Shade by the Stop

Track how a speaker names sources and explains what they show.

7.C.2.A.v "Report orally on a topic or text or present an opinion. This includes: Referencing source material as appropriate during the presentation."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each source name. Underline the words that tell what the source supports, then write 1, 2, and 3 beside the first mention of each different source.

Trees at Transit Stops

1 Good morning. My topic is how city trees can make neighborhoods safer during hot weather. The U.S. Environmental Protection Agency explains that pavement and buildings absorb heat, making cities warmer than nearby rural areas. Trees help because their leaves provide shade, and water released from leaves can cool the air. In this presentation, I will compare tree cover near bus stops with tree cover in parks. I will also explain why shade matters most to people who wait outside for buses.

2 First, I used the National Weather Service Heat Index page. It says heat can feel more dangerous when humidity is high because sweat evaporates more slowly. That source helps explain why a shaded bus stop is not always cool enough. I also checked New York City's Street Tree Map, which shows locations of public street trees. On the map, several busy bus stops have few nearby trees. I would show this map on a slide and say that it shows a need for more shade, not proof that any one stop is unsafe.

3 To conclude, planting and caring for trees near transit stops could make waiting areas more comfortable. According to the EPA, trees can lower temperatures through shade and evaporation. The tree inventory map suggests where the city could begin looking, especially near stops with little tree cover. However, the map does not tell us whether a tree is healthy, whether it shades the sidewalk at bus time, or who owns nearby land. For that reason, I would recommend that city staff visit selected stops before choosing planting sites.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which source does the speaker name when explaining why high humidity can make heat feel more dangerous?

2. How does the speaker use the Street Tree Map without claiming more than the map can prove?

3. In the conclusion, which source supports the claim that trees can lower temperatures, and what does it say trees do?

4. What action does the speaker recommend because the map has limits?

3 YOUR TURN

Your own words

Write a 45 to 60 word oral statement that presents an opinion about one school improvement. Name two sources as you explain what each source supports, and explain one limit, question, or next step. Then deliver it aloud to a partner, naming each source as you use its information. Ask the listener to identify both sources and the point each supports. Clarify and repeat if needed; record brief feedback. Use sources you can consult with teacher support; label imagined practice examples.

ANSWER KEY

Shade by the Stop

GRADE 7 · 7.C.2.A.v

PART 1 · READ AND MARK

Circle each source name. Underline the words that tell what the source supports, then write 1, 2, and 3 beside the first mention of each different source. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which source does the speaker name when explaining why high humidity can make heat feel more dangerous?	**The National Weather Service Heat Index page.**
2	How does the speaker use the Street Tree Map without claiming more than the map can prove?	**The speaker says it shows a need for more shade, not proof that any one stop is unsafe.**
3	In the conclusion, which source supports the claim that trees can lower temperatures, and what does it say trees do?	**The EPA. It says trees lower temperatures through shade and evaporation.**
4	What action does the speaker recommend because the map has limits?	**The speaker recommends that city staff visit selected stops before choosing planting sites.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should add a water bottle filling station near the gym. The CDC's Drinking Water page explains that water helps prevent dehydration. Our student council survey found that 38 of 52 respondents bring refillable bottles. The survey is small, so the principal should ask more students before choosing a location.

Accept answers that accurately connect each named source to the claim it supports and recognize the map's limits. For the open response, accept a clear opinion, two named sources with relevant support, and a reasonable limitation, question, or next step. Observe actual spoken source references and the listener's matching of each source to its support. The model survey is an imagined practice example, not real school data; identify it that way when rehearsing. Use verified sources for a real proposal. A written statement alone is insufficient.