

Butterfly Fact Check

Read scientific information and judge whether its sources are useful.

5.1.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 make the wildlife agency article checkable, and circle one detail that shows why the students need more information before making a recommendation.

Butterflies and Better Sources

- ① On a warm May morning, fifth-grade students at Riverbend School counted butterflies in the native plant garden. They followed the same ten-minute route each time and recorded every butterfly they saw. During four visits, they counted 6, 9, 12, and 11 butterflies. Their counts can suggest a pattern, but they do not prove why the number changed.
- ② To learn more, the class read an article from the state wildlife agency. The article named its author, gave a publication date, and linked to studies about butterfly habitat. It explained that native flowers provide nectar, and caterpillars need certain host plants. A social media post made a different claim, but it gave no author, date, or evidence.
- ③ The students decided the agency article was more useful for their question about improving the garden. Its details could be checked by reading the linked studies. Still, the class knew that one article was not the final word. They planned to compare another expert source and continue their own butterfly counts before making a recommendation.

2 ANSWER WITH EVIDENCE Use the passage

1 What did the students do to make their butterfly counts more comparable from visit to visit?

2 Which source was more useful for the class's garden question? Give two details from the passage that support your answer.

3 What information from the wildlife agency article could help the class choose plants for the garden?

4 Why did the class plan to compare another expert source and continue counting butterflies?

3 YOUR TURN Your own words

Write three or four sentences explaining how you would find trustworthy information about whether adding native flowers could help a school garden. Name two sources or media you would use, tell one check you would make for each, and explain how you would share your conclusion.

PART 1 • READ AND MARK

Underline two details that make the wildlife agency article checkable, and circle one detail that shows why the students need more information before making a recommendation. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What did the students do to make their butterfly counts more comparable from visit to visit?	They followed the same ten-minute route each time and recorded every butterfly they saw.
2	Which source was more useful for the class's garden question? Give two details from the passage that support your answer.	The state wildlife agency article was more useful. It named an author, gave a publication date, and linked to studies about butterfly habitat.
3	What information from the wildlife agency article could help the class choose plants for the garden?	Native flowers provide nectar, and caterpillars need certain host plants.
4	Why did the class plan to compare another expert source and continue counting butterflies?	One article was not the final word, and the class's counts suggested a pattern but did not prove why the number changed.

PART 3 • YOUR TURN (SAMPLE ANSWER)

I would read a page from the state wildlife agency and a report from a university extension office. I would check each source for an author, a date, and evidence or links to studies. I would make a short class poster that states what both sources say and lists their names.

Accept any two reasonable expert or science-based sources, such as a government agency, university, museum, or scientific organization. The response should include a check for trustworthiness for each source and a clear way to communicate a conclusion.