

Interest Meets Inquiry

Choose texts that connect a personal question to academic investigation.

12.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 one detail that shows the writer's personal connection, circle each source-selection criterion, and write 1 and 2 beside the two sources. Your marks should show how the writer connects interest, academic purpose, and a writing plan.

A Question Close to Home

- ① During a city planning unit, I began with a question that had followed me through summer: Why does the basketball court near my apartment feel far hotter than the tree-lined park across town? My personal interest in outdoor sports gave the question urgency, but it also pointed toward an academic topic, urban heat islands. I chose a National Integrated Heat Health Information System webpage because it explains how pavement, buildings, and limited vegetation can raise neighborhood temperatures. Its links to research and public-health resources made it more useful than an unsourced social-media post.
- ② To test whether the source could support grade-level work, I checked who produced it, when it was updated, and what evidence it connected to. Then I paired it with an article from a local newspaper about a neighborhood tree-canopy project. The newspaper piece supplied a current, local example, while the federal site supplied scientific context. Reading both texts kept my interest from becoming the only reason for my choice. It also helped me notice a tension: cooling projects can improve health, yet neighborhoods with fewer trees often have had less investment for decades.
- ③ Before writing, I made a two-column note. In one column, I listed details that connected to my experience, including the court's dark surface and the lack of shade during afternoon games. In the other, I recorded claims I could investigate, such as whether tree cover changes surface temperature and how city budgets shape planting decisions. My draft will not argue that one article settles the issue. Instead, it will compare evidence from the two sources and ask whose needs are considered when a city decides where to add shade.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What personal interest led the writer to the topic of urban heat islands?

2 Name the two sources the writer selected. What different purpose does each source serve?

3 What three checks did the writer use to decide whether the webpage could support grade-level work?

4 How will the writer keep the draft from treating one source as the final answer?

3 YOUR TURN _____ Your own words

Choose a grade-level topic you are studying or want to investigate. Name one credible text you would read, then write a 90-120 word proposal that explains your personal connection, the text's academic value, and one question you would pursue.

PART 1 • READ AND MARK

Underline one detail that shows the writer's personal connection, circle each source-selection criterion, and write 1 and 2 beside the two sources. Your marks should show how the writer connects interest, academic purpose, and a writing plan. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What personal interest led the writer to the topic of urban heat islands?	The writer's interest in outdoor sports and the unusually hot basketball court near the apartment.
2	Name the two sources the writer selected. What different purpose does each source serve?	A National Integrated Heat Health Information System webpage provides scientific context and research links. A local newspaper article provides a current, local example of a tree-canopy project.
3	What three checks did the writer use to decide whether the webpage could support grade-level work?	The writer checked who produced it, when it was updated, and what evidence it connected to.
4	How will the writer keep the draft from treating one source as the final answer?	The writer will compare evidence from both sources and investigate whose needs are considered in decisions about adding shade.

PART 3 • YOUR TURN (SAMPLE ANSWER)

I would investigate how street design affects bicycle safety. I bike to school and have noticed that a painted lane disappears at several busy intersections, so the topic matters to me. I would begin with the U.S. Department of Transportation's National Roadway Safety Strategy, a federal document that explains a systems approach to reducing traffic deaths and serious injuries. This text is academically useful because it provides policy language, data-based priorities, and links to related evidence. I would compare it with local crash data and pursue this question: Which street changes could make the route to our school safer for cyclists?

Accept equivalent descriptions of the writer's personal connection, source purposes, evaluation checks, and writing plan when they are supported by the passage. For the open response, accept varied topics and credible sources if the response is 90-120 words and clearly connects personal interest, academic relevance, and an investigable question.