

Evidence Before Action

Evaluate science information before sharing a solution.

5.1.f “obtaining, evaluating, and communicating information read and comprehend reading-level-appropriate texts and/or other reliable media communicate scientific information, design ideas, and/or solutions with others”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each science claim, circle each detail that shows a source is dependable, and number the steps the students used to communicate their solution.

Helping Pollinators

- ① When students noticed fewer bees near the school garden, they wanted to help. A poster online said, “Plant any bright flower, and bees will return in one day.” The group did not share the poster right away. A science claim needs evidence. They decided to check who made the statement and whether dependable sources supported it.
- ② They compared the poster with information from a university extension office and the U.S. Department of Agriculture. Both sources named scientists or agencies responsible for the information and gave dates for updates. The sources explained that different pollinators use different plants, and that bloom times matter. Neither source promised bees would arrive in one day.
- ③ Using the stronger information, the group proposed planting several native flowering plants that bloom at different times. They shared their idea with the principal in a short note. The note named the two sources, explained the evidence, and stated that the plan could support many kinds of pollinators over time. The students also said they would observe the garden each week and record what they saw.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Why did the students wait before sharing the online poster?

2 What two details made the university extension office and the U.S. Department of Agriculture sources more dependable?

3 How did information from the stronger sources change the students' planting plan?

4 What are two ways the students' note communicated their evidence and solution to the principal?

3 YOUR TURN _____ Your own words

Choose a science idea for improving your classroom or school, such as saving water or helping pollinators. Write a three-sentence note to an adult that names one reliable source you would check, states a solution that source could help you design, and explains what evidence you would share.

PART 1 • READ AND MARK

Underline each science claim, circle each detail that shows a source is dependable, and number the steps the students used to communicate their solution. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Why did the students wait before sharing the online poster?	They wanted to find out who made the claim and whether dependable sources supported it.
2	What two details made the university extension office and the U.S. Department of Agriculture sources more dependable?	They named responsible scientists or agencies, and they gave update dates.
3	How did information from the stronger sources change the students' planting plan?	Instead of planting any bright flower for a one-day result, they proposed several native flowering plants that bloom at different times.
4	What are two ways the students' note communicated their evidence and solution to the principal?	The note named the two sources, explained the evidence, and stated the planting plan. Accept any two.

PART 3 • YOUR TURN (SAMPLE ANSWER)

I would check the U.S. Environmental Protection Agency website for information about saving water at school. I would suggest reporting a leaking faucet so it can be repaired. I would share the source's information about how fixing leaks prevents water waste.

Accept a reasonable school science idea, a credible source such as a government agency, university, museum, or science organization, and a solution connected to evidence. The response must have exactly three sentences and include all three requested parts.