Zoom In, Researcher

Trace how a researcher adjusts a question to fit available evidence.

8.R.1.A "Formulate and revise questions about a research topic, broadening or narrowing the inquiry as necessary."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline every research question, then circle the words that make each question broad or narrow so you can trace how Maya controls the size of her inquiry.

From Big Idea to Study

1. At first, Maya wanted to research how trees affect cities. Her question, "How do trees help cities?" could lead to information about shade, wildlife, flooding, air quality, and many places. Maya noticed that the question was too broad for a two-week project. She listed what she could realistically investigate: one benefit, one city, and evidence from reliable reports. Because summer temperatures interested her, she began looking for sources about tree shade and heat in neighborhoods.

2. One article described a program in Phoenix, Arizona, where researchers measured ground and air temperatures in shaded and unshaded places. Maya liked the concrete evidence, but she saw a problem. A question about all city trees would not match one study in one city. She revised her inquiry to ask, "How does shade from trees affect summer temperatures in Phoenix neighborhoods?" This question names a result she can measure, a season, and a location. It is narrower, yet it still allows Maya to compare several neighborhoods and use more than one source.

3. Later, Maya found a city report showing that some Phoenix neighborhoods have far fewer trees than others. That finding suggested a new angle: unequal shade. She did not switch immediately, because "Why do some neighborhoods have fewer trees?" would require studying housing history, public budgets, land ownership, and community choices. Instead, she kept her main question and added a smaller supporting question: "Which Phoenix neighborhoods have the least tree shade?" The supporting question could help her select places to compare without making the project too large.

2 ANSWER WITH EVIDENCE

Use the passage

1. What details in Maya's first question show that it is too broad for her project?

2. Why did Maya revise her question after reading the article about Phoenix?

3. How does Maya's revised main question narrow her inquiry while still leaving enough to investigate?

4. How does Maya's supporting question help her use the city report without making her project too broad?

3 YOUR TURN

Your own words

Choose a research topic. Write three sentences: one broad research question, one narrower revised question, and one sentence explaining which limits make the revised question researchable.

ANSWER KEY # Zoom In, Researcher

GRADE 8 · 8.R.1.A

PART 1 · READ AND MARK

Underline every research question, then circle the words that make each question broad or narrow so you can trace how Maya controls the size of her inquiry. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What details in Maya's first question show that it is too broad for her project?	**It could include many benefits, such as shade, wildlife, flooding, and air quality, in many different places.**
2	Why did Maya revise her question after reading the article about Phoenix?	**The article focused on one city, so it did not match a question about trees in all cities.**
3	How does Maya's revised main question narrow her inquiry while still leaving enough to investigate?	**It focuses on tree shade, summer temperatures, and Phoenix neighborhoods, but it still lets her compare several neighborhoods and use more than one source.**
4	How does Maya's supporting question help her use the city report without making her project too broad?	**It helps her identify Phoenix neighborhoods with the least tree shade so she can choose places to compare.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

My broad question is, "How do school meals affect students?" My revised question is, "How does eating school breakfast affect ninth-grade students' attendance during the first semester?" The revision limits the meal, group, outcome, and time period, so I can search for focused attendance data.

Accept different reasonable broad and revised questions if the revised question clearly limits the topic by such details as place, group, time, effect, or source type. The explanation should accurately connect those limits to a manageable research inquiry.