

Clues Across Sources

Use evidence, check sources, and plan the next question.

ELA.7.C.4.1 "Conduct research to answer a question, drawing on multiple reliable and valid sources and generating additional questions for further research."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each source Maya uses. Circle details that show why a source is reliable or what limit it has, then number the research question and the further-research question.

Investigating City Heat

- ① When Maya noticed that her neighborhood bus stop felt much hotter than a nearby park, she formed a research question: How do trees affect summer temperatures in cities? She did not trust the first website she found. Instead, Maya looked for sources with evidence and clear authors. A National Oceanic and Atmospheric Administration webpage explained how pavement absorbs and releases heat. Because NOAA is a federal science agency, its information came from climate experts and included links to data. Maya wrote the author, date, and main idea in her notes.
- ② Next, Maya read a peer-reviewed article in an environmental science journal. Researchers had measured air temperatures and tree cover in several cities. The article reported that shaded areas were often cooler than places with little tree cover. Peer review meant other scientists had examined the study before publication. Maya also checked her city's parks department map, which listed tree locations and planting dates. She compared the sources rather than assuming one source proved everything. Together, they suggested that trees can reduce local heat by providing shade and cooling surfaces.
- ③ Maya's research answered part of her question, but it also had limits. The NOAA page described a broad scientific pattern, while the journal article used measurements from selected cities. The parks map showed where trees were planted, but it did not show temperatures at each location. Maya decided that a stronger local investigation would need temperature readings from shaded and unshaded bus stops at the same time of day. She generated a new question for further research: Do newly planted street trees cool bus stops as much as older, larger trees?

2 ANSWER WITH EVIDENCE Use the passage

1 What question did Maya investigate? Name two sources she used to answer it.

2 Name exactly two details that make the NOAA webpage a reliable source.

3 Why was it useful for Maya to compare the three sources instead of relying on only one?

4 What evidence would Maya need for a stronger local investigation, and what further question did she generate?

3 YOUR TURN Your own words

Choose a research question about your school or community. In 3 to 4 sentences, state your question, name two reliable sources and explain why each could be trusted, explain how you would compare their evidence, and add one question for further research.

PART 1 • READ AND MARK

Underline each source Maya uses. Circle details that show why a source is reliable or what limit it has, then number the research question and the further-research question. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What question did Maya investigate? Name two sources she used to answer it.	She investigated how trees affect summer temperatures in cities. She used any two of these sources: the NOAA webpage, a peer-reviewed environmental science journal article, and her city's parks department map.
2	Name exactly two details that make the NOAA webpage a reliable source.	NOAA is a federal science agency, and its information came from climate experts.
3	Why was it useful for Maya to compare the three sources instead of relying on only one?	Each source provided different evidence and had limits. The NOAA page gave a broad pattern, the journal article used selected-city measurements, and the map showed tree locations but not temperatures.
4	What evidence would Maya need for a stronger local investigation, and what further question did she generate?	She would need temperature readings from shaded and unshaded bus stops at the same time of day. Her further question asked whether newly planted street trees cool bus stops as much as older, larger trees.

PART 3 • YOUR TURN (SAMPLE ANSWER)

My question is, How can our school reduce food thrown away at lunch? I would use a dated cafeteria waste audit that explains how staff weighed leftovers and a peer-reviewed study about school lunch waste, which other researchers checked before publication; I would compare the kinds and amounts of food measured in both sources. A further question is, Does giving students more time to eat reduce the amount of unopened food thrown away?

Accept equivalent descriptions of the sources and evidence from the passage. For the open task, accept varied topics when the response includes a clear question, two credible sources with reasons, a comparison plan, and a new research question.