Shade Decisions

Introduce sources and connect evidence to a decision.

11.W.2.A.iii "Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing)..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each source introduction and circle the words that explain why its evidence matters to the school board. Number the revision and editing checks in the final paragraph.

Shade Along the Walk

(1) For a school board considering shade at bus stops, a student advisory committee should recommend planting trees along the hottest walking routes. The purpose is not to promise instant cooling but to justify a practical, long-term safety step for families and staff. Board members need evidence that connects heat exposure to places students actually wait, walk, and cross streets each day during the school year, in warm months, as temperatures rise.

(2) First, introduce a source before presenting its detail. The Environmental Protection Agency explains that pavement and roofs absorb and re-emit heat, helping create urban heat islands. Rather than dropping that fact into a paragraph alone, the committee could explain that unshaded sidewalks near bus stops can hold heat after the afternoon sun. That connection makes the evidence relevant to a board deciding where shade would matter most for students and families.

(3) Then, use a second source to show that planting decisions require planning, not slogans. The U.S. Forest Service notes that urban trees can lower temperatures through shade and evapotranspiration. A useful draft would follow that evidence with a local implication: select species that fit the site, protect utilities, and survive dry periods. During revision, check whether each source is introduced, explained, and tied to the board's decision. During editing, verify source names and punctuation.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the intended audience, and what decision are they making?

2. What source is introduced in paragraph 2, and what fact does it provide?

3. How does paragraph 2 explain the relevance of its evidence?

4. What should the writer check during revision, and what should the writer verify during editing?

3 YOUR TURN

Your own words

Plan a two-sentence recommendation to your principal about moving the school start time later. First write a brief audience-purpose note, then write a 45-55-word draft that introduces the CDC fact that teenagers need 8 to 10 hours of sleep per 24 hours and explains why it supports your recommendation; revise and edit your final draft.

ANSWER KEY

Shade Decisions

GRADE 11 · 11.W.2.A.iii

PART 1 · READ AND MARK

Underline each source introduction and circle the words that explain why its evidence matters to the school board. Number the revision and editing checks in the final paragraph. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the intended audience, and what decision are they making?	**The audience is the school board, which is deciding where shade from trees would matter most.**
2	What source is introduced in paragraph 2, and what fact does it provide?	**The Environmental Protection Agency is introduced. It explains that pavement and roofs absorb and re-emit heat, helping create urban heat islands.**
3	How does paragraph 2 explain the relevance of its evidence?	**It connects heat-absorbing surfaces to unshaded sidewalks near bus stops, where students wait and walk.**
4	What should the writer check during revision, and what should the writer verify during editing?	**During revision, check that each source is introduced, explained, and tied to the decision. During editing, verify source names and punctuation.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan: Audience: principal. Purpose: recommend a later start time. Draft: Because our principal must balance student learning and schedules, the school should begin later. The Centers for Disease Control and Prevention states that teenagers need 8 to 10 hours of sleep per 24 hours, so a later start could give students more time to meet that health need.

Accept equivalent descriptions of the audience, purpose, source evidence, and explanation. For the open task, accept a clear audience-purpose note and a two-sentence, 45-55-word draft that introduces the CDC, accurately uses the sleep range, and explains its relevance to the recommendation.