

Sources With Purpose

Connect what matters to you with evidence for a grade-level topic.

10.P.EICC.1.c "Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. (I/C)"

NAME _____

DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline details that connect Jordan's personal interests to the academic topic, circle each source he selects, and put a star beside details that show why a source is useful.

Jordan's Heat Research Folder

- ① When Ms. Alvarez assigned a research folder on how communities respond to extreme heat, Jordan did not begin with the first search result. He thought about his own route home from basketball practice, where the blacktop stayed hot long after sunset. At the school library, he chose a city planning article about trees and shaded bus stops. He also checked the publication date, author, and links to local temperature data. The article connected a class topic, climate adaptation, to a question Jordan actually wanted to investigate: Why do some blocks feel much hotter than others?
- ② Next, Jordan read a first-person essay by a teen who organized a shade survey at her apartment complex. Its personal voice showed him how observations could make a public issue feel immediate. For evidence, he paired that essay with an Environmental Protection Agency webpage explaining that pavements and roofs can absorb and release heat. He made notes in two columns. In one column, he recorded claims and numbers from the EPA page. In the other, he recorded questions raised by the essay, such as whether residents had a say in where shade structures were placed. Reading both texts helped Jordan notice that useful sources can serve different purposes.
- ③ Jordan's folder ended with a proposal to the student council. He wrote that the school could map the hottest places on campus, then use the results to prioritize shade near waiting areas. He cited the EPA webpage for the idea that built surfaces store heat, and he described the basketball court in his own words as a place students avoid at midday. Before submitting the proposal, he reread it for balance. His personal experience gave the proposal a clear reason, but source information made the suggested action more credible. He planned to keep searching for a local map or report before recommending locations.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What academic topic guides Jordan's search for texts?

2 Which personal experience helps Jordan choose a research question?

3 Why does Jordan use both the teen's essay and the EPA webpage? Describe a different purpose for each source.

4 How does Jordan combine source-based information and personal experience in his proposal?

3 YOUR TURN _____ Your own words

Choose a grade-level research topic you care about. Select two texts, then write an 80 to 100 word research note that names both texts, explains a personal connection and an academic connection, and states a claim you could develop using them.

PART 1 • READ AND MARK

Underline details that connect Jordan's personal interests to the academic topic, circle each source he selects, and put a star beside details that show why a source is useful. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What academic topic guides Jordan's search for texts?	How communities respond to extreme heat, including climate adaptation.
2	Which personal experience helps Jordan choose a research question?	His route home from basketball practice, where the blacktop stays hot after sunset.
3	Why does Jordan use both the teen's essay and the EPA webpage? Describe a different purpose for each source.	The essay makes the issue personal and raises community questions. The EPA webpage provides evidence about how pavements and roofs absorb and release heat.
4	How does Jordan combine source-based information and personal experience in his proposal?	He cites the EPA information about built surfaces storing heat and describes students avoiding the basketball court at midday to support mapping hot campus areas and adding shade.

PART 3 • YOUR TURN (SAMPLE ANSWER)

I chose "School Start Times for Adolescents" from the American Academy of Pediatrics and "Sleep and Teens" from Nemours KidsHealth. I play morning soccer, so the KidsHealth article connects to my trouble focusing after late practices. The AAP statement fits our health research unit because it explains how school schedules affect teen sleep. My research note will argue that schools should consider later start times. I will use facts from the AAP statement and compare them with an observation from my own week.

Accept equivalent descriptions of Jordan's source choices, purposes, and use of evidence. For the open task, accept different appropriate texts and claims if the response names two texts, includes personal and academic connections, and stays within 80 to 100 words.