Evidence for Audiences

Match a research finding to its audience and format.

11-12.W.5.f "Present information, choosing from a variety of formats."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each format the team uses, then circle details included to make the findings clear or accurate. Number the formats in the order they appear.

One Study, Three Presentations

1. A student research team investigated why the west entrance of their school feels hotter than the courtyard at dismissal. For five clear afternoons, they recorded surface temperatures at 3 p.m. with the same infrared thermometer. The sunlit asphalt averaged 43°C; the shaded courtyard pavement averaged 31°C. These readings describe surfaces, not air temperatures, and five afternoons cannot establish a year-round pattern. In a written report for administrators, the team included each day's readings, its method, and those limits. The report made it difficult to mistake a local snapshot for a universal claim.

2. Students also needed to reach families who rarely read full reports. For a one-page handout, they wrote a large headline: "At dismissal, our asphalt measured hotter than shaded pavement." Below it, they printed the two averages with their locations and the phrase "surface temperatures, five clear afternoons." The handout could be scanned during pickup, but it could not display every reading or explain how an infrared thermometer works. A link to the full report let interested readers inspect the methods. The team kept the shaded comparison visible so the headline would not become a claim about every paved surface.

3. At a school board meeting, the same team used a short spoken statement rather than reading its report aloud. A speaker described a familiar scene: students waiting beside the west entrance as sunlight strikes the pavement. Then she gave the two averages, clarified that they came from surfaces rather than the air, and asked the board to investigate shade options. A spoken statement helped listeners follow the significance of the measurements without studying a page. Yet numbers heard once are easy to forget, so the team supplied its written report afterward instead of treating the speech as a substitute for evidence.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which format should an administrator use to check how the team measured temperatures? What does that format include?

2. Why is the handout a better first contact for families at pickup than the report? Name one detail it cannot provide.

3. How does the opening scene help the spoken statement work for board members? Why does the team also give them the report?

4. If the handout showed only “43°C versus 31°C,” which short labels from the passage would you add to keep the comparison accurate?

3 YOUR TURN

Your own words

Choose a finding from a topic you know and name its source and intended audience. Present it as a short poster notice, spoken announcement, or report paragraph, then explain in one sentence why your format suits that audience better than another format.

ANSWER KEY

Evidence for Audiences

HIGH SCHOOL · 11-12.W.5.f

PART 1 · READ AND MARK

Underline each format the team uses, then circle details included to make the findings clear or accurate. Number the formats in the order they appear. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which format should an administrator use to check how the team measured temperatures? What does that format include?	**The written report includes the method, each day's readings, and the study's limits.**
2	Why is the handout a better first contact for families at pickup than the report? Name one detail it cannot provide.	**Families can scan its headline and labeled averages quickly. It cannot show every reading or explain how the thermometer works.**
3	How does the opening scene help the spoken statement work for board members? Why does the team also give them the report?	**The scene connects the measurements to students waiting at the entrance. The report lets members revisit the numbers and evidence they might forget after hearing them once.**
4	If the handout showed only "43°C versus 31°C," which short labels from the passage would you add to keep the comparison accurate?	**Label the readings as surface temperatures, identify sunlit asphalt and shaded courtyard pavement, and state that they came from five clear afternoons.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Audience: First-year college students who are at least 18. Source: CDC, "About Sleep." Format: Poster notice. SLEEP IS PART OF YOUR SCHEDULE. Adults ages 18 to 60 need at least seven hours of sleep each night, according to the CDC. Add a bedtime to your calendar before you fill the rest of your week. A poster works better than a report paragraph in a busy residence hall because students can read its central finding at a glance.

Accept equivalent descriptions that connect each format to its audience and preserve the measurements' limits. For Part 3, look for a specific, sourced finding, a usable example of the chosen format, and a reason for choosing it.