Evidence in Order

Track how a writer selects and arranges support for an audience.

9.P.EICC.1.d "Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the proposal's claim. Circle its evidence, then write 1 and 2 beside the evidence and explanation in the order readers receive them.

Shade on the Route

1. On a July afternoon, students in Phoenix used infrared thermometers to compare surfaces near their school. A blacktop court measured far hotter than the grass beside it, even though both had been in the same sun. Their science teacher asked them to record shade, surface type, and time. The notes did more than list temperatures. They gave the class a way to investigate why some places felt unsafe for walking or playing.

2. Next, the class turned its notes into a proposal for the principal. Its main claim was that the school should add shade along the route from the bus stop to the entrance. To support that claim, the proposal included the court and grass measurements, then explained that pavement absorbs and releases heat. This sequence mattered: readers first saw local evidence, then received a scientific reason that connected the evidence to the recommended change.

3. One student wanted to begin with the science explanation because it sounded authoritative. Her partner disagreed. She said the temperature comparison would catch readers' attention because it described a familiar route, not an abstract problem. They kept both parts but revised the opening order. By choosing evidence for a particular audience and arranging it deliberately, the writers made their proposal clearer and more persuasive for the principal and families alike.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is the proposal's main claim?

2. What local evidence does the proposal give before the science explanation?

3. Why does the partner think the temperature comparison should come first?

4. How does the final order of information help make the proposal persuasive?

3 YOUR TURN

Your own words

Write a two-sentence proposal to improve one route or space at your school. State a claim in sentence 1, then use one concrete observation and explain how it supports your claim for students or families in sentence 2.

ANSWER KEY

Evidence in Order

GRADE 9 · 9.P.EICC.1.d

PART 1 · READ AND MARK

Underline the proposal's claim. Circle its evidence, then write 1 and 2 beside the evidence and explanation in the order readers receive them. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is the proposal's main claim?	**The school should add shade along the route from the bus stop to the entrance.**
2	What local evidence does the proposal give before the science explanation?	**It gives the temperature comparison, or measurements, of the blacktop court and the grass.**
3	Why does the partner think the temperature comparison should come first?	**It would catch readers' attention by describing a familiar route instead of an abstract problem.**
4	How does the final order of information help make the proposal persuasive?	**It starts with local evidence readers can picture, then explains scientifically why that evidence supports adding shade.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The school should place a covered bike rack near the main entrance. On rainy mornings, bikes are left along the walkway, so a rack would keep the path clearer for students and give riders a dry place to lock bicycles.

Accept claims about a realistic school route or space that include a specific improvement. The second sentence should contain a concrete observation and a clear connection between that observation and the proposed change.