

Idea Source Sprint

Check what you know and build useful content ideas from texts and talk.

5.P.EICC.4.c "Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Before reading, tell a partner one thing you know about finding or caring for books and one thing you are unsure about. Read the three pretend school texts. Underline a useful fact in each; then discuss how the facts could help a writer.

Sources for a Library-Helper Guide

Shelf Guide: a classroom reference

Fiction shelf labels use the author's last name. Nonfiction shelf labels use numbers to group books by topic. Match the book's label to the shelf label when looking for a book.

Librarian's note to helpers

If you do not know where a book belongs, put it on the return cart. Do not guess a shelf. This week I found folded page corners in three books. Please show readers how to use the bookmarks in the basket.

Class survey notes

Two students said they could not find animal books. One said the shelf numbers were confusing. Another wanted to know what to do with a book after using it. These are comments from our pretend class survey, not from every library user.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Why might a guide need to explain both author labels and topic numbers?

2 What does the librarian want students to do when they do not know where a book belongs?

3 What book-care idea could come from the librarian's note? Explain.

4 What content idea does the survey suggest, and what would be an unfair claim about its results?

3 YOUR TURN

Your own words

Generate content ideas for a library-helper guide. Combine what you knew before reading, information from these texts and a real discussion with a partner. Record three useful ideas and explain where they came from.

1. Compare knowledge and texts

Record your earlier idea and uncertainty. Add two useful facts from the texts, naming each source. Explain anything you confirmed or changed.

2. Discuss and build

Ask your partner which ideas would help new library users. Record their name and one suggestion. Discuss how to improve or combine it with an idea from a text.

3. Choose guide content

List three specific content ideas. For each, explain what the guide would teach and how prior knowledge, a named source fact or a partner suggestion helped form it. Across the set, use all three ways of generating ideas.

PART 1 • READ AND MARK

Before reading, tell a partner one thing you know about finding or caring for books and one thing you are unsure about. Read the three pretend school texts. Underline a useful fact in each; then discuss how the facts could help a writer. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Why might a guide need to explain both author labels and topic numbers?	The Shelf Guide says fiction uses author names and nonfiction uses topic numbers. Explaining both prevents a reader from using the wrong method to find a book.
2	What does the librarian want students to do when they do not know where a book belongs?	Place it on the return cart instead of guessing which shelf it belongs on.
3	What book-care idea could come from the librarian's note? Explain.	A guide could show students how to use a bookmark, because the librarian found folded page corners.
4	What content idea does the survey suggest, and what would be an unfair claim about its results?	It suggests explaining how topic numbers help readers find animal books. It would be unfair to say every library user finds numbers confusing; the notes report only a few students' comments.

PART 3 · YOUR TURN (SAMPLE ANSWER)

My knowledge and new facts

I thought every shelf used alphabetical order, but I was unsure about the numbers. The Shelf Guide explained that nonfiction numbers group topics. The Librarian's note said to use the return cart instead of guessing a shelf.

Our discussion

After we read about folded corners, my partner Sam suggested adding book-care advice. We combined that suggestion with the librarian's bookmark instruction.

Three content ideas

First, explain fiction author labels and nonfiction numbers, using the Shelf Guide to correct my earlier idea. Second, explain what to do when a book's shelf is unknown: use the return cart, as the librarian directs. The survey comment about returning books suggested this specific guide section; it does not answer every possible return question. Third, show how to use bookmarks, combining Sam's suggestion with the librarian's note.

TEACHER ASSESSMENT NOTES

All three source texts are fictional school documents supplied on the worksheet. Students must actually read them and discuss ideas with a partner. Prior knowledge can be incomplete: reward checking and revising it. Require two accurate named-source facts, a real partner contribution, and three specific ideas for what the guide would explain. The task generates content ideas; a finished guide is not required. The teacher model shows how prior knowledge, reading and discussion each shape the ideas. Accept other relevant ideas grounded in these sources. Ask students to explain why both classification systems matter, limit survey claims to the reported comments and trace all three idea sources across their final choices.