Source List Sleuth

Read a model report and examine its source list.

4.W.8.b "Provide a list of sources."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each source in the report's source list, then circle the title of each article so you can see how the writer helps readers find it.

Why Trees Matter on Hot Streets

1. Our class is writing a short report called "Why Trees Matter on Hot Streets." I began with a question: Why does a sidewalk near a tree sometimes feel cooler than one in full sun? I did not want to guess. I read two articles from the U.S. Environmental Protection Agency, or EPA, and took notes before writing my report.

2. Here is part of my report: On hot days, pavement in sunlight can become very warm. Trees block some sunlight and help cool the air as water leaves their leaves. Streets with more trees may offer cooler places to walk. These ideas came from my reading, not from my own experiment. My readers should be able to find the articles I used.

3. At the end of my report, I added this source list: (1) U.S. Environmental Protection Agency, "Learn About Heat Islands," EPA website; (2) U.S. Environmental Protection Agency, "Using Trees and Vegetation to Reduce Heat Islands," EPA website. Each entry names the group that made the article, its title, and where I found it. A reader can use the titles to look up both articles.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which two article titles belong in this report's source list? Write both.

2. Who made both articles? Write the name as it appears in the source list.

3. What does "EPA website" tell a reader about each source?

4. A student adds "My own sidewalk experiment" to this report's source list. Should it stay? Explain using a detail from the passage.

3 YOUR TURN

Your own words

Imagine you wrote a report about a school garden. You used a book called *Garden Helpers* by Ana Ruiz and an article called "Compost Basics" by the Green Club on its website. Write a heading and two source-list entries. For each source, include who made it, its title, and whether it is a book or a website.

ANSWER KEY

Source List Sleuth

GRADE 4 · 4.W.8.b

PART 1 · READ AND MARK

Underline each source in the report's source list, then circle the title of each article so you can see how the writer helps readers find it. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which two article titles belong in this report's source list? Write both.	**"Learn About Heat Islands" and "Using Trees and Vegetation to Reduce Heat Islands."**
2	Who made both articles? Write the name as it appears in the source list.	**U.S. Environmental Protection Agency.**
3	What does "EPA website" tell a reader about each source?	**It tells the reader where the writer found each article.**
4	A student adds "My own sidewalk experiment" to this report's source list. Should it stay? Explain using a detail from the passage.	**No. The writer says the ideas came from reading, not from an experiment.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Sources

1. Ana Ruiz, *Garden Helpers*, book.
2. Green Club, "Compost Basics," Green Club website.

Accept either order for the two titles and the two entries in Part 3. Each Part 3 entry should name the creator, title, and source type.