Evidence in Motion

Trace how selected research moves an argument forward

11-12.W.5.d "Synthesize and integrate information into the text selectively to maintain the flow of ideas."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the three source-based details in the passage. Circle the sentences that connect those details to a decision about bus stop design.

A Cooler Route to the Bus

1 At a bus stop beside a six-lane road, the metal bench can feel too hot to touch on a summer afternoon. The discomfort is not just a feature of the bench. The U.S. Environmental Protection Agency explains that paved surfaces absorb and store solar heat, contributing to higher temperatures in built-up areas. That finding helps explain why a stop surrounded by asphalt offers little relief even when a breeze moves through it. For riders waiting without a car, the heat is not a brief inconvenience they can simply drive away from. The design of the stop determines how much exposure they face.

2 One response is to add shade, but not every kind works the same way. A roof can block direct sunlight over a bench, while a tree can also cool nearby air as water evaporates from its leaves. The EPA identifies both shade and evapotranspiration as ways trees reduce heat. That distinction matters when deciding whether a city should install only a shelter or also plant trees along the sidewalk leading to it. A shelter protects people who are already waiting. Trees can make the walk to the stop less punishing, although they need space and care to grow.

3 Still, planting trees is not a reason to postpone quicker protection. New trees may take years to cast broad shade, and a rider waiting today needs a place out of the sun now. The Centers for Disease Control and Prevention warns that extreme heat can cause serious illness, especially for people at greater risk. That health concern shifts the proposal from appearance to access: a shaded route matters only if people can use it during hot weather. A city could install shelters first, then add trees where sidewalks have room, treating each measure as part of the same plan.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does the writer place the EPA finding about pavement after the description of the hot bench?

2. How does the information about trees help the writer move from the bench to the walk along the sidewalk?

3. Why is the CDC warning included after the writer notes that new trees take time to grow?

4. Which sentence in the final paragraph combines the case for immediate shelter with the case for trees? Explain how it keeps the argument moving.

3 YOUR TURN

Your own words

Research notes: The USDA describes share tables as a way to redistribute unopened food; the EPA says preventing food waste conserves the resources used to produce food; the EPA says compost can improve soil. Write one 75- to 95-word paragraph arguing for a practical first step to reduce cafeteria food waste, integrating only the two notes most relevant to your claim and naming both sources.

ANSWER KEY

Evidence in Motion

HIGH SCHOOL · 11-12.W.5.d

PART 1 · READ AND MARK

Underline the three source-based details in the passage. Circle the sentences that connect those details to a decision about bus stop design. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does the writer place the EPA finding about pavement after the description of the hot bench?	**The bench gives readers a concrete problem, and the EPA finding explains how the surrounding pavement contributes to that heat.**
2	How does the information about trees help the writer move from the bench to the walk along the sidewalk?	**The EPA information shows that trees provide shade and cool nearby air, so the writer can argue that they may help riders on the way to the stop, not just while waiting.**
3	Why is the CDC warning included after the writer notes that new trees take time to grow?	**The warning establishes why riders need protection from heat now, supporting the proposal to install shelters before trees provide broad shade.**
4	Which sentence in the final paragraph combines the case for immediate shelter with the case for trees? Explain how it keeps the argument moving.	**The final sentence proposes installing shelters first and adding trees later. It turns the passage's evidence about immediate heat risk and longer-term cooling into one plan.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our cafeteria should set up a share table before investing in a compost bin. The USDA describes share tables as places where students can leave unopened food for others, so a sealed carton someone does not want can still be eaten. The EPA explains that preventing food waste conserves resources used to produce food, which makes sharing a better first step than handling leftovers after they become waste. Staff could check which items may be shared and place the table near the tray return so students see it.

Accept other well-supported explanations of how each source detail advances the bus stop proposal. For Part 3, look for a focused claim, two relevant notes woven into the reasoning, both sources named, and no composting detail.