

Shade, Evidence, Action

Trace how a team investigates, decides, and drafts a proposal.

9.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 Underline one detail that shows how the group investigates its question, one detail that shows how members handle disagreement, and one detail that shows how they create or revise a shared text. Number your underlined details 1, 2, and 3 to show the team's process.

A Cooler Courtyard

- ① At Jefferson High, a student team noticed that the courtyard became much hotter than nearby shaded walkways during lunch. Rather than assume the cause, Maya proposed a question: Which changes could lower the courtyard's temperature without blocking emergency routes? The group included students from the environmental club, art club, and student council. They agreed on roles before beginning. Luis would collect temperature readings, Amina would interview students who used the space, and Rowan would locate reliable information about shade trees, sails, and pavement. Maya would organize the group's notes and lead each meeting.
- ② During three lunch periods, Luis measured surface temperatures at the same five locations and times. Amina's interview notes showed that students wanted cooler seats but worried that large structures might make the courtyard feel crowded. Rowan found city guidance explaining that tree shade can reduce surface temperatures, while shade sails need secure anchors and regular inspection. At the first meeting, the team disagreed about planting trees immediately. Luis pointed out that young trees would not provide much shade at once, and Amina asked the group to consider students' need for quick relief. Instead of voting right away, Maya had everyone list evidence, concerns, and unanswered questions.
- ③ After comparing their notes, the team chose a two-part proposal: install two removable shade sails before summer and plant native trees along the courtyard edge for long-term shade. Rowan drafted the proposal, but the others revised it together. They added Luis's temperature table, Amina's interview results, a sketch from the art club, estimated costs, and a request for the facilities manager to check anchor locations. Their final text explained both benefits and limits, including the need to inspect sails after storms. The group planned to present the proposal to the principal, then invite feedback from students and staff before making a final recommendation.

2 ANSWER WITH EVIDENCE Use the passage

1 What investigation question did Maya propose? Explain how the group divided the work needed to answer it.

2 What two kinds of evidence did the team collect during its investigation? What did each kind of evidence help the team understand?

3 How did the group respond when members disagreed about planting trees immediately? Why was this a collaborative choice?

4 How did the team make the final proposal a shared text rather than one person's draft? Use two details from the passage.

3 YOUR TURN Your own words

Choose a different school-space issue that a team could investigate. Write a 90-110 word collaboration plan that states an investigation question, assigns two different roles, explains how the team will use evidence during a disagreement, and names two pieces of evidence for a shared recommendation.

PART 1 • READ AND MARK

Underline one detail that shows how the group investigates its question, one detail that shows how members handle disagreement, and one detail that shows how they create or revise a shared text. Number your underlined details 1, 2, and 3 to show the team's process. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What investigation question did Maya propose? Explain how the group divided the work needed to answer it.	Maya asked which changes could lower the courtyard's temperature without blocking emergency routes. Luis collected temperature readings, Amina interviewed students, Rowan researched options, and Maya organized notes and led meetings.
2	What two kinds of evidence did the team collect during its investigation? What did each kind of evidence help the team understand?	Luis collected temperature readings, which showed conditions at courtyard locations. Amina collected student interviews, which showed that students wanted cooler seating but worried about crowded space.
3	How did the group respond when members disagreed about planting trees immediately? Why was this a collaborative choice?	Maya had members list evidence, concerns, and unanswered questions instead of voting immediately. This allowed the group to consider both long-term tree shade and students' need for quick relief.
4	How did the team make the final proposal a shared text rather than one person's draft? Use two details from the passage.	Rowan drafted the proposal, and the others revised it together. They added the temperature table, interview results, an art-club sketch, estimated costs, and a facilities request.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our team will investigate this question: How can the library offer more quiet study spaces without reducing access to computers? Jada will survey students about when they need silent seating, and Mateo will map unused areas and count available computers. If we disagree about moving a computer table, we will compare the survey results with Mateo's map before deciding. Our shared recommendation will include a chart of survey responses and a labeled floor-plan sketch. We will ask the librarian to review the plan for safety and accessibility, then revise the recommendation using that feedback.

Accept varied annotation choices when each one accurately represents investigation, discussion of disagreement, and collaborative text creation. For the open response, accept any school-space issue if the plan is 90-110 words and includes all required collaboration and evidence elements.