and unequal access to safe waiting areas.

2. To narrow the inquiry, Maya revises the question: "At the six bus stops beside Lincoln High, which features most reduce a rider's heat exposure between 3:00 and 5:00 p.m. in July?" This version names a place, population, time, and measurable concern. It also creates follow-up questions: Which stops have shade at different hours? How hot are the benches and nearby pavement? Do delayed buses increase the time riders spend in direct sun? The group plans to compare temperature readings, shade maps, arrival data, and short rider interviews. They will ask permission before interviewing anyone and remove names from their notes.

3. Research questions can also test solutions rather than merely describe a problem. For example, after gathering evidence, the group might ask, "Would planting trees, adding a shade canopy, or changing stop locations lower afternoon heat most at these six sites?" They recognize that each option involves trade-offs. Trees need time, soil space, and maintenance. Canopies may provide immediate shade but require funding and permits. Moving a stop could shorten one rider's walk while lengthening another's. Before presenting findings, Maya changes her draft claim from "Bus stops need more shade" to "The city should prioritize shade at the hottest Lincoln High stops, using designs supported by temperature, delay, and rider data."

2 ANSWER WITH EVIDENCE

Use the passage

1. How does Maya's revised question narrow her original question? Identify at least three details that make it more researchable.

2. What two complex topic connections does the group identify when planning the research?

3. Which planned evidence sources could help the group investigate whether delayed buses increase time in direct sun? Explain briefly.

4. How is Maya's final claim more effective than her first draft claim?

3 YOUR TURN

Your own words

Choose a school or community problem. Write one broad research question, one narrowed research question that names a place, population, time, and measurable concern, one sentence connecting two topics your research must consider, and a revised claim that proposes an evidence-based solution.

ANSWER KEY

Question to Claim

GRADE 11 · 11.T.RA.1.a

PART 1 · READ AND MARK

Underline every research question. Circle the details that narrow the revised question, and draw a line between ideas that connect different topics or evidence to a solution. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does Maya's revised question narrow her original question? Identify at least three details that make it more researchable.	**It limits the study to six bus stops beside Lincoln High, focuses on riders' heat exposure, sets the time as 3:00 to 5:00 p.m. in July, and asks which features reduce exposure.**
2	What two complex topic connections does the group identify when planning the research?	**The group connects environmental design with public health, and it connects transit schedules with unequal access to safe waiting areas.**
3	Which planned evidence sources could help the group investigate whether delayed buses increase time in direct sun? Explain briefly.	**Arrival data can show bus delays, while rider interviews can provide information about riders' waiting experiences. Shade maps can show which waiting areas are exposed to sun.**
4	How is Maya's final claim more effective than her first draft claim?	**The final claim identifies the hottest Lincoln High stops, recommends prioritizing shade there, and states that the choice of design should be supported by temperature, delay, and rider data.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Broad question: How can our school reduce cafeteria food waste? Narrowed question: At Eastview High's cafeteria during the fall semester, which lunch-line changes reduce the pounds of unopened packaged food discarded each day by ninth-grade students? Connection: This research connects cafeteria operations with student food choices because serving practices affect what students take and discard. Revised claim: The school should test a share table and smaller default portions, then use daily waste weights and student surveys to select the most effective approach.

Accept answers that accurately cite the passage and distinguish broad questions from focused, researchable questions. For Part 3, accept varied topics when all required components are present and the claim is specific and linked to evidence.