Trace the Sources

Find the details that make a source list useful.

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

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB As you read, underline each title in Mira's source list, circle each creator, and put a box around each date.

A Shady Place to Sit

1 At Maple School, students wondered why the bench under the oak tree was busy at recess. On May 14, Ms. Chen's class measured the air near that bench and near a bench in full sun. They wrote each reading in a log. Their notes showed that the shaded spot was cooler during the times they checked. The class wanted to explain what they found.

2 Next, the class interviewed custodian Luis Ortega about where students sit at recess. He said students often choose the oak bench on warm days. Ari Kim also recorded which parts of the yard were shaded at recess. Mira used the temperature log, the interview, and Ari's notes in a report suggesting another shaded place to sit. She ended her report with a list of sources.

3 Mira included these sources at the end of her report: 1. Ms. Chen's class, *Schoolyard Temperature Log*, classroom measurements, May 14, 2025. 2. Luis Ortega, *Where Students Rest at Recess*, interview, May 15, 2025. 3. Ari Kim, *Schoolyard Shade Notes*, observation notes, May 13, 2025. The numbered entries help readers tell the three sources apart, even though they all concern the same schoolyard.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which source lets a reader check the temperature readings? Copy its full entry.

2. Which source lets a reader check what the custodian said? Give its number, creator, and title.

3. A friend lists the third source as only 'Ari's notes.' Rewrite that entry with all the details in Mira's list.

4. Write the source numbers for these report details in order: air readings, the custodian's words, and places Ari saw shade.

3 YOUR TURN

Your own words

Imagine you are writing a report about how a classroom cares for plants. Write a numbered list of three sources you could use: an observation log, an interview, and a book or website. For each source, include a creator, a specific title or topic, the source type, and a date.

ANSWER KEY

Trace the Sources

GRADE 5 · 5.W.8.b

PART 1 · READ AND MARK

As you read, underline each title in Mira's source list, circle each creator, and put a box around each date. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which source lets a reader check the temperature readings? Copy its full entry.	**1. Ms. Chen's class, *Schoolyard Temperature Log*, classroom measurements, May 14, 2025.**
2	Which source lets a reader check what the custodian said? Give its number, creator, and title.	**Source 2, Luis Ortega, *Where Students Rest at Recess*.**
3	A friend lists the third source as only 'Ari's notes.' Rewrite that entry with all the details in Mira's list.	**3. Ari Kim, *Schoolyard Shade Notes*, observation notes, May 13, 2025.**
4	Write the source numbers for these report details in order: air readings, the custodian's words, and places Ari saw shade.	**1, 2, 3.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

1. Our class, *Plant Watering Log*, observation notes, October 2, 2026.
2. School gardener Maya Lee, *How We Care for Class Plants*, interview, October 3, 2026.
3. U.S. Geological Survey, *The Water Cycle*, website, accessed November 7, 2026.

For Part 3, accept imagined observation logs and interviews if each entry has a clear creator, title or topic, source type, and date. A website or book should be identifiable from the details given.