Source Scout

Use source clues to find needed information efficiently.

CCSS.ELA-Literacy.RI.5.7 "Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the name of each source. In the margin, write a two- or three-word note telling what kind of information that source contains.

Planning a Preserve Visit

1. Source 1, a printed trail map from Pine Creek Nature Preserve, uses colored lines for routes. The blue loop begins at the visitor center and is 0.8 mile long. The green path is 0.4 mile and ends at the pond. A picnic symbol marks tables beside the visitor center. The map also shows restrooms near the main parking lot.

2. Source 2, the preserve website, lists hours and visit rules. Pine Creek is open Tuesday through Sunday from 9 a.m. to 5 p.m. Groups of ten or more must reserve a visit online. After heavy rain, the website warns that parts of the green path may be muddy. It asks visitors to stay on marked trails.

3. Source 3, a ranger's bird and animal guide, helps visitors identify wildlife. A male red-winged blackbird is black with a red and yellow patch on each shoulder. Beaver clues include tree stumps with tooth marks. The guide says that early morning is a useful time to watch birds quietly near the pond. It does not list trail distances or park hours.

2 ANSWER WITH EVIDENCE

Use the passage

1. You need the length of the blue loop. Which source should you check, and what does it say?

2. A group plans to visit on Monday. Which source lets you decide if the preserve is open, and what is the decision?

3. Which source would you use to identify a black bird with red and yellow shoulder patches? Write the source and the bird's name.

4. Twelve students want to eat at picnic tables before walking to the pond. Name the two sources they should check first and tell what each source helps them find.

3 YOUR TURN

Your own words

Write two different questions a visitor might need answered before the trip. For each question, name the best source to check and tell what information it can provide. Do not use a question from Part 2.

ANSWER KEY

Source Scout

GRADE 5 · RI.5.7

PART 1 · READ AND MARK

Underline the name of each source. In the margin, write a two- or three-word note telling what kind of information that source contains. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	You need the length of the blue loop. Which source should you check, and what does it say?	**Source 1, the trail map. The blue loop is 0.8 mile long.**
2	A group plans to visit on Monday. Which source lets you decide if the preserve is open, and what is the decision?	**Source 2, the preserve website. The preserve is closed on Monday.**
3	Which source would you use to identify a black bird with red and yellow shoulder patches? Write the source and the bird's name.	**Source 3, the ranger's guide. The bird is a male red-winged blackbird.**
4	Twelve students want to eat at picnic tables before walking to the pond. Name the two sources they should check first and tell what each source helps them find.	**They should check Source 2 to learn that groups of ten or more must reserve online, and Source 1 to find the picnic tables and the green path to the pond.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Question: Where are the restrooms? Source 1 is quickest because the map shows that they are near the main parking lot. Question: When is a useful time to watch birds near the pond? Source 3 is quickest because the guide says early morning.

Accept accurate source names or source numbers and clear paraphrases of the information. For the open task, accept any two new, passage-based questions that are matched with appropriate sources and explanations.