

Research With Purpose

Search precisely, judge sources, and weave evidence into clear writing.

9-10W7 “Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas...”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Circle each search move, underline each statement that judges a source’s usefulness, and number the citation or plagiarism-prevention steps in the order they appear.

Investigating Later Start Times

- ① Researcher Maya asks, “How could a later high school start time affect student sleep and attendance?” She begins with the advanced search *site:cdc.gov teen sleep school start times*, which limits results to the Centers for Disease Control and Prevention. Then she searches Google Scholar for the exact phrase “later school start times” and uses a date filter to find recent studies. These choices reduce unrelated results, but Maya still records each search term for later checking. A precise search helps her locate evidence rather than simply confirm her opinion at the outset.
- ② Her first source is a CDC web page that summarizes why adolescents need adequate sleep and recommends later school start times. It is useful for background and a public-health recommendation, but it does not measure one school’s attendance. Her second source, a peer-reviewed 2018 study of Seattle students published in *Science Advances*, reports that students slept longer after a later start time and describes attendance data. Maya judges it useful for evidence about outcomes, while noting that one city cannot represent every school. She rejects an unsigned blog post because its statistics have no named study or author.
- ③ While drafting, Maya uses only details that answer her question. She paraphrases the CDC’s general recommendation in one sentence, then connects it to the Seattle study’s finding about longer sleep. She introduces the study before its evidence, so readers know why it matters. After the paraphrase, she adds an MLA-style parenthetical citation, (Dunster et al.), and lists the full source in a Works Cited entry. Quotation marks would be needed for copied wording. Changing a few words without credit would still be plagiarism, so Maya keeps notes that separate her own ideas from source language.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Name one advanced search Maya uses. How does it make her search results more useful?

2 Which source is more useful for evidence about attendance outcomes, the CDC page or the Seattle study? Explain why.

3 How does Maya select and arrange information so her draft flows clearly?

4 If Maya uses exact words from a source, what must she do to avoid plagiarism? Include the citation step described in the passage.

3 YOUR TURN _____ Your own words

Choose a school issue you could research. In an 80-110 word research plan, state a research question, write one advanced search, name two sources and explain how each would help, then include one paraphrased evidence sentence with an MLA-style parenthetical citation.

PART 1 • READ AND MARK

Circle each search move, underline each statement that judges a source's usefulness, and number the citation or plagiarism-prevention steps in the order they appear. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Name one advanced search Maya uses. How does it make her search results more useful?	She uses <i>site:cdc.gov</i> teen sleep school start times, which limits results to CDC material. She also searches Google Scholar for an exact phrase and uses a date filter to find recent studies.
2	Which source is more useful for evidence about attendance outcomes, the CDC page or the Seattle study? Explain why.	The peer-reviewed Seattle study is more useful because it describes attendance data and reports outcomes after a later start time. The CDC page provides background and a recommendation but does not measure one school's attendance.
3	How does Maya select and arrange information so her draft flows clearly?	She uses only details that answer her research question. She gives the CDC recommendation, connects it to the Seattle finding about longer sleep, and introduces the study before presenting its evidence.
4	If Maya uses exact words from a source, what must she do to avoid plagiarism? Include the citation step described in the passage.	She must place copied wording in quotation marks and give credit with an MLA-style parenthetical citation. She also lists the full source in a Works Cited entry.

PART 3 • YOUR TURN (SAMPLE ANSWER)

My question is: How can Roosevelt High reduce cafeteria food waste? I would search *site:epa.gov "school food waste" filetype:pdf* to find federal guidance and data. An EPA report would be useful for researched national practices, while our cafeteria's weeklong waste audit would show the local problem. The EPA places preventing food waste ahead of disposal, so I would investigate prevention strategies first (U.S. Environmental Protection Agency). I would use the national source only for context, not to claim that every school wastes food in the same way.

Accept equivalent explanations that accurately connect a source's features to the research question. For the open response, accept a credible research plan with a precise search, two purposefully chosen sources, selective evidence, and a recognizable MLA-style parenthetical citation.