

Source Check Detectives

Read closely to decide which science sources can be checked.

4.1.f.i "obtaining, evaluating, and communicating information read and comprehend reading-level-appropriate texts and/or other reliable media"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline two details that help Maya decide whether a source is useful, and circle the source that does not give enough information to check.

Choosing Tree Information

- ① When a school plans a new shade tree, students may wonder which kind will help most. To find out, Maya read a city parks webpage written by urban foresters. The page explained that tree leaves cool nearby ground by blocking sunlight. It also gave dates, measurements, and links to the city's tree study. This helped Maya check where the information came from.
- ② Next, Maya watched a short video that said one kind of tree "always grows fastest." The video did not name its maker or show how anyone measured growth. Maya did not use that claim alone. Instead, she checked a university extension article. It described a three-year study of young trees. The article said growth can change with rain, soil, and care. Its author and study details made it more useful.
- ③ Maya wrote a note for her class. She said the city webpage and university article were useful because each named its source and gave evidence. She also explained that a tree's growth is not guaranteed. For a future project, Maya would compare several reliable sources before sharing a conclusion. Careful reading helps scientists pass along information others can check.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What two kinds of information on the city parks webpage helped Maya check where its information came from?

2 Why did Maya decide not to use the video's claim by itself?

3 Why was the university extension article more useful than the video? Use one detail from the passage.

4 What cautious idea did Maya communicate to her class about tree growth?

3 YOUR TURN _____ Your own words

For a class garden question, write exactly three sentences. Name two details you would check in a source, explain which kind of source you would trust more and why, and tell how you would share a careful conclusion.

PART 1 • READ AND MARK

Underline two details that help Maya decide whether a source is useful, and circle the source that does not give enough information to check. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What two kinds of information on the city parks webpage helped Maya check where its information came from?	It gave dates and measurements, and it linked to the city's tree study.
2	Why did Maya decide not to use the video's claim by itself?	The video did not name its maker or show how growth was measured.
3	Why was the university extension article more useful than the video? Use one detail from the passage.	It named a source and described a three-year study, including factors that can affect growth.
4	What cautious idea did Maya communicate to her class about tree growth?	A tree's growth is not guaranteed.

PART 3 • YOUR TURN (SAMPLE ANSWER)

I would check who made the source and whether it shows measurements or study details. I would trust a university garden article more than a video with no named author because I could check its evidence. I would tell my class that mulch may help the garden after I compare several reliable sources.

Accept equivalent details that show a source can be checked, such as a named author, dates, measurements, links, or study methods. For Part 3, accept three sentences that address all three requested parts and use cautious, evidence-based language.