

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 To prepare a one-page research brief for the student transit council, Elena investigates whether shade at bus stops could reduce riders’ heat exposure. Her audience needs a practical recommendation before the council votes on a pilot project. Elena begins with the city’s map of stops, which shows that several busy stops have no shelter. She pairs that local record with National Weather Service temperature data for July afternoons. The two sources serve different purposes: the map helps locate a need, while the weather data establishes when heat is most intense.
- ② Elena does not treat the sources as proof that shade alone will solve the problem. She reads a public-health study that measured temperatures under shaded and unshaded outdoor areas, then records its finding that shade lowers surface and air temperatures in the conditions studied. Because the study was not conducted at her city’s bus stops, she plans to describe it as relevant evidence rather than a local result. She also interviews two frequent riders, but labels their comments as experiences, not representative data. Her notes include the author, date, title, and link for each source so readers can trace her evidence.
- ③ Before drafting, Elena decides that her brief will contain a focused claim, two pieces of cited evidence, and a section called “Limits and Next Steps.” Her claim will recommend that the council test shade at the hottest unsheltered stops, rather than install shelters everywhere at once. In the limits section, she will note that the city map does not show how long riders wait and that the public-health study cannot predict the exact temperature change at each stop. She proposes collecting wait-time observations during the pilot. This plan connects her evidence, source limits, and recommendation to the council’s decision.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Which source helps Elena identify where shade may be needed, and what does it show?

2 Why should Elena describe the public-health study as relevant evidence instead of a local result?

3 How should Elena use the riders' interviews in her brief?

4 What additional evidence does Elena propose collecting, and which source limit would it address?

3 YOUR TURN _____ Your own words

Choose a school or community decision you could research. In 100 to 130 words, write a mini research brief that states a focused recommendation, uses two cited sources or source types for distinct evidence, identifies one limit, and names a next step.

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	Which source helps Elena identify where shade may be needed, and what does it show?	The city map of stops. It shows that several busy stops have no shelter.
2	Why should Elena describe the public-health study as relevant evidence instead of a local result?	The study was not conducted at bus stops in her city, so it cannot prove the same result will occur there.
3	How should Elena use the riders' interviews in her brief?	She should use them as individual experiences, not as representative data about all riders.
4	What additional evidence does Elena propose collecting, and which source limit would it address?	She proposes collecting wait-time observations during the pilot. This addresses the map's failure to show how long riders wait at stops.

PART 3 • YOUR TURN (SAMPLE ANSWER)

I recommend that the district pilot an 8:30 a.m. start time at one high school next fall. The American Academy of Pediatrics recommends that middle and high schools begin at 8:30 a.m. or later to support adolescent sleep (AAP, 2014). Our district's published bus schedule shows that high-school routes now begin before 7:00 a.m. (District Transportation Office, 2026), so a pilot would require route changes. The AAP statement supports the health rationale, while the schedule identifies a local constraint. Neither source calculates the cost or availability of revised transportation. Before deciding on a districtwide change, the board should request route-cost estimates and compare attendance during the pilot with attendance from the previous fall.

Accept equivalent explanations that distinguish local evidence, broader research, and personal experience. For the mini brief, accept varied topics if the student includes a focused recommendation, two distinct evidence uses, a meaningful limitation, and a logical next research step.