Source Sleuth

Narrow a question, check sources, and credit ideas.

5.R "The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-five content and texts, solve problems, and support cross-curricular learning..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline Jordan's final research question. Circle details that show why Jordan trusts or rejects a source, and number the parts of the note-taking plan that give credit to sources.

Following the Monarchs

1. This is an invented classroom research example; the unnamed sources in Jordan's story are not a bibliography. Jordan wanted to learn why monarch butterflies travel long distances each fall. At first, Jordan asked, "Where do monarchs go?" A library book showed that eastern monarchs spend winter in mountain forests in central Mexico. Jordan revised the question to, "What conditions do monarchs need in their winter habitat?" The new question was narrower and could guide a focused search.

2. Jordan searched the terms "monarch winter habitat," "central Mexico forests," and "monarch temperature needs." A university website explained that cool temperatures help monarchs save energy, and a park service page described the oyamel fir forests where they cluster. Jordan chose these sources because known organizations published them and each page listed an author or agency. A colorful travel blog had no author or sources, so Jordan did not use it.

3. Jordan wrote notes in a chart instead of copying full sentences. One note said, "Cool winter temperatures help monarchs save energy," followed by the source name, author, and webpage title. Another note summarized the park service information about fir forests. For a poster, Jordan planned headings for habitat, temperature, and sources. The source list would give credit for facts, words, and any photographs used.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did Jordan revise the first research question, and why was the new question more useful?

2. What three search terms did Jordan use?

3. Why did Jordan use the university and park service sources but not the travel blog?

4. What did Jordan do in the notes and source list to avoid plagiarism and give credit?

3 YOUR TURN

Your own words

Choose a question about an animal or habitat. Write a narrowed research question, three search terms, two brief notes in your own words with source credits, and one sentence explaining which source you would trust more and why. Finish with two sentences that combine the notes to answer your question, and share them aloud or on a small poster.

ANSWER KEY

Source Sleuth

GRADE 5 · 5.R

PART 1 · READ AND MARK

Underline Jordan's final research question. Circle details that show why Jordan trusts or rejects a source, and number the parts of the note-taking plan that give credit to sources. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did Jordan revise the first research question, and why was the new question more useful?	**Jordan changed the broad question about where monarchs go to a question about conditions in their winter habitat. The new question was narrower and guided a focused search.**
2	What three search terms did Jordan use?	**"monarch winter habitat," "central Mexico forests," and "monarch temperature needs."**
3	Why did Jordan use the university and park service sources but not the travel blog?	**The university and park service sources came from known organizations and listed an author or agency. The travel blog had no author or sources.**
4	What did Jordan do in the notes and source list to avoid plagiarism and give credit?	**Jordan summarized information instead of copying full sentences and included the source name, author, and webpage title. The source list credited facts, words, and photographs.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Question: How do sea otters help kelp forests? Search terms: sea otter kelp forest; sea urchin holdfast; kelp habitat. Note 1: Otters eat sea urchins, which can eat kelp holdfasts. Source: NOAA National Ocean Service, "What lives in a kelp forest?", oceanservice.noaa.gov/facts/kelplives.html. Note 2: Kelp grows in cool, shallow coastal water where light reaches it. Source: NOAA National Ocean Service, "What is a kelp forest?", oceanservice.noaa.gov/facts/kelp.html. Both identify a science agency; the first is more directly relevant to the otter question. Synthesis: Kelp needs suitable coastal conditions to grow. Otters can help protect that habitat by eating animals that damage kelp.

Accept other focused questions, relevant search terms, accurate paraphrased notes, and clear source credits. Students should explain reliability using evidence such as the author, organization, evidence, or source information.