Source Sleuth

Track where information comes from and how it is organized.

9.R.1.B "Gather and organize information from various sources, including internet resources, electronic databases, and other technology."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the name of each source or digital tool. Circle the information each source provides, then number three actions the team uses to organize or check information.

Planning for Shade Trees

1 When the city of Riverton considered planting more shade trees, a student team gathered information before making a claim. They began with the city parks department website, which listed planting locations, tree species, and maintenance costs. Next, they searched an electronic newspaper database for articles about heat waves and neighborhood tree loss. A librarian showed them how to limit results by date and source type. The team also used an online map that displayed pavement, parks, and bus stops. Each source offered a different kind of evidence, so the students recorded where every fact came from.

2 To keep the research organized, students made a shared spreadsheet. One column named the source, another gave the publication date, and a third summarized the useful information. They added a link or database record so classmates could find the original item. In a notes column, they explained how the information might help answer the tree question. For example, a map could reveal places with little shade, while a news article could describe residents' experiences during extreme heat. The team did not treat either source as complete proof by itself. They compared details across sources before drawing conclusions.

③ Finally, the students checked who created each source and when it was updated. The parks department's site was useful for official plans, but it might not show how residents felt. Newspaper articles included interviews, yet a single article could focus on one block. The online map showed locations of shade and pavement, not the reasons conditions existed. Students placed facts with similar topics in the same spreadsheet rows and highlighted facts that appeared in more than one source. Their final research folder held links, notes, map screenshots, and a short list of questions needing more evidence.

SOURCE PACKET: FICTIONAL CLASSROOM CASE, AUTHORED BY LESSONMAKERPRO (2026)

Source / retrieval ID	Record
A. Library hours notice School Library Team, May 6 Packet A	Reading room opens at 8:00 a.m. and closes at 3:30 p.m. on school days.
B. Student poll summary Student Council, May 7 Packet B	Of 40 respondents, 26 preferred a 4:00 p.m. closing time; 14 preferred keeping 3:30 p.m.
C. Staffing note Library Coordinator, May 8 Packet C	A later closing time would need an approved staffing plan. No change has been approved.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which source would be most useful for finding official planting locations, tree species, and maintenance costs? Explain why.

2. What details did the students include in their shared spreadsheet to help others locate and understand a source?

3. Why did the team compare details across sources instead of treating one source as complete proof?

4. What kind of information could the online map provide, and what question could it not answer by itself?

3 YOUR TURN

Your own words

Use the supplied fictional case to research whether the reading room should stay open later. First plan an organizer with source/creator/date, retrieval ID, relevant finding and limitation. Then consult all three packet sources and fill it with actual findings, grouped under current hours, preferences and feasibility. Teacher setup: open this PDF on a shared device; help learners use Find for Student poll and read Source B digitally. Add one comparison and one question still needing evidence. Use extra paper if needed.

ANSWER KEY

Source Sleuth

GRADE 9 · 9.R.1.B

PART 1 · READ AND MARK

Underline the name of each source or digital tool. Circle the information each source provides, then number three actions the team uses to organize or check information. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which source would be most useful for finding official planting locations, tree species, and maintenance costs? Explain why.	**The city parks department website, because it lists official planting locations, tree species, and maintenance costs.**
2	What details did the students include in their shared spreadsheet to help others locate and understand a source?	**They included the source name, publication date, a summary, a link or database record, and notes about how the information could help answer the question.**
3	Why did the team compare details across sources instead of treating one source as complete proof?	**Each source had limits. The parks site might not show residents' views, and one news article might focus on only one block.**
4	What kind of information could the online map provide, and what question could it not answer by itself?	**The map could show locations of shade and pavement. It could not explain why those conditions existed.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Current hours — A, Library hours notice, School Library Team, May 6, Packet A: 8:00 a.m.–3:30 p.m.; this notice does not show demand for later hours. Preferences — B, Student poll summary, Student Council, May 7, Packet B: 26 of 40 prefer 4:00 p.m. and 14 prefer 3:30 p.m.; only these respondents are represented. Feasibility — C, Staffing note, Library Coordinator, May 8, Packet C: later hours need approved staffing and no change is approved; the note gives no cost. Comparison: a majority of respondents want later hours, but that preference does not supply a staffing plan. Question: what staffing and cost would a later closing require?

Accept equivalent source choices when the student clearly matches each source or tool to useful information about the chosen issue. The organizer should identify where information came from and include enough details to retrieve, compare, or evaluate it. For the source-packet task, inspect actual filled notes from A, B and C and supported digital consultation of B. The packet is classroom-authored fiction, not authentic school records. Accept accurate paraphrases with recoverable source IDs, creators/dates, relevant grouping and reasonable limitations. Verify 26+14=40 and distinguish respondent preference from approval or all-student opinion. A list of sources the learner would consult is insufficient.