

Evidence to Action

Trace how a research recommendation is built from focused evidence.

9.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 each source Maya uses, circle her final claim, and number the details that make her recommendation checkable. These marks will help you see how a research product connects evidence, citations, and limits.

A Recommendation Built on Research

- ① When Maya investigated whether her district should move high school start times later, she began with a focused question: How would a 30-minute later start affect students' sleep, attendance, and transportation? Her final product was a two-page recommendation for the school board, so she needed evidence that decision makers could check quickly. She made source cards that recorded the author, date, organization, main finding, and page or link. This system separated her own ideas from source information and gave her the details needed for accurate citations.
- ② To understand sleep, Maya used guidance from the American Academy of Pediatrics, which recommends that middle and high schools begin at 8:30 a.m. or later. For local conditions, she compared three years of district attendance records with bus schedules supplied by the transportation office. She did not treat every source alike. A student poll helped her describe opinions, but it could not prove that a schedule change would improve attendance. She noted that the academy's recommendation was expert guidance, while the district records showed patterns in her own community.
- ③ In her recommendation, Maya wrote a claim that matched the evidence: the board should study a later start time through a one-year pilot, rather than promise an immediate districtwide change. She cited the academy guidance after discussing sleep and cited district records when describing attendance. She also addressed a likely concern, explaining that new bus routes could cost money and require planning. Her product ended with a short source list and a sentence naming information still needed, including an estimate of transportation costs. These choices made her recommendation useful, traceable, and appropriately limited.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What information did Maya put on each source card, and why was that information useful for her recommendation?

2 Why could Maya use the student poll to describe opinions but not to prove that a schedule change would improve attendance?

3 What was Maya's final claim, and how did she limit that claim to fit her evidence?

4 How did Maya connect two different sources to two different parts of her recommendation?

3 YOUR TURN _____ Your own words

Choose a school or community issue different from school start times. Write a 90 to 110 word research-product plan for a real audience that includes a focused question, product and audience, tentative claim, two credible sources and what each would provide, a counterclaim, and one fact still needed.

PART 1 • READ AND MARK

Underline each source Maya uses, circle her final claim, and number the details that make her recommendation checkable. These marks will help you see how a research product connects evidence, citations, and limits. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What information did Maya put on each source card, and why was that information useful for her recommendation?	She recorded the author, date, organization, main finding, and page or link. The details separated her ideas from source information and allowed accurate, checkable citations.
2	Why could Maya use the student poll to describe opinions but not to prove that a schedule change would improve attendance?	The poll showed what students thought, but it did not provide evidence that a schedule change caused attendance to improve.
3	What was Maya's final claim, and how did she limit that claim to fit her evidence?	She claimed that the board should study a later start through a one-year pilot. She did not promise an immediate districtwide change.
4	How did Maya connect two different sources to two different parts of her recommendation?	She used American Academy of Pediatrics guidance for the discussion of sleep and district attendance records for the discussion of local attendance patterns.

PART 3 • YOUR TURN (SAMPLE ANSWER)

My question is: Would adding two water refill stations reduce single-use bottle waste at our school? I will prepare a one-page recommendation for the principal and facilities committee. My tentative claim is that stations would be worthwhile if maintenance costs fit the school budget. The district facilities office can provide installation, maintenance, and plumbing estimates. The school cafeteria manager can provide monthly bottled-water sales or recycling data. A counterclaim is that students may not use the stations enough to justify the expense. I still need the building's daily water-use capacity and projected total cost.

Accept equivalent explanations that distinguish source purpose, credibility, and limits. For Part 3, check that the plan includes every required element, stays within 90 to 110 words, and uses sources that could reasonably supply the named evidence.