

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.

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 one school improvement question, such as where to add a bike rack or which lunchtime activity to offer. Write the question, then name three sources you would use and state one relevant fact you would gather from each source.

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.

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.