

Evidence in Every Format

Use claims, evidence, and limits to communicate a scientific solution.

8.3.B “communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Part 1: READ AND MARK. A claim states what results mean, evidence gives measured observations, and a limit tells what an investigation did not test; underline the complete sentence that states the claim, circle the complete sentence that gives the cooling results, and write 1 beside the complete sentence that states the limit.

Keeping Water Warm

- ① At Riverside Middle School, four students tested whether a felt sleeve slows the cooling of warm water in a glass jar. Each student measured one jar, then recorded observations and temperatures in an individual notebook. All jars began at 60°C and sat in the same room for 20 minutes. Two jars had felt sleeves, and two jars did not. The students used the same amount of water and identical jars, so the sleeve was the planned difference. Individual records helped each student explain what that student observed.
- ② After the measurements, the students met as a team and combined their notebook results on one shared data sheet. The sleeved jars cooled by 8°C and 9°C, while the uncovered jars cooled by 15°C and 16°C. During the meeting, Maya used the numbers to state a claim: felt sleeves reduced cooling in this test. Jordan checked that the group had used the same time period, and Luis suggested a labeled table for classmates. The team chose the table because readers could compare all four results quickly.
- ③ For a recommendation to the school garden club, the group wrote a short explanation and presented it aloud. Their recommendation was to test felt sleeves on water containers that need to stay warm. The written explanation named the claim, gave the four cooling results, and noted a limit: the test used only one room and one starting temperature. In the oral presentation, different students explained the procedure, evidence, and limit. Before making a broader recommendation, the team planned one additional trial with several starting temperatures.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Part 2: SHORT ANSWER. How did the individual notebooks and the shared data sheet help the students communicate their investigation?

2 What claim did Maya state, and which four measurements supported it?

3 Which format did Luis suggest for classmates, and why did the team choose that format?

4 What limit did the written explanation identify, and what exact next step did the team plan?

3 YOUR TURN _____ Your own words

Part 3: YOUR TURN. Write exactly five sentences for a garden club handout. Across the five sentences, state the team's claim, report all four cooling results, explain how the results support the claim, name the limit, and state the planned next step. Use only information from the passage.

PART 1 • READ AND MARK

Part 1: READ AND MARK. A claim states what results mean, evidence gives measured observations, and a limit tells what an investigation did not test; underline the complete sentence that states the claim, circle the complete sentence that gives the cooling results, and write 1 beside the complete sentence that states the limit. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Part 2: SHORT ANSWER. How did the individual notebooks and the shared data sheet help the students communicate their investigation?	The notebooks let each student record and explain personal observations. The shared data sheet combined the results so the team could discuss them together.
2	What claim did Maya state, and which four measurements supported it?	Maya claimed that felt sleeves reduced cooling in this test. Sleeved jars cooled by 8°C and 9°C, while uncovered jars cooled by 15°C and 16°C.
3	Which format did Luis suggest for classmates, and why did the team choose that format?	Luis suggested a labeled table. The team chose it because readers could compare all four results quickly.
4	What limit did the written explanation identify, and what exact next step did the team plan?	The test used only one room and one starting temperature. The team planned one additional trial with several starting temperatures.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our team found that felt sleeves reduced cooling in this test. Sleeved jars cooled by 8°C and 9°C, while uncovered jars cooled by 15°C and 16°C. Because the sleeved jars lost less heat during the same 20-minute period, the sleeves may help containers stay warm. This evidence is limited because we used one room and one starting temperature. We recommend one additional trial with several starting temperatures before making a broader recommendation.

Accept equivalent wording that accurately distinguishes the claim, measured evidence, and limit. For Part 3, the five sentences collectively must include every required element, use only passage information, and state that the next step is one additional trial with several starting temperatures.