Evidence or Extra?

Sort source notes for a research question

7.W.5 "Conduct research assignments and tasks to build knowledge about the research process and the topic under study. Formulate a research question. Gather relevant information from multiple sources..."

NAME _____ DATE _____

RELEVANT

A relevant note helps answer your research question. For a question about better sleep, a note about how a quiet room affects sleep is relevant.

Question: What helps people sleep better? Note: A quiet room may make it easier to fall asleep.

UNRELATED

An unrelated note does not help answer your research question, even if the information is interesting.

Question: What helps people sleep better? Note: The Pacific Ocean covers a large area.

1 SORT

8 items

For the question "How can our school reduce food waste at lunch?", read each source note and circle RELEVANT or UNRELATED.

1.	Lunch survey: Many students say they throw away whole fruit they did not choose.	RELEVANT UNRELATED
2.	Waste audit: Unopened milk cartons make up a large share of items left on lunch trays.	RELEVANT UNRELATED
3.	Cafeteria menu: Soup is served on Tuesdays.	RELEVANT UNRELATED
4.	Cafeteria manager interview: Students may ask for a smaller first serving.	RELEVANT UNRELATED
5.	School health poster: Dairy foods contain calcium.	RELEVANT UNRELATED
6.	School calendar: The gym closes early on Fridays.	RELEVANT UNRELATED
7.	Student interview: Some students take a vegetable with their meal, then throw it away.	RELEVANT UNRELATED
8.	Lunch pilot note: When students could choose a side dish, fewer sides ended up in the trash.	RELEVANT UNRELATED

2 PROVE IT

Explain your thinking

Pick two items from Part 1. For each one, tell how you knew where it belonged.

ITEM # _____ **HOW I KNEW** _____

ITEM # _____ **HOW I KNEW** _____

3 MAKE YOUR OWN

One of each

Write two new source notes about the lunch question, one RELEVANT and one UNRELATED. Name a possible source for each.

RELEVANT _____

UNRELATED _____

CHALLENGE

Choose the RELEVANT note you wrote. Write one question you would ask its source to check whether the idea really reduces waste.

ANSWER KEY

Evidence or Extra?

GRADE 7 · 7.W.5

PART 1 · SORT

#	ITEM	CATEGORY	WHY
1	Lunch survey: Many students say they throw away whole fruit they did not choose.	**RELEVANT**	It identifies food students discard and suggests a choice that might reduce waste.
2	Waste audit: Unopened milk cartons make up a large share of items left on lunch trays.	**RELEVANT**	It identifies a type of lunchtime waste the school could address.
3	Cafeteria menu: Soup is served on Tuesdays.	**UNRELATED**	The menu note does not show how to reduce food waste.
4	Cafeteria manager interview: Students may ask for a smaller first serving.	**RELEVANT**	Smaller first servings are a possible way to reduce uneaten food.
5	School health poster: Dairy foods contain calcium.	**UNRELATED**	The nutrition fact does not address food waste at lunch.
6	School calendar: The gym closes early on Fridays.	**UNRELATED**	The gym schedule does not address lunchtime food waste.
7	Student interview: Some students take a vegetable with their meal, then throw it away.	**RELEVANT**	It points to a reason vegetables may be wasted at lunch.
8	Lunch pilot note: When students could choose a side dish, fewer sides ended up in the trash.	**RELEVANT**	It describes a change linked to less lunchtime food waste.

PART 2 · PROVE IT

Accept any explanation that names the deciding feature from the rule box for the chosen item.

PART 3 · MAKE YOUR OWN (SAMPLE ANSWERS)

- **RELEVANT**: Lunch monitor log: Fewer unopened snacks were tossed when students could skip the snack.
- **UNRELATED**: School nurse handout: Oranges contain vitamin C.

Challenge: How many unopened snacks were tossed each day before and after students could skip them?

For Part 2, look for explanations that connect each chosen note to the lunch research question or show why it does not help answer it. The source notes are hypothetical leads, not verified findings.