Evidence in Motion

Choose and connect research that moves a proposal forward.

9-10.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 one source detail in each paragraph that advances the proposal, number those details 1, 2, and 3 to show the shift from problem to solution to limit, and circle a phrase that links sources.

A Cooler Place to Wait

1. Imagine a bus stop outside a high school where students wait beside dark pavement with no tree overhead. The problem is not just that summer air feels hot. The U.S. Environmental Protection Agency explains that roads and sidewalks absorb and hold solar energy, contributing to warmer urban areas. Humidity can make that warmth feel worse: the National Weather Service uses the heat index to describe how hot air feels when relative humidity is included. Together, these explanations show why a paved stop may feel especially uncomfortable on a humid afternoon, even when the thermometer alone seems unremarkable.

2. One improvement is to create shade where students actually stand, rather than planting trees wherever space happens to be open. The EPA notes that trees cool their surroundings through shade and evaporation from leaves. That fact makes a tree near the waiting area more useful than one across a parking lot. The Centers for Disease Control and Prevention also advises people to stay in the shade during hot weather. Read together, the two sources support a practical choice: provide a shaded place to wait, while students still need water and a way to report signs of heat illness.

3. Shade, however, is not a complete heat plan. The CDC lists dizziness and nausea among possible signs of heat exhaustion and advises moving to a cool place if symptoms appear. A shaded stop could make the daily wait safer, but students who feel ill still need to tell an adult and leave the heat. By ending with that limit, the proposal avoids treating a tree as a cure. The most useful research is not a stack of facts about weather and landscaping; it is evidence chosen to explain a problem, justify a change, and clarify what the change cannot do.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do the EPA and National Weather Service details work together to explain the problem at the bus stop?

2. Why does the second paragraph place the EPA's explanation of how trees cool an area before the CDC's advice about shade?

3. Why does the proposal include the CDC's information about heat exhaustion after recommending shade?

4. The final sentence names three jobs for evidence: explain a problem, justify a change, and clarify a limit. Give one source detail from the passage that performs each job.

3 YOUR TURN

Your own words

Write four or five sentences proposing one way your school could reduce cafeteria food waste, using exactly two of these research notes and naming each source. Notes: USDA says schools may offer share tables for unopened, unwanted food if they follow food-safety rules; EPA says food breaking down in landfills produces methane; EPA says composting food scraps makes a soil amendment.

ANSWER KEY

Evidence in Motion

HIGH SCHOOL · 9-10.W.5.d

PART 1 · READ AND MARK

Underline one source detail in each paragraph that advances the proposal, number those details 1, 2, and 3 to show the shift from problem to solution to limit, and circle a phrase that links sources. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do the EPA and National Weather Service details work together to explain the problem at the bus stop?	**The EPA detail explains how pavement contributes to warming, while the National Weather Service detail explains why humidity can make the air feel hotter. Together they establish why the stop may be uncomfortable.**
2	Why does the second paragraph place the EPA's explanation of how trees cool an area before the CDC's advice about shade?	**The EPA detail explains how a tree could improve the waiting area. The CDC advice then supports making shade available to the students who wait there.**
3	Why does the proposal include the CDC's information about heat exhaustion after recommending shade?	**It clarifies the proposal's limit: shade may help, but a student with symptoms still needs to move to a cool place and tell an adult.**
4	The final sentence names three jobs for evidence: explain a problem, justify a change, and clarify a limit. Give one source detail from the passage that performs each job.	**Problem: the EPA explains that pavement absorbs and holds solar energy. Change: the EPA explains that trees cool through shade and evaporation from leaves. Limit: the CDC identifies symptoms of heat exhaustion and advises moving to a cool place.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should set up a share table to keep unopened cafeteria food from being thrown away. The USDA says schools may offer such tables when they follow food-safety rules, so staff could check which items qualify. Preventing waste also matters beyond our lunchroom: the EPA reports that food breaking down in landfills produces methane. A share table would give students a practical way to reduce that waste before it reaches a landfill.

Accept different source details in the marking job and question 4 if the student accurately explains each detail's role. For Your Turn, look for exactly two notes woven into one proposal, with both sources named and four or five sentences.