Evidence Under Canopy

Trace how an author builds and qualifies a policy argument.

10.RI "The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read…"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline Ruiz's central claim, circle evidence or limitations that affect how convincing it is, and number the three main moves in her argument from first to last.

Shade as a Safety Plan

(1) On hot days, pavement and dark roofs absorb sunlight, making cities warmer than nearby rural areas. In a report to the city council, planner Elena Ruiz argues that planting trees along bus stops and school walking routes should be part of the city's heat-safety plan. She begins with a local concern: neighborhoods with little tree cover often have fewer shaded places to wait or walk. Ruiz does not claim that trees can end heat waves. Instead, she presents them as one tool, alongside cooling centers, drinking-water access, and alerts, for reducing people's exposure to dangerous heat.

(2) To develop her point, Ruiz cites temperature readings collected by the city during one July afternoon. At 30 bus stops without nearby shade, the average surface temperature of the waiting area was 18 degrees Fahrenheit higher than at 30 stops shaded by mature trees. The comparison supports her concern about exposed pavement, but it does not prove that every shaded stop is cooler for the same reason. Building height, wind, and pavement material also affect temperature. Ruiz strengthens her reasoning by recommending that planners measure conditions before and after planting, rather than treating one comparison as final proof.

(3) In her final section, Ruiz addresses cost, noting that young trees need watering and care before they provide broad shade. She proposes starting with routes used by many pedestrians and publishing survival rates for newly planted trees. This order matters: after explaining the heat problem and weighing limited evidence, she turns to a practical objection and a testable plan. Her conclusion is narrower than the slogan "trees solve heat." She argues that targeted planting can reduce exposure in particular places if the city maintains the trees and continues to collect data.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does Ruiz organize her argument across the three paragraphs? Describe the main job of each paragraph.

2. Which numerical evidence does Ruiz use to support her concern about heat exposure, and what does that evidence suggest?

3. Does Ruiz treat the bus-stop comparison as final proof that trees alone cause cooler conditions? Use two details from the passage to explain your answer.

4. How do the quotation marks around “trees solve heat” help Ruiz develop her conclusion?

3 YOUR TURN

Your own words

Write exactly three sentences recommending a heat-safety tree project for the city. Use one numerical detail from the passage, acknowledge one limitation, and end with an evidence-based recommendation for how the city should evaluate the project.

ANSWER KEY

Evidence Under Canopy

GRADE 10 · 10.RI

PART 1 · READ AND MARK

Underline Ruiz's central claim, circle evidence or limitations that affect how convincing it is, and number the three main moves in her argument from first to last. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does Ruiz organize her argument across the three paragraphs? Describe the main job of each paragraph.	**Paragraph 1 introduces heat exposure and Ruiz's central claim. Paragraph 2 gives temperature evidence and explains its limits. Paragraph 3 addresses cost and maintenance, then offers a narrower, testable conclusion.**
2	Which numerical evidence does Ruiz use to support her concern about heat exposure, and what does that evidence suggest?	**She reports that 30 unshaded bus stops had an average surface temperature 18 degrees Fahrenheit higher than 30 stops shaded by mature trees. The comparison suggests that shade may reduce heat exposure at waiting areas.**
3	Does Ruiz treat the bus-stop comparison as final proof that trees alone cause cooler conditions? Use two details from the passage to explain your answer.	**No. She notes that building height, wind, and pavement material also affect temperature, and she recommends measuring conditions before and after planting rather than relying on one comparison.**
4	How do the quotation marks around "trees solve heat" help Ruiz develop her conclusion?	**They set apart an oversimplified slogan that Ruiz rejects. The contrast helps her emphasize that trees are one limited, targeted part of a larger heat-safety plan.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The city should first plant and maintain trees near heavily used bus stops and school routes. In the July comparison, unshaded stops had an average surface temperature 18 degrees Fahrenheit higher than shaded stops, although wind, buildings, and pavement could also affect the result. The city should measure temperatures before and after planting so it can judge whether the project reduces exposure.

Accept equivalent descriptions of the argument's sequence and any accurate quotation or paraphrase of evidence. For the open response, require exactly three sentences, a numerical detail, a stated limitation, and a concluding recommendation for evaluating results.