Finding Relevant Sources

Use a research question to judge source relevance.

6.12.D "identify and gather relevant information from a variety of sources;"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the information the class needs to answer its question. Circle each source, then write D beside sources that directly help choose a location and L beside sources that would be more useful later.

Choosing a Rain Garden Site

1 When Maya's class planned a rain garden for the school courtyard, they needed information before choosing a location. A rain garden is a shallow planted area that collects rainwater and lets it soak into the ground. The class's question was, "Which courtyard spot will collect runoff without blocking a walkway?" Maya listed information they needed: where water flows after storms, how much sun each spot receives, and where students usually walk. She knew that an interesting fact was not useful unless it helped answer the class question.

2 First, Maya examined a map made by the school custodian after three heavy rains. It showed a puddle forming beside the east wall and an arrow showing water moving toward a drain. Next, she checked the school's courtyard schedule, which showed that the east wall area was used for outdoor lunch on Fridays. A local weather website gave the city's average monthly rainfall, but it did not show water movement in the courtyard. Maya also read a county gardening guide about plants that can grow in wet soil and partial shade.

3 To compare the sources, Maya made a chart with one column for each needed fact. The custodian's map gave direct evidence about runoff, so she marked it as highly relevant. The schedule was also relevant because it explained whether a garden would interfere with students. The gardening guide could help select plants after the class chose a site. Maya placed the weather website in a "maybe later" column. Its rainfall data was reliable, but it did not answer the location question as closely as the map did.

FICTIONAL SOURCE PACKET: WHERE SHOULD A NEW BIKE RACK GO?

Source	Readable excerpt
A: Student observation log	Monday morning: 18 bicycles at the north entrance; 4 at the south entrance. The north rack is full.
B: Facilities interview transcript	Manager: Keep both entrances and sidewalks clear. A paved space beside the north rack can hold an extra rack without blocking the walkway.
C: School activity schedule	Bike club meets at the north entrance on Tuesdays. The south entrance hosts the daily afternoon bus line.

2 ANSWER WITH EVIDENCE

Use the passage

1. Name two kinds of information Maya's class needs to choose a rain garden location.

2. Which source should Maya use first to learn where runoff moves after a storm? Explain why it is relevant.

3. After the class chooses a location, which source would be most relevant for selecting plants? What information does it provide?

4. Why does Maya put the weather website in a "maybe later" column?

3 YOUR TURN

Your own words

Choose a school improvement question and name three sources you would use, with one needed fact from each. Then actually gather information: use the printed fictional bike-rack packet for its stated question, or ask your teacher to supply three accessible sources for your own question. Read the sources, record one relevant fact from each with its source label, and explain how two facts help answer the question. Keep the gathering record separate from your plan. Use extra paper if needed.

ANSWER KEY

Finding Relevant Sources

GRADE 6 · TEKS 6.12.D

PART 1 · READ AND MARK

Underline the information the class needs to answer its question. Circle each source, then write D beside sources that directly help choose a location and L beside sources that would be more useful later. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Name two kinds of information Maya's class needs to choose a rain garden location.	**Any two: where water flows after storms, how much sun each spot receives, or where students usually walk.**
2	Which source should Maya use first to learn where runoff moves after a storm? Explain why it is relevant.	**The custodian's map. It shows a puddle and an arrow showing water moving toward a drain.**
3	After the class chooses a location, which source would be most relevant for selecting plants? What information does it provide?	**The county gardening guide. It gives information about plants that grow in wet soil and partial shade.**
4	Why does Maya put the weather website in a "maybe later" column?	**Its rainfall data is reliable, but it does not show how water moves in the courtyard or answer the location question as closely as the map.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Question: Where should the school add a bike rack? I would observe the current rack to count parked bicycles, use a campus map to find entrances and sidewalks, and interview the facilities manager about underground pipes. These sources would help choose a busy, safe site that does not block a walkway.

Completed gathering example from the fictional packet: A reports 18 bicycles at the north entrance and a full rack. B identifies a paved space beside that rack that would not block the walkway. C says bike club meets at the north entrance. A shows demand and B identifies a feasible space, so the north-side space deserves consideration.

Accept reasonable school improvement questions and three different sources that could provide information needed to answer the question. Each source should be paired with a specific, relevant fact the student would gather. Provide the printed packet or three actually available sources before the task. Require a completed gathering record with accurate source-labeled facts and relevance explanations, not only prospective source names. The packet is classroom fiction; it is not evidence about a real campus. Accept justified alternatives and do not require external internet research.