Shade, With Evidence

Use research responsibly in a spoken message for students.

10.RL.27 "Utilize responsible and ethical research practices to present clear, coherent products with a command of language suitable for a target audience and purpose."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two claims credited to a source, circle one limit on what the evidence can show, and number two steps that would make the school's investigation responsible. These marks will help you track how the writer supports a recommendation without overstating it.

A Closer Look at Pickup

1. To the principal: The paved waiting area outside our school deserves a closer look before we decide how to make afternoon pickup more comfortable. The U.S. Environmental Protection Agency (EPA), in its article "Learn About Heat Islands," explains that roads and buildings absorb and release more of the sun's heat than natural surfaces, including forests and water bodies. That finding gives us a reason to investigate our pavement, not proof that our waiting area is unusually hot. A decision about shade should rest on both published research and careful observations at our own school.

2. The EPA's article "Using Trees and Vegetation to Reduce Heat Islands" reports that trees can cool areas through shade and evapotranspiration, the release of water vapor from plants. Planting a tree near the waiting area is one possible response, but trees need room to grow and regular care. Before recommending a location, we could compare air temperatures in the paved waiting area and a nearby shaded area at the same times on several afternoons. We should record the time, weather, and measuring location each day, then report all readings, including those that do not support planting.

3. This plan is meant for a school decision, not a claim that one tree will solve heat exposure. A few afternoons of readings cannot establish a year-round pattern, and different locations may vary for reasons besides shade. We could share a short summary of the readings with families and ask where pickup feels uncomfortable, without collecting names or publishing individual comments. If the evidence points to a problem, the principal could consult facilities staff about a tree or a temporary shade structure. In either case, the final recommendation should explain what we measured, what we learned, and what remains uncertain.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the writer credit the source of the claim about roads and buildings? Name the source and its article.

2. Why does the writer say the EPA finding is not proof that the school's waiting area is unusually hot?

3. Identify two choices in the proposed investigation that would make its results more responsible to report. Explain one of them.

4. What action does the writer suggest the principal could take after reviewing the evidence? How does that suggestion fit the letter's audience?

3 YOUR TURN

Your own words

Prepare a 90 to 110 word message for students considering more shade at outdoor lunch, then deliver it aloud to a partner acting as a student. Credit one EPA finding aloud, propose local evidence collection without classmates' names, explain one limit, and end with an action students could take. Your listener identifies the source, limit, and action; clarify and repeat anything unclear.

ANSWER KEY

Shade, With Evidence

GRADE 10 · 10.RL.27

PART 1 · READ AND MARK

Underline two claims credited to a source, circle one limit on what the evidence can show, and number two steps that would make the school's investigation responsible. These marks will help you track how the writer supports a recommendation without overstating it. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the writer credit the source of the claim about roads and buildings? Name the source and its article.	**The writer names the U.S. Environmental Protection Agency and its article "Learn About Heat Islands."**
2	Why does the writer say the EPA finding is not proof that the school's waiting area is unusually hot?	**The EPA finding describes a general effect. The writer has not yet measured conditions at the school's waiting area.**
3	Identify two choices in the proposed investigation that would make its results more responsible to report. Explain one of them.	**The writer proposes recording the time, weather, and location for each reading and reporting all readings, including those that do not support planting. Reporting all readings prevents the writer from hiding conflicting evidence.**
4	What action does the writer suggest the principal could take after reviewing the evidence? How does that suggestion fit the letter's audience?	**The principal could consult facilities staff about a tree or temporary shade structure. This gives the school decision-maker a practical next step rather than claiming the research has already settled the choice.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Students, should we ask for more shade at outdoor lunch? The U.S. Environmental Protection Agency, in "Using Trees and Vegetation to Reduce Heat Islands," explains that trees can cool areas by providing shade and releasing water vapor. We can count available shaded seats at the start of lunch for five school days without recording anyone's name. Those counts would show how much shaded space exists, but they could not tell us how hot students feel or whether a tree could grow near the tables. Let's send our counts to the student council and request a meeting with facilities staff about safe shade options.

Accept other passage-supported answers that distinguish published findings from unmeasured local conditions and explain why evidence should be collected or reported fairly. The sample note is 103 words. Observe the actual spoken presentation: the EPA source credit must be audible and tied to the finding, and the local investigation, evidence limit, and student action must be clear. The listener should identify the source, limit, and action. Written preparation alone does not complete Part 3.