

Evidence That Works

Analyze how a model proposal uses evidence, audience awareness, and specificity.

12.T.T.2 "Expository Techniques: Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline a concrete detail that makes heat feel immediate, circle a phrase aimed at a particular audience, and number three places where the writer turns a broad idea into a specific, checkable plan. Use your marks to evaluate how the proposal builds support.

A Cooler Block by Design

- ① On a July afternoon, a bus stop can become a small heat island. Dark pavement absorbs sunlight, then releases heat after the sun has dropped. Trees change that experience: their leaves shade sidewalks, and water released through leaves helps cool the surrounding air. For residents walking to work, waiting for transit, or pushing a stroller, shade is not merely attractive. It can make a trip safer and more comfortable. A city tree plan, then, is public-health infrastructure as well as landscaping. The question is not whether streets need beauty, but which blocks need relief first.
- ② To choose those blocks, planners can pair temperature maps, canopy information and residents' daily routes. A canopy layer may show that one neighborhood has few trees, but a route survey reveals where older adults wait for a clinic shuttle or where students cross an unshaded parking lot. This combination turns an abstract color on a screen into a practical planting decision. It also helps avoid a common mistake: placing trees only where land is easiest to landscape. If the goal is lower heat exposure, the strongest evidence is not a photograph of a finished plaza. It is a record showing who uses the space, when they use it, and how conditions change.

- ③ Some residents may object that young trees cost money and require watering. That concern deserves a direct answer. A phased plan can begin with the hottest walking routes, use species suited to local conditions, and publish survival and maintenance data each year. Clear reporting matters because it lets taxpayers judge results instead of trusting a promise. Consider two messages: "Plant more trees" asks for goodwill, while "Shade the six blocks leading to the library and report summer surface temperatures" gives the public a goal they can inspect. Specificity makes the proposal more credible, and credibility makes action easier to support.

2 ANSWER WITH EVIDENCE Use the passage

- 1 How does the bus-stop scene in paragraph 1 help the writer achieve the purpose of the proposal?

- 2 Why does the writer recommend combining temperature maps, canopy information and route surveys when choosing locations?

- 3 How does paragraph 3 respond to a skeptical taxpayer who worries about cost and maintenance?

- 4 Why is the second message about planting trees more credible than "Plant more trees," according to the passage?

Write a 90–120-word proposal to the school board using these fictional notes: during one five-minute passing period, a student log recorded 28 arrivals at the gym fountain and 9 at the hall fountain; staff have not inspected either fountain; repair and installation costs are unknown. Request an assessment of water access. Use a concrete opening, a comparison, a fair concern and response, and a final action whose completion can be checked. Do not treat arrivals as queue length, unique daily users or a measured flow rate.

Write the complete 90-120-word proposal using the fictional notes above. Preserve the observation's time basis and request enough evidence to choose a response. End with an action the board can check.

This image shows a blank 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 a concrete detail that makes heat feel immediate, circle a phrase aimed at a particular audience, and number three places where the writer turns a broad idea into a specific, checkable plan. Use your marks to evaluate how the proposal builds support. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does the bus-stop scene in paragraph 1 help the writer achieve the purpose of the proposal?	It makes street heat concrete for people who walk, wait for transit, or push strollers, supporting the claim that trees are a safety and public-health need rather than decoration.
2	Why does the writer recommend combining temperature maps, canopy information and route surveys when choosing locations?	Temperature data identify measured heat patterns; canopy information identifies tree cover; route surveys add where and when people use places. Together, they inform exposure and possible actions more directly than a single layer. A temperature map alone does not measure canopy.
3	How does paragraph 3 respond to a skeptical taxpayer who worries about cost and maintenance?	It acknowledges the concern, proposes a phased plan and locally suitable species, and promises public survival and maintenance data so taxpayers can judge results.
4	Why is the second message about planting trees more credible than "Plant more trees," according to the passage?	It names a specific location, sets a clear action, and includes a measurable result, summer surface temperatures, that the public can inspect.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Picture a student reaching a fountain between classes with little time to spare. In this fictional case, a five-minute log records 28 arrivals at the gym fountain and 9 at the hall fountain. That comparison suggests different use during one interval, not a measured wait time or proof that either fountain is broken. Board members may reasonably worry about costs. Please ask facilities staff to inspect both locations, observe waits during several passing periods and compare repair or improvement options. Request a written assessment with estimated costs on the November agenda before choosing equipment or promising shorter waits.

Assess how the response uses explanation, comparison and specificity for the board's purpose. The open task requires 90–120 words, concrete opening, supplied comparison, concern/response and a checkable final request. Arrival counts are not queue length, flow rate, daily unique users or proof of unmet demand. The model requests observation and cost assessment rather than prescribing equipment or inventing cafeteria demand. General mechanisms are supported by the EPA heat-island and vegetation guidance; no site-specific numerical cooling result is claimed. Canopy data must be supplied separately from temperature measurements.