Follow the Evidence

Track how a researcher uses sources and refines a question.

ELA.5.C.4 "Researching"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each source Maya uses, and underline each fact that helps answer or revise her question. These marks show how a researcher uses evidence from more than one source. Use these three paragraphs for the source questions. The separate records in Your Turn are classroom-authored fictional practice sources for your own inquiry.

Maya's Monarch Research

1. Maya wanted to learn whether planting native flowers could help monarch butterflies in her town. She began with a question: Which native flowers provide nectar for monarchs during their migration? At the public library, she found a book from a nature center. It explained that adult monarchs drink nectar from many flowers and need places to rest along their route.

2. Next, Maya used a state university website about pollinators. The website listed milkweed as the only plant monarch caterpillars eat. It also said that different milkweed species grow in different places. Maya wrote this fact in her notes because it helped answer her question about plants. She checked the date to make sure the information was current.

3. Then Maya compared her notes with a plant list from her county botanical garden. The list showed that some native flowers named in the book do not grow well in her area. Maya revised her question to ask, "Which native flowers in my county provide nectar and which milkweed can caterpillars eat?" Her new question would help her choose plants for a school garden.

2 ANSWER WITH EVIDENCE

Use the passage

1. What was Maya's first research question?

2. Name two sources Maya used. Tell one useful fact that each source gave her.

3. Why did Maya check the date on the university website? What research habit does this show?

4. How did the county botanical garden's plant list cause Maya to revise her question?

3 YOUR TURN

Your own words

Source A: Cedar Class schedule

Classroom-authored practice record, dated October 9, 2026. The fictional Cedar Class has a ten-minute quiet reading period at 9:00 and a ten-minute clean-up period at 2:40. Class books may be exchanged during either period if the library station is available.

Source B: Cedar Class library-station log

Classroom-authored practice record, dated October 9, 2026. The library helper is at the station from 8:55 to 9:15. The station is closed during afternoon clean-up because returned books are being sorted. The morning helper can check books in and lend new ones.

Your research

Research this question about the fictional Cedar Class: When can students exchange a class library book? Read and compare both supplied source cards. Record one relevant finding labeled Source A and one labeled Source B. Use both findings to write an answer, then refocus the question to ask which available class period works and explain what new detail narrowed it. Say why the dated schedule and station log are useful records for this classroom question. They are fictional practice sources, not real-school facts.

ANSWER KEY # Follow the Evidence

PART 1 · READ AND MARK

Circle each source Maya uses, and underline each fact that helps answer or revise her question. These marks show how a researcher uses evidence from more than one source. Use these three paragraphs for the source questions. The separate records in Your Turn are classroom-authored fictional practice sources for your own inquiry. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What was Maya's first research question?	**Which native flowers provide nectar for monarchs during their migration?**
2	Name two sources Maya used. Tell one useful fact that each source gave her.	**The nature center book said adult monarchs drink nectar from many flowers. The university website said monarch caterpillars eat only milkweed.**
3	Why did Maya check the date on the university website? What research habit does this show?	**She checked that the information was current. This shows that researchers should check when source information was published or updated.**
4	How did the county botanical garden's plant list cause Maya to revise her question?	**It showed that some flowers from the book would not grow well in her area, so she changed her question to focus on native flowers and milkweed in her county.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Source A: books may be exchanged during the 9:00 reading period or 2:40 clean-up if the station is available. Source B: the station is open with a helper from 8:55 to 9:15 and closed during afternoon clean-up. Students can exchange books during the 9:00 reading period because that period overlaps the available station time. My refocused question is: Which available class period works for an exchange? The station log rules out afternoon clean-up; both dated records are directly relevant to this fictional class.

Preserve the four story answers and their original evidence. For Your Turn, inspect actual source-labeled notes, the supported morning answer combining both cards, and a refocused question with an explanation of the availability detail. Accept equivalent wording and supported questions. The dated schedule states allowed periods and the log gives station availability, making both valid for this limited fictional inquiry; they do not authenticate real-school or science claims. Support reading or note-taking as needed; a future source plan alone is insufficient.