Trace the Evidence

Track where information comes from and how it belongs together.

10.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 each source name or source type in the passage. Circle each detail that shows how the students organized, checked, or labeled information so they could use it accurately.

Investigating Hot Bus Stops

1. When students at Harbor High investigated why some bus stops felt hotter than others, they began with a city open-data website. The site offered a map of street trees, pavement, and shade structures. They downloaded only records for the six stops on their route and wrote each stop's tree count in a spreadsheet. Next, they used a weather app to record air temperature at 3:30 p.m. for five school days. The map showed built features, while the app supplied daily conditions. Keeping those findings in separate columns helped the group avoid treating a tree count as a temperature reading.

2. To learn whether shade could affect people waiting outdoors, the group searched an electronic database of peer-reviewed journals. They chose a 2021 study that measured heat exposure at transit stops in Phoenix, Arizona. Before using it, they checked the authors' university affiliations, the publication date, and the study's methods section. The article described measurements, not conditions at Harbor High, so the students placed its conclusion in a background research section of their organizer. They also saved the article title, authors, journal, year, and web link. Those details would let another reader locate the source and distinguish research evidence from the group's local observations.

3. Finally, the students looked for information that could explain any pattern in their spreadsheet. A transit agency webpage listed planned shelter installations, but its page did not give an update date. The group labeled that source "to verify" rather than using it as final evidence. They photographed each stop with a tablet and named image files by stop and date. In their organizer, rows represented bus stops, and columns included tree count, temperature, photo file name, source type, date collected, and notes. This layout made it easier to compare similar information, identify missing temperatures, and see which claims needed a current or more detailed source.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which source gave the students tree-count information, and where did they record that information?

2. Why did the students place the journal article's conclusion in a background research section instead of treating it as local evidence?

3. What five source details did the students save for the journal article, and how would those details help a reader?

4. Why did the students label the transit agency webpage "to verify," and what two organizer columns could help them track that concern?

3 YOUR TURN

Your own words

Choose a school question that needs research, such as whether the school should examine a later start time. Create a three-row source organizer using one credible web source, one article from an electronic database, and one technology-based local observation. For each row, include the source title or type, information you would use, a date, and a note about where the information belongs in your organizer.

SOURCE TITLE OR TYPE	INFORMATION YOU WOULD USE	DATE	NOTE ABOUT WHERE THE INFORMATION BELONGS IN YOUR ORGANIZER

ANSWER KEY

Trace the Evidence

GRADE 10 · 10.R.1.B

PART 1 · READ AND MARK

Underline each source name or source type in the passage. Circle each detail that shows how the students organized, checked, or labeled information so they could use it accurately. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which source gave the students tree-count information, and where did they record that information?	**The city open-data website gave the tree-count information, and the students recorded each stop's tree count in a spreadsheet.**
2	Why did the students place the journal article's conclusion in a background research section instead of treating it as local evidence?	**The study measured transit stops in Phoenix, Arizona, not conditions at Harbor High.**
3	What five source details did the students save for the journal article, and how would those details help a reader?	**They saved the title, authors, journal, year, and web link. These details help a reader locate the source.**
4	Why did the students label the transit agency webpage "to verify," and what two organizer columns could help them track that concern?	**The webpage had no update date, so it might not be current. The source type and date collected columns could help track the concern.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

CDC, "How Much Sleep Do I Need?" web source, teen sleep recommendations, accessed August 15, 2026, background research. Wahlstrom et al., "Examining the Impact of Later School Start Times on the Health and Academic Performance of High School Students," electronic database article, findings from several high schools, published 2014 and accessed August 15, 2026, background research. Tablet arrival tally at Harbor High, local observation, number of students arriving after the first bell during one school week, collected September 2026, local evidence column.

Accept equivalent wording when students accurately identify a source, the information it provides, and the organizer choice described in the passage. For the open task, accept varied topics and sources if all three required source types are present and each row includes usable information, a date, and an organizational note.