Shade Sail Summit

Track how a team turns evidence into a shared proposal.

8.P.CP.1.d "Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each place where a team member contributes an idea, question, piece of evidence, or concern. In the margin, write I, D, S, or C to show when the group is investigating, discussing, solving a problem, or creating a text.

A Cooler Lunch Space

1 At Riverside Middle School, a student team noticed that the blacktop behind the gym felt much hotter than the nearby grass during lunch. They chose to investigate whether shade could make the area more usable. At their first meeting, Nia asked, "What information do we need before suggesting a change?" Omar wrote the group's questions on a shared document. The team agreed to compare temperatures, observe where students sat, and ask the custodian about the space after school.

2 During the next week, each member gathered evidence. Mei and Omar used the same digital thermometer at three locations, at the same time on five days. Jordan counted how many students used each location during lunch. Nia interviewed the custodian, who explained that a large delivery truck needed a clear path beside the gym. When Mei's results differed from Omar's on one day, the group checked their notes. They discovered that Omar had measured in a patch of shadow, so they repeated that measurement.

3 At the final meeting, the team compared its evidence and considered several ideas. Jordan proposed planting trees, but the group recognized that trees would take years to grow. Nia suggested a fabric shade sail placed away from the truck path. Omar worried that the sail might block a security camera, so Mei checked the camera's view with the assistant principal. After discussing the cost, safety, and evidence, the team chose the shade sail. Together, they created a one-page proposal with a map, temperature data, and a clear request to the principal.

2 ANSWER WITH EVIDENCE

Use the passage

1. What question did Nia ask at the first meeting, and how did Omar help the group use that question?

2. How did Mei and Omar make their temperature investigation more consistent?

3. What did the group do when Mei's and Omar's measurements did not match?

4. What concern about the shade sail did Omar raise, and how did the team investigate it?

3 YOUR TURN

Your own words

Work with two or three classmates to choose a school-space issue. Write a four-sentence team planning note that states your question, gives each member an evidence task, names one concern to investigate, and identifies a text your team will create for a specific audience.

ANSWER KEY # Shade Sail Summit

GRADE 8 · 8.P.CP.1.d

PART 1 · READ AND MARK

Circle each place where a team member contributes an idea, question, piece of evidence, or concern. In the margin, write I, D, S, or C to show when the group is investigating, discussing, solving a problem, or creating a text. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What question did Nia ask at the first meeting, and how did Omar help the group use that question?	**Nia asked what information the team needed before suggesting a change. Omar recorded the group's questions in a shared document.**
2	How did Mei and Omar make their temperature investigation more consistent?	**They used the same digital thermometer at three locations, at the same time, on five days.**
3	What did the group do when Mei's and Omar's measurements did not match?	**They checked their notes, found that Omar had measured in shadow, and repeated the measurement.**
4	What concern about the shade sail did Omar raise, and how did the team investigate it?	**Omar worried that the sail could block a security camera. Mei checked the camera's view with the assistant principal.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our team will investigate whether the library needs a quiet study corner after school. Ava will survey students, Luis will count open seats, and Imani will ask the librarian about available space. We will check whether moving shelves could block an emergency exit. We will create a short proposal with survey results and a floor sketch for the librarian.

Accept equivalent descriptions that accurately identify the team's collaborative moves and support them with passage details. For Part 3, look for a focused shared question, divided evidence tasks, a realistic concern, and a text for a stated audience.