Show the Research

Choose formats that fit the information and the audience.

9-10.W.5.f "Present information, choosing from a variety of formats."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the three presentation formats proposed in the passage. Circle a phrase near each one that explains what that format helps readers understand.

A Plan for Presenting Lighting Research

1. To explain why a school might change its outdoor lights, begin with a short paragraph, not a wall of numbers. Artificial light at night can interfere with the behavior of some animals, including insects that gather around lamps. A paragraph can connect that finding to the question students care about: how can the entrance stay useful after dark without sending light everywhere? It can also prevent a false choice. Reducing wasted light does not mean leaving every walkway unlit. This opening gives readers a reason to examine possible changes before they compare equipment.

2. Next, use a comparison table to organize options for the school entrance. Give it three columns: lighting option, where the light goes, and question to investigate. Rows could compare a bare lamp that shines in many directions, a shielded fixture that aims light downward, and a lamp controlled by a timer. A table lets the facilities team scan the same features for each option instead of hunting through scattered sentences. The questions column matters because a shield or timer alone does not establish that a path will be adequately lit at the hours people use it.

3. Finally, use a flow diagram to show the steps between a choice and a possible effect. Its labeled arrows might run from a shield that aims light downward, to less light reaching nearby windows, to residents experiencing less glare. The diagram would trace a proposed cause, not prove the change worked. To test it, the school would need measurements before and after installation, taken at comparable times for both the walkway and nearby windows. This format makes the reasoning visible, while measurements would show whether the prediction holds.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does the plan open with a paragraph instead of numbers alone? Name one idea the paragraph would explain.

2. Which three lighting options would be rows in the comparison table? Why put the same columns beside each option?

3. Why does the plan use a flow diagram for the possible effect of a shield? What evidence would be needed to test that effect?

4. How would the comparison table and the flow diagram help readers in different ways?

3 YOUR TURN

Your own words

Choose a school or community issue you could research. In 70 to 100 words, plan two different formats for presenting your findings: name your audience, specify what information each format would show, explain why each fits, and identify one piece of evidence you would still need.

Show the Research

PART 1 · READ AND MARK

Underline the three presentation formats proposed in the passage. Circle a phrase near each one that explains what that format helps readers understand. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does the plan open with a paragraph instead of numbers alone? Name one idea the paragraph would explain.	**A paragraph connects the finding about artificial light to the school's decision. It can explain that reducing wasted light does not require leaving walkways unlit.**
2	Which three lighting options would be rows in the comparison table? Why put the same columns beside each option?	**The rows would be a bare lamp, a shielded fixture, and a timer-controlled lamp. Consistent columns let the facilities team compare where light goes and what still needs investigation.**
3	Why does the plan use a flow diagram for the possible effect of a shield? What evidence would be needed to test that effect?	**Arrows show the proposed steps from aiming light downward to reducing glare. Measurements before and after installation, taken at comparable times, would test the prediction.**
4	How would the comparison table and the flow diagram help readers in different ways?	**The table helps readers compare lighting options using the same features. The flow diagram shows how one choice might lead to an effect.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would study the lunch line for the student council. A bar chart could show the average wait at each serving station, using times collected on several school days. Council members could quickly see where waits are longest. A short paragraph could present students' descriptions of how the wait affects their lunch period. Their words would add context that the chart cannot show. Before proposing a change, I would need to record how many students use each station, since a busy station may have a longer line for that reason.

Accept other accurately identified phrases for the marking job if they explain each format's purpose. For Part 3, look for two distinct formats with specific uses, an audience, and an evidence need.