Search, Check, Note

Use focused searches and source notes to build a research plan.

8.W.5.b "Gather relevant information from multiple sources, using search terms effectively, and annotate sources."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline Nora's search phrases, circle the three sources she finds, and number the notes that explain what each source can or cannot show.

Finding Evidence Along the Walk

1. A class is investigating whether street trees could make the walk to school cooler. Nora begins with the search *trees*, but the results include family trees and tree-care ads. She changes it to *street tree shade summer sidewalk*. An Environmental Protection Agency (EPA) page explains that tree shade can reduce the sun reaching pavement and that water released by leaves can cool nearby air. In her notes, Nora writes, "EPA: explains how trees cool; useful for background, not proof about our blocks." She records the page title and web address.

2. In this imagined project, Nora searches *Riverton street tree inventory map*. A city inventory lists the locations and species of public street trees. She marks the section covering the school route and notes, "City inventory: shows recorded tree locations; may leave out trees on private land." Next she searches *Riverton school walking route map* and finds a school district route guide. Its marked crossings help her identify the sidewalks students are likely to use. She writes down the guide's date because routes can change.

3. Nora places her three source notes side by side. The EPA page explains a cooling process, the city inventory identifies recorded public trees, and the district guide shows a suggested route. None measures the sidewalk temperature on that route, so she cannot claim that a particular corner is cooler. She adds a question beside her notes: "Where would we need temperature readings?" For her next search, she tries *sidewalk surface temperature shade sun measurement*, which targets a missing kind of evidence instead of repeating a broad search.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why is *street tree shade summer sidewalk* a more useful search than *trees* for Nora's question?

2. Which source would you use to find recorded public trees along the route? What limit should you include in your annotation?

3. What detail should Nora record when annotating the district route guide, and why does it matter?

4. Nora wants to claim that a particular corner is cooler because of trees. What missing evidence should she note, and which search phrase from the passage could help her look for it?

3 YOUR TURN

Your own words

Your class wants to investigate whether covered bike racks keep bicycles drier on rainy days. Write a focused research question, two different search phrases for two kinds of sources, and a possible annotation for each source that states what it could show and one limit.

Search, Check, Note

PART 1 · READ AND MARK

Underline Nora's search phrases, circle the three sources she finds, and number the notes that explain what each source can or cannot show. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why is *street tree shade summer sidewalk* a more useful search than *trees* for Nora's question?	**It targets street trees, shade, and summer sidewalks instead of unrelated results such as family trees.**
2	Which source would you use to find recorded public trees along the route? What limit should you include in your annotation?	**Use the city street tree inventory. It may leave out trees on private land.**
3	What detail should Nora record when annotating the district route guide, and why does it matter?	**Record the guide's date because school routes can change.**
4	Nora wants to claim that a particular corner is cooler because of trees. What missing evidence should she note, and which search phrase from the passage could help her look for it?	**She needs temperature measurements for that route. She could search *sidewalk surface temperature shade sun measurement*.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Question: Do covered bike racks at our school keep bicycles drier during rain than uncovered racks? Search 1: school facilities covered bike rack list. Annotation: A current facilities list could identify covered racks, but it would not show how wet bicycles get. Search 2: covered bike rack rain bicycle wetness comparison study. Annotation: A comparison study could show how shelter affects wetness, but its weather or rack design might differ from ours.

For Part 3, accept other focused questions and search phrases if the two potential sources provide different, relevant kinds of information. Annotations should describe both a possible use and a specific limit without inventing findings.