Fact Finder Trail

Use sources, features, and search words to sort facts.

4.RI.2.B "Apply knowledge of text features and search tools in multiple print and digital sources to locate and categorize information efficiently and gain meaning."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the names of sources, circle each text feature or search tool, and box the words that show how Maya sorts her notes.

Dragonfly Research

1. Heading: First Clue. Maya researches dragonflies near Willow Pond. A print field guide's index lists dragonfly on page 42. The labeled diagram there shows that nymphs, or young dragonflies, live underwater. Maya puts that fact under young life. The index and diagram help her locate and understand it.

2. Heading: Food Facts. Maya types "adult dragonfly food" into a wildlife website's search box. An article's bold subheading, What Adults Eat, leads to information that adults eat insects, including mosquitoes. She records this under adult food. A photo caption identifies the green darner pictured beside the article.

3. Heading: Where to Look. A park brochure's map key shows blue lines for streams and blue shapes for water. Maya finds Willow Pond near a stream and puts that fact under location. She saves the article link and the field guide's title and page number to find the sources again.

MODEL SOURCES: FICTIONAL GARDEN CASE

Source / feature	Information
A. Bed card (print) Garden Team, May 6	Beds: A grows beans; B grows lettuce. Schedule: Friday watering check.
B. Garden update (digital) Garden Team, May 7	Watering: meet Friday morning. Check soil with the teacher before deciding whether to water.
C. Sports note Unsigned, undated	Games: ball play after lunch.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which print source and two features help Maya find and understand the fact about nymphs?

2. What exact words does Maya type to make her website search more focused?

3. Sort these facts into Maya's note categories: mosquitoes, nymphs living underwater, and Willow Pond near a stream.

4. What should Maya keep so she can find the website article and the field guide again?

3 YOUR TURN

Your own words

Teacher setup: give learners this printed packet and open this PDF on a device. Show Source B digitally; help learners use Find to search watering and read the returned update. Shared device use is fine. Use the Beds and Schedule labels in printed Source A to locate two details. Use Find to search watering in the digital PDF, then read Source B's Watering entry. Record the feature or tool used and categorize the found details under Plants, When, and How, with source labels. Explain what the findings tell helpers to do.

ANSWER KEY

Fact Finder Trail

GRADE 4 · 4.RI.2.B

PART 1 · READ AND MARK

Underline the names of sources, circle each text feature or search tool, and box the words that show how Maya sorts her notes. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which print source and two features help Maya find and understand the fact about nymphs?	**The print field guide. Its index leads to page 42, and its labeled diagram shows that nymphs live underwater.**
2	What exact words does Maya type to make her website search more focused?	**"adult dragonfly food"**
3	Sort these facts into Maya's note categories: mosquitoes, nymphs living underwater, and Willow Pond near a stream.	**Mosquitoes: adult food. Nymphs living underwater: young life. Willow Pond near a stream: location.**
4	What should Maya keep so she can find the website article and the field guide again?	**The website article's link, plus the field guide's title and page number.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plants — A, Beds label: bed A has beans and bed B has lettuce. When — A, Schedule label: Friday; B, Watering entry found with digital Find: Friday morning. How — B, Watering entry: check soil with the teacher before deciding whether to water. Helpers should meet Friday morning to check the garden with the teacher.

Accept answers that correctly connect each fact to its source, feature, search tool, or note category. For Your Turn, observe actual consultation of printed A and digital B, including supported digital Find/search. Check source-labeled relevant findings, not a would-use plan. Accept accurate paraphrases and alternate focused terms. The supplied packet is an authored fictional classroom case, not an authentic external quotation. A and B name the responsible Garden Team and dates; that supports the case schedule, not universal trust in every dated source. C is irrelevant to garden care. Check actual feature/search-tool use, Plants/When/How categories and an explanation supported by the returned entries.