Research Road Map

Use questions and multiple sources to investigate a topic.

5W6 "Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline Maya's broad question, circle the three named sources she uses, and number her three smaller research aspects in the order they appear.

Maya Studies Schoolyard Trees

1. Maya wanted to find out how trees could improve her schoolyard. She began with one broad question: How do trees affect people and living things nearby? Next, she made three smaller questions about shade, rainwater, and wildlife. Breaking a large topic into aspects helped Maya plan research instead of searching for random facts online first.

2. For shade, Maya used the school grounds map and measured the shadow from an oak tree at noon. For rainwater, she read a city water department article explaining that tree roots help soil take in water. For wildlife, she searched a nature center website and learned that oaks provide food and shelter for many insects and birds.

3. Maya compared notes from all three sources. The map and measurement gave local evidence about one tree, while the article and website gave information from experts. She wrote an answer to her broad question: trees can cool a place with shade, help rainwater soak into soil, and support wildlife. She also noted a new question about which tree species would fit her schoolyard best.

2 ANSWER WITH EVIDENCE

Use the passage

1. What broad question did Maya begin with?

2. How did Maya turn her broad topic into a research plan? Name all three smaller research aspects.

3. Which source did Maya use for the rainwater question, and what information did it provide?

4. Why did Maya compare notes from all three sources before writing her answer?

3 YOUR TURN

Your own words

Your teacher will help you choose a topic with accessible sources and supply the reading materials and extra paper. Plan: Choose a schoolyard topic. Write one broad research question, two smaller questions about different aspects, and two different sources or investigations you could use. Tell which smaller question each source or investigation could help answer. Now consult two actual sources or carry out the planned investigations. Record a finding from each, name its source and connect it to a smaller question. Combine your findings in a short answer to the broad question. Continue on extra paper.

ANSWER KEY

Research Road Map

GRADE 5 · 5W6

PART 1 · READ AND MARK

Underline Maya's broad question, circle the three named sources she uses, and number her three smaller research aspects in the order they appear. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What broad question did Maya begin with?	**How do trees affect people and living things nearby?**
2	How did Maya turn her broad topic into a research plan? Name all three smaller research aspects.	**She broke the topic into three aspects: shade, rainwater, and wildlife.**
3	Which source did Maya use for the rainwater question, and what information did it provide?	**She used a city water department article. It explained that tree roots help soil take in water.**
4	Why did Maya compare notes from all three sources before writing her answer?	**Comparing notes let her use local evidence from the map and measurement along with expert information from the article and website.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Planning example only (the completed task also needs actual findings and an answer):
Broad question: How can our school garden attract more butterflies? Smaller questions: Which flowers provide nectar in spring? Which sunny places have room for new plants? I would use a butterfly guide from a nature center for the first question. I would observe and measure sunny garden spaces for the second question.
Completion record: write your actual source title and finding, then explain how the finding supports your answer. Results depend on the materials you consulted; do not invent findings.

For the passage questions, accept equivalent answers supported by the supplied text. Before the task, provide two distinct accessible nonfiction sources or arrange a suitable source plus supervised observation covering the two chosen aspects. Preserve source titles/authors/page details; record date/location for an observation. Help learners revise an unanswerable question. Check two real attributed findings addressing different aspects and an answer that uses both to answer the broad question. Two possible sources or invented observations are not completed research. Provide extra paper and reading/recording support. Keep each learner's own question and reasoning. The planning example above does not claim that research has already occurred.