

Evidence to Action

Build a brief that connects evidence, limits, and a decision.

11.R.1.E "Create research products aligned with the demands of the reading and writing standards."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline details that could serve as evidence in Elena's brief, and circle phrases that limit what a source can prove. Number 1, 2, and 3 beside the claim, evidence, and limits components of her planned brief.

A Brief for Cooler Bus Stops

- ① In this fictional planning case, Elena is preparing a research brief for a student transit council. The council wants to know whether to study shade improvements at bus stops. No local temperature measurements or rider survey are available yet. Elena begins with two published background sources: an Environmental Protection Agency explanation of trees and cooling, and a National Weather Service comparison of heat measures. Their summaries and links are supplied below. Her brief must use what these sources actually establish and make clear what remains unknown locally.
- ② Elena distinguishes the sources' roles. The EPA explains a cooling mechanism; it does not report temperatures at her bus stops. The weather source explains why the choice of heat measure matters. A heat index based on shaded conditions does not fully represent a sunny waiting area. Neither source identifies which local stop should receive funding first. Elena records the agency and title with each note so her eventual readers can trace her evidence. She does not invent a local statistic to make the proposal sound more definite.

- ③ The finished research product should make a focused recommendation, combine evidence from both sources, and explain an important limitation. Elena can recommend an assessment before a construction decision. Her next step might be to request a qualified local evaluation of shade, waiting patterns, and appropriate heat measures. That proposal is a plan for collecting missing evidence, not a finding that the evaluation has already produced. A useful brief helps readers understand both why an action deserves investigation and what evidence is needed to choose it responsibly.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① What decision is Elena researching, and which local evidence is missing?

- ② How do the two background sources serve different purposes?

- ③ Why would reporting the city's hottest stop as a fact be unsupported?

- ④ How does a proposed evaluation differ from a finding?

3 YOUR TURN

Your own words

Sources for Your Turn

Use these editorial summaries as your supplied research sources. Cite each by agency and source letter. Links allow readers to inspect the originals; Internet access is optional for this brief. These are general background sources, not local bus-stop studies.

Source A: U.S. Environmental Protection Agency (EPA). Benefits of Trees and Vegetation.

Editorial summary: Trees can cool surfaces and surrounding air through shade and evapotranspiration, in which water moves from vegetation into the air. Trees shading buildings can also reduce cooling demand.

Scope and limits: This general explanation does not measure any stop in the fictional city or predict a particular project's cooling, cost, or construction feasibility.

<https://www.epa.gov/heatislands/benefits-trees-and-vegetation>

Source B: National Weather Service (NWS), Wichita. Wet Bulb Globe Temperature vs Heat Index.

Editorial summary: Heat index combines temperature and humidity and assumes shaded conditions. Wet bulb globe temperature also accounts for conditions such as wind, sun angle, and cloud cover when assessing heat in direct sunlight. The measures answer related but different questions.

Scope and limits: This comparison supplies no measurements for the fictional city. It supports choosing a suitable assessment method; it does not show that a particular stop is safe or unsafe.

<https://www.weather.gov/ict/WBGT>

Write a 100–130 word research brief for the fictional transit council using both supplied sources. State a focused recommendation, use and cite distinct evidence from A and B, identify one local evidence gap, and propose a next step. Do not invent measurements or sources.

Research brief

Write 100-130 words. Attribute both sources, connect their different evidence to the recommendation, and distinguish the next step from completed research.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PART 1 • READ AND MARK

Underline details that could serve as evidence in Elena's brief, and circle phrases that limit what a source can prove. Number 1, 2, and 3 beside the claim, evidence, and limits components of her planned brief. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What decision is Elena researching, and which local evidence is missing?	Whether to study shade improvements at bus stops. Local temperature measurements and a rider survey are not yet available.
2	How do the two background sources serve different purposes?	EPA explains tree cooling; the weather source explains the different conditions and variables represented by heat measures.
3	Why would reporting the city's hottest stop as a fact be unsupported?	Neither source supplies local stop measurements or a ranking. No local evaluation has yet occurred.
4	How does a proposed evaluation differ from a finding?	It describes evidence to collect in the future. A finding reports evidence already obtained; the brief must not confuse the two.

PART 3 • YOUR TURN (SAMPLE ANSWER)

The council should commission a local shade assessment before choosing bus stops for improvements. EPA explains that trees cool surfaces and air through shade and evapotranspiration (Source A), providing a reason to investigate tree shade. NWS explains that heat index assumes shade, while wet bulb globe temperature accounts for additional conditions affecting exposure in sunlight (Source B). This distinction matters when evaluating sunny waiting areas. Neither source measures our stops, estimates installation costs, or establishes which site has the greatest need. The council should request a qualified assessment of local shade conditions, rider waiting patterns, and suitable heat measures. Those findings could guide a pilot recommendation without treating general background information as a local result.

The model uses only the supplied pack and makes a local recommendation without inventing local results. Accept source letters with agency names as requested; full formal bibliographies are not required. Check 100–130 words, distinct evidence from both sources, a genuine local gap, and a next step that could address it. A recommendation to assess constructed shelters rather than trees must recognize that Source A describes vegetation, not measured shelter performance.