Source Sense

Organize what different sources can tell you.

11.R.1.B "Gather and organize information from various sources."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each source and underline one detail it provides. In the margin, label the detail measurement, location, or experience to show how evidence can be organized.

Tracking City Heat

1 On hot afternoons, city blocks with little shade can be far warmer than nearby parks. To understand this pattern, a student research team gathered information from three kinds of sources. First, they used temperature readings collected by sensors at bus stops, playgrounds, and tree-lined streets. The readings showed that shaded locations were usually cooler at the same time of day. Because sensors record measurements, the team placed this evidence in a table labeled temperature data.

2 Next, the team consulted the city's tree inventory, a public database listing tree species, locations, and trunk size. They mapped the inventory beside the sensor sites. Blocks with more street trees often matched the cooler readings, but the database could not show how much shade a tree provided at a particular hour. The team recorded that limitation in a notes column instead of treating the inventory as direct proof of temperature. This kept each source's purpose clear.

3 Finally, the researchers read interviews with residents who waited for buses during a July heat wave. Several people described choosing a stop across the street to stand under trees. These accounts explained how heat affected daily decisions, yet they represented personal experiences rather than citywide measurements. In their organizer, the team sorted evidence into columns for source, information, and use: sensor data measured heat, the inventory located trees, and interviews described experiences. The organized notes helped them compare evidence without confusing observation, data, and opinion.

2 ANSWER WITH EVIDENCE

Use the passage

1. List the three sources and the main information each one contributed.

2. Which source gave direct evidence about temperature, and why?

3. What limitation did the team record about the tree inventory?

4. Why did the team place the interviews in an experience category rather than a measurement category?

3 YOUR TURN

Your own words

Choose a question about your school or community. Gather information from three different sources, then make a three-row organizer with the source, one useful detail, and how the detail helps answer your question. Include one limitation.

SOURCE	ONE USEFUL DETAIL	HOW THE DETAIL HELPS ANSWER YOUR QUESTION	LIMITATION

ANSWER KEY # Source Sense

GRADE 11 · 11.R.1.B

PART 1 · READ AND MARK

Circle each source and underline one detail it provides. In the margin, label the detail measurement, location, or experience to show how evidence can be organized. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	List the three sources and the main information each one contributed.	**Sensors provided temperature measurements; the tree inventory provided tree locations; resident interviews provided personal experiences of waiting in heat.**
2	Which source gave direct evidence about temperature, and why?	**The sensors, because they collected temperature readings.**
3	What limitation did the team record about the tree inventory?	**It could not show how much shade a tree provided at a particular hour.**
4	Why did the team place the interviews in an experience category rather than a measurement category?	**The interviews described personal experiences, not citywide measurements.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Question: Should the town add a crosswalk near the park? Traffic count: records vehicles during pickup time, showing when crossings are busiest. Police crash database: lists reported collisions near the park, showing safety patterns. Parent interviews: describe difficult crossings, showing daily experiences. Limitation: interviews may not represent every park visitor.

Accept equivalent descriptions of each source's information and purpose. For Part 3, accept varied topics when the student uses three distinct sources, organizes useful details, and identifies a reasonable limitation.