

Reading With Purpose

Choose texts that connect your interests to academic inquiry.

11.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 two details that show Maya's personal interest in the topic. Circle three details that show how she judges whether a source is academically useful, then put a star beside the source that offers perspective but is not strong enough for her presentation.

A Question Close to Home

- ① When Maya began a unit on environmental justice, she did not start with the assigned chapter. Her daily bus ride passed a busy freight corridor, and she wanted to know whether diesel traffic affected the air near her school. She chose a city air-quality report because it included monitoring data from nearby neighborhoods. Then she read a peer-reviewed article about particulate matter and asthma. The sources connected to her life, but they also gave her information she could use in an academic discussion about public health.
- ② To decide whether each source deserved her time, Maya looked for three things: a clear connection to her question, trustworthy evidence, and enough detail to extend her thinking. A neighborhood blog described smoky mornings, so she saved it as a personal perspective. However, it did not name its evidence or explain how observations were collected. She did not use it for a claim in her presentation. Instead, she paired the city report with a university study that explained methods, limitations, and findings. In her notes, she wrote questions beside statistics she needed to investigate further.
- ③ After reading, Maya noticed that sources could serve different purposes. The blog helped her recognize a concern shared by residents, while the report and study helped her evaluate the concern with evidence. She drafted a short reflection for her class: "I am interested in how traffic shapes the place where I learn, and I need reliable data to explain that issue." Her reflection did more than summarize sources. It stated a personal reason for reading, and it identified the kind of academic text she would seek next: a transportation policy analysis.

2 ANSWER WITH EVIDENCE Use the passage

1 What personal experience led Maya to investigate air quality near her school?

2 Name the two academic sources Maya uses for her presentation and identify one useful feature of each.

3 Why does Maya save the neighborhood blog but avoid using it to support a claim in her presentation?

4 What kind of text does Maya plan to read next, and how does that choice connect to her purpose?

3 YOUR TURN Your own words

Choose a school or community topic you genuinely want to understand. In 3 sentences, name one text that could offer a personal perspective and one credible academic or public-information text, explain what you would use each for, and state one question you will pursue.

PART 1 • READ AND MARK

Underline two details that show Maya's personal interest in the topic. Circle three details that show how she judges whether a source is academically useful, then put a star beside the source that offers perspective but is not strong enough for her presentation. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What personal experience led Maya to investigate air quality near her school?	Her daily bus ride passed a busy freight corridor, and she wondered whether diesel traffic affected the air near her school.
2	Name the two academic sources Maya uses for her presentation and identify one useful feature of each.	She uses a city air-quality report with monitoring data from nearby neighborhoods and a university study that explains its methods, limitations, and findings.
3	Why does Maya save the neighborhood blog but avoid using it to support a claim in her presentation?	It provides a resident's personal perspective, but it does not name evidence or explain how its observations were collected.
4	What kind of text does Maya plan to read next, and how does that choice connect to her purpose?	She plans to read a transportation policy analysis because she wants reliable information that can explain the local traffic issue she cares about.

PART 3 • YOUR TURN (SAMPLE ANSWER)

I want to understand whether later high school start times would improve students' sleep and attendance. I would read student interviews in our school newspaper to learn how early schedules affect daily routines, and I would use the American Academy of Pediatrics policy statement on school start times to examine research-based recommendations. My question is, what changes would a later start require for buses, sports, and families in our district?

Accept equivalent passage-based wording that distinguishes personal relevance from evidence-based academic usefulness. For Part 3, accept varied topics and sources if the response has three sentences, identifies both source purposes, and includes a focused question.