The Waiting Question

Decide which sources can support a school decision.

6.6.R.3 "Students will determine the relevance and reliability of the information gathered."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two details that help answer the council's question. Circle two details that make a source less trustworthy.

A Line After PE

1 At Westbrook Middle School, the bell after PE sends students toward one water bottle refill station near the gym. Maya has heard classmates say the line is too long. The student council must decide whether to ask for a second station. Its question is specific: Would another station shorten the wait after PE? Maya knows that information about drinking water is not always information about waiting. She collects several sources and writes down who made each one, when it was made, and what it actually measures.

2 First, Maya and two classmates time the line at the gym station immediately after PE on four school days. They record the date, number of students in line, and each student's wait. Their longest recorded wait is four minutes. The dated notes address the council's question directly, and another student could repeat the timing. Still, four days do not show what happens every week. A classmate also shares a post that says, "There is never a line." The post has no name, date, or time of day.

3 The school nurse gives Maya a signed article from the county health department explaining why drinking water after exercise matters. It names its sources, but it has no information about the gym line. A company's flyer says its refill station "cuts all waits in half." The flyer gives no test results and is trying to sell stations. Maya recommends collecting wait times for more days before making a request. She would compare the same time after PE each day, rather than treating every source as equally useful.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why are Maya's notes more relevant to the council's question than the health department article?

2. What makes Maya's notes possible to check, and what limit should the council keep in mind?

3. Why should the council be careful about using the classmate's post as evidence?

4. The company's flyer makes a claim about waits. Why is it not strong evidence for the council's decision?

3 YOUR TURN

Your own words

Your class wants to know whether adding a second lunch checkout line shortens waits. Plan a five-day school-week test with two days before the change and three days after it. Explain what you would record, how you would keep the comparison fair, and how you would check your records.

ANSWER KEY

The Waiting Question

GRADE 6 · 6.6.R.3

PART 1 · READ AND MARK

Underline two details that help answer the council's question. Circle two details that make a source less trustworthy. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why are Maya's notes more relevant to the council's question than the health department article?	**The notes measure waits at the gym station after PE. The article explains why water matters but gives no information about that line.**
2	What makes Maya's notes possible to check, and what limit should the council keep in mind?	**The notes include dates and recorded waits, so someone could repeat the timing. They cover only four days.**
3	Why should the council be careful about using the classmate's post as evidence?	**It has no name, date, or time of day, so the council cannot tell who observed the line or whether the post describes the wait after PE.**
4	The company's flyer makes a claim about waits. Why is it not strong evidence for the council's decision?	**It provides no test results to support its claim, and the company is trying to sell stations.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

On Monday and Tuesday, I would time the waits of the first ten students to join the checkout line. I would collect the same information on Wednesday, Thursday, and Friday, after the second line opens. I would observe the same lunch period each day, record the date and number of students eating lunch, and ask a partner to check my times.

Accept other details that show a source can be checked or that limit its usefulness. For the open task, look for a comparison within five school days, a consistent way to measure waits, and a way to check the records.