

Share Science Clearly

Notice how a team explains evidence for different audiences.

6.3.B “communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the team's claim, circle two details that support or limit it, and number the two places where the team changes its communication for an audience. These marks show how scientists explain evidence clearly in different settings.

A Team Explains Plant Growth

- ① During science club, Maya's team investigated why bean seedlings near one classroom window grew shorter than seedlings near another window. They measured each plant every Friday for three weeks and recorded the heights in a shared notebook. Maya noticed that the shorter plants stood beside an air vent. The team first wrote a claim: cool, moving air may have slowed growth. They needed evidence and a clear way to explain their idea well to classmates later.
- ② At a team meeting, Jordan explained the evidence aloud. He said that the plants by the vent averaged 6 centimeters less growth, while the other plants received the same soil, water, and light schedule. Priya asked whether window temperature, rather than airflow, could be the cause. The group added this question to its explanation instead of hiding it. They agreed that their conclusion was possible, not proven, because they had not measured air temperature or moved plants away from the vent.
- ③ To share their work with families, the team chose a one-page poster rather than a long report. The poster used a heading, a short claim, a list of methods, and a sentence about the unanswered temperature question. For the principal, Maya gave a two-minute explanation and invited questions. When a parent asked what the team would test next, Maya answered that they would measure temperature and place some seedlings away from the vent. Each format gave the audience enough information to understand the evidence, limits, and next step.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What was the team's claim about the shorter seedlings?

2 What evidence did Jordan share to support the team's claim?

3 Why did the team say its conclusion was possible, not proven?

4 How did the team communicate differently with families and with the principal?

3 YOUR TURN _____ Your own words

Your group found that ice placed in the shade melted 12 minutes later than ice placed in the sun, but you tested on only one day. Write exactly four sentences for the school newsletter that state a claim, give the evidence, name the limit, and describe a next test.

PART 1 • READ AND MARK

Underline the team's claim, circle two details that support or limit it, and number the two places where the team changes its communication for an audience. These marks show how scientists explain evidence clearly in different settings. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What was the team's claim about the shorter seedlings?	Cool, moving air from the vent may have slowed the seedlings' growth.
2	What evidence did Jordan share to support the team's claim?	The plants by the vent averaged 6 centimeters less growth, while the other plants had the same soil, water, and light schedule.
3	Why did the team say its conclusion was possible, not proven?	They had not measured air temperature or moved plants away from the vent.
4	How did the team communicate differently with families and with the principal?	For families, the team made a one-page poster. For the principal, Maya gave a two-minute explanation and invited questions.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our group found that ice placed in the shade melted 12 minutes later than ice placed in the sun. This result suggests that shade can slow melting. Because we tested on only one day, we cannot be sure the same result will happen every time. Next, we will repeat the test on several days and record the temperature.

Accept equivalent wording that accurately identifies the claim, evidence, limits, and audience-based communication choices. For Part 3, accept any four-sentence newsletter message that includes all four requested parts and does not treat the one-day result as certain proof.