

Search With Purpose

Evaluate sources before you build your evidence.

CCSS.ELA-Literacy.W.9-10.8 "Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each source name. Circle the words that explain why a source was useful or not useful, then put a 1 beside the parenthetical citation.

Building a Focused Report

- ① For a report asking whether our city should replace lead service lines, I began with a focused search: site:.gov "lead service lines" filetype:pdf inventory. The search led me to the U.S. Environmental Protection Agency's 2024 Lead and Copper Rule Improvements fact sheet. Because the EPA sets national drinking-water rules, its explanation of requirements and health protections was useful. I also searched the city water department's current service-line inventory. That local digital record could show how many lines may contain lead, so it answered my location-specific question better than a national source.
- ② One search result was a two-year-old newspaper story about a nearby town's pipe project. It described public debate, but it could not establish conditions in our city, so I did not use it as evidence. Instead, I used one precise fact from the EPA fact sheet: the rule requires most water systems to replace lead service lines within ten years (U.S. Environmental Protection Agency). I placed that fact after my claim about federal action, rather than copying a whole paragraph. The citation identifies the source, and my own sentence explains why the fact matters.
- ③ Before drafting, I compared publication dates, authors, and purposes. The EPA fact sheet was current and authoritative for national rules, while the water department inventory was most useful for local conditions. A university research center's chart on lead exposure helped me understand the issue, but I used it only if its sources were named. My report would not list every fact I found. I would choose evidence that answered the research question, paraphrase it accurately, and attach a citation each time I used another writer's ideas, data, or words. That approach keeps the report focused and avoids plagiarism.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How did the writer's first search make the results more focused?

2 Why did the writer decide not to use the newspaper story as evidence?

3 Which source would best answer how many local service lines may contain lead? Explain why.

4 What did the writer do instead of copying a whole source paragraph, and how did the citation help?

3 YOUR TURN _____ Your own words

Choose a school or community issue. Write 80 to 100 words that states a research question, gives one advanced search, names two authoritative sources, explains why each source would be useful, and includes one paraphrased fact with an MLA-style parenthetical citation.

PART 1 • READ AND MARK

Underline each source name. Circle the words that explain why a source was useful or not useful, then put a 1 beside the parenthetical citation. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How did the writer's first search make the results more focused?	The writer used <code>site:.gov</code>, quotation marks around "lead service lines," and <code>filetype:pdf</code> to target government PDF sources about the topic.
2	Why did the writer decide not to use the newspaper story as evidence?	It was about a nearby town, not the writer's city, so it could not establish local conditions.
3	Which source would best answer how many local service lines may contain lead? Explain why.	The city water department's current service-line inventory, because it provides location-specific information about the city's lines.
4	What did the writer do instead of copying a whole source paragraph, and how did the citation help?	The writer used one relevant fact in an original sentence and cited the EPA. The citation identifies where the fact came from.

PART 3 • YOUR TURN (SAMPLE ANSWER)

My question is, Should high schools begin at 8:30 a.m. or later? I would search `site:publications.aap.org "school start times"` AND adolescents to find medical guidance. The American Academy of Pediatrics policy statement is useful because pediatric specialists wrote it and it directly addresses teen health. The Centers for Disease Control and Prevention report on school start times is useful for national data. I would compare each source's date before using it. In my report, I would write: Medical experts recommend middle and high schools start no earlier than 8:30 a.m. (American Academy of Pediatrics).

Accept different issues, sources, and advanced searches when the sources are authoritative and the usefulness explanations match the research question. The response should include an original paraphrase, not copied wording, and a clear parenthetical citation.