

Questions Into Findings

Complete a short investigation, then open new paths for research.

CCSS.ELA-Literacy.W.8.7 "Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the fictional example. In paragraph 1, underline the three sources. In paragraph 2, circle the three follow-up questions. In paragraph 3, underline one limit on the finding.

Can Students Find Club Meetings?

- ① A team at fictional Bell Middle School asked whether club notices helped students find meetings. They recorded details on the noticeboard, read the school's notice rules, and interviewed the club coordinator. Several notices lacked a room number even though the rules required one. The coordinator reported that students sometimes asked where to go. Comparing these sources suggested a problem to investigate; it did not prove every student was confused.
- ② The team wrote three focused follow-up questions. Do online notices contain the same missing details? When are old notices removed? Which notice locations do new students check first? The questions opened different paths: comparing formats, examining maintenance routines, and interviewing readers. Each path could add information that the first noticeboard record could not supply.
- ③ The team wrote a report using all three sources and recommended checking room details before posting. They credited each source and explained how it supported the answer. Their record covered one board on one day, so they could not claim that every school notice was incomplete. Before using a source, they checked who created it, its date and evidence, and what it could not show.

2 ANSWER WITH EVIDENCE Use the passage

1 What question did the team investigate, and which three sources did it use?

2 Choose one follow-up question and name the research path it opens.

3 Why should the team avoid saying every school notice was incomplete?

3 YOUR TURN Your own words

Conduct a short research project on a school or community issue you choose. Ask your own focused question, consult three actual sources, write an evidence-based answer and generate three related questions that open different research paths. Work across 2-3 class sessions. Submit your source log, report and follow-up questions.

1. Ask, gather and check

Date your work and write your question. Consult three actual sources: documents, interviews or recorded observations. For each, record creator, title/topic, date, location/URL, one relevant finding and a limit. Check authorship, date and evidence; explain one reliability check you actually performed. Your teacher can provide access or help arrange an interview. Attach extra notes if needed.

2. Report and follow-up questions

Write a 140-180-word report in several paragraphs for a named audience. Answer your question, name all three sources, connect at least two findings and state a limit. Check details against your records. Then write three focused, related follow-up questions about different aspects of the issue. For each, name a source or method and explain how it could help. Label both products; count only the report. Submit them with your completed source log. Future questions do not replace completed research.

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PART 1 • READ AND MARK

Read the fictional example. In paragraph 1, underline the three sources. In paragraph 2, circle the three follow-up questions. In paragraph 3, underline one limit on the finding. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What question did the team investigate, and which three sources did it use?	Whether club notices helped students find meetings; noticeboard records, school notice rules and a club-coordinator interview.
2	Choose one follow-up question and name the research path it opens.	For example, compare online and board notices for missing details; inspect routines for removing old notices; or interview new students about where they look.
3	Why should the team avoid saying every school notice was incomplete?	Its observation record covered only one board on one day. That evidence cannot establish a pattern for all notices.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Teacher case: This separate fictional case takes place at Elm Middle School. Its invented records below supply the model evidence; they are not facts from the Bell School reading. Students consult actual sources for their own question.

Completed log: Question: Do club notices help students find meetings? A: Lee, May 4 noticeboard record, class folder; five of eight notices lacked rooms; one board/day. B: school office, May notice rules, class folder; date/location required; rules do not prove compliance. C: Ortiz, May 5 interview, class folder; students sometimes ask locations; one adult's account. Reliability check: compared the recorded omissions with the current rule sheet; the interview corroborates a possible concern but cannot prove its cause.

Research report: Elm Middle School's club coordinator should check meeting locations before notices are posted. In this invented case, Lee's May 4 noticeboard record found that five of eight club notices lacked a room number. The school office's May notice rules require both a date and a location. Comparing the record with the rules suggests that some notices were missing information the school expected readers to receive.

Coordinator Ortiz's May 5 interview adds that students sometimes ask where meetings happen. This supports investigating how clearly notices communicate locations, although it does not prove that missing room numbers caused every question. A simple check before posting could be tried, followed by another board review and reader feedback.

The evidence covers one board on one day and one adult's account. It cannot establish what every student saw or how well online notices worked. Comparing online notices, checking removal routines and asking new students where they look would help answer those remaining questions.

Follow-up paths: 1. Do online notices omit the same room details? Compare matching online and board notices to examine format differences. 2. When are old notices removed? Read the posting procedure and interview its owner to investigate maintenance. 3. Which notice locations do new students check first? Interview willing new students to learn about reader access.

TEACHER ASSESSMENT NOTES

Require the completed project: self-generated question, three consulted and traceable sources with findings/limits, a performed reliability check, a 140-180-word answer integrating the evidence, and three focused related questions with different research paths. Evaluate whether evidence supports the conclusion; accept varied justified answers. Teacher-created source access is acceptable, but copying this model or merely listing sources is not completed research.