Search Smarter, Gather More

Focused terms help researchers find useful sources.

6.R.1.B "Collect information from multiple sources, using search terms effectively."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each quoted search phrase. Underline the name or description of every source Maya chooses to use, then notice how specific terms connect her questions to useful sources.

Maya's Milkweed Search

1. For a community garden project, Maya wanted to learn how monarch butterflies use milkweed. Her first search, "butterflies," brought up photos, news stories, and pages about many species. She changed her words to "monarch butterfly milkweed host plant." The new results included a university extension article and a page from a native-plant society. Maya wrote the exact search phrase in her notes so she could use it again or adjust one word if she needed information about a certain region.

2. Next, Maya made a question list: Which milkweed species grow near our town? When do monarchs pass through? She searched "native milkweed [town name]" and found her state conservation agency's plant list. For migration timing, she used "monarch migration [state name] fall" and located a local nature center's observation page. A library book explained that monarch caterpillars eat milkweed leaves. Maya recorded each source's title, organization, date, and the fact it gave her. This helped her return to the source later.

3. Maya still needed to know whether one milkweed kind would grow in the garden's soil. A search for "swamp milkweed soil needs" led to a botanical garden guide. It described moist soil, so Maya did not assume it fit her dry garden bed. She searched "milkweed dry soil native [state name]" to find other choices. Before using a claim, Maya looked for the same idea in a second reliable source, such as an extension office guide, and noted any differences.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did Maya's second search improve on her first search?

2. What search phrase did Maya use to find information about migration timing, and what source did she find?

3. Maya wanted to find milkweed species near her town. Which search phrase and source matched that question?

4. What did Maya do before using a claim from a source, and why was that useful?

3 YOUR TURN

Your own words

Choose a research question you could answer with sources. Write three focused search phrases, then name two different sources you would use and state what each source could tell you.

ANSWER KEY

Search Smarter, Gather More

GRADE 6 · 6.R.1.B

PART 1 · READ AND MARK

Circle each quoted search phrase. Underline the name or description of every source Maya chooses to use, then notice how specific terms connect her questions to useful sources. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did Maya's second search improve on her first search?	**It named the monarch butterfly, milkweed, and the host-plant relationship, so it brought up more focused sources instead of results about many kinds of butterflies.**
2	What search phrase did Maya use to find information about migration timing, and what source did she find?	**She used "monarch migration [state name] fall" and found a local nature center's observation page.**
3	Maya wanted to find milkweed species near her town. Which search phrase and source matched that question?	**She searched "native milkweed [town name]" and used her state conservation agency's plant list.**
4	What did Maya do before using a claim from a source, and why was that useful?	**She looked for the same idea in a second reliable source and noted differences. This helped her check the claim instead of relying on one source.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Question: How can our school reduce cafeteria food waste? I would search "school cafeteria food waste audit," "EPA school food waste reduction," and "composting rules [city name] schools." I would use an EPA guide for reduction strategies and my city waste department's website for local composting rules.

Accept focused search phrases that include important topic words, place names, or specific details. Accept a range of reliable source choices when the student explains what information each source could provide.