Read, Connect, Create

Choose texts that connect your life and your learning.

6.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 composting to Maya's life, circle details that show her work supports a science assignment, and number one sentence in each paragraph: 1 for selecting, 2 for reading, and 3 for writing.

Maya Builds a Reading Plan

1. Maya's science class is studying how people can reduce waste. She is interested in cooking with her grandfather, so she chooses a library article about composting food scraps. The article explains how fruit peels and coffee grounds can become nutrient-rich material for soil. Maya also checks its author, a county recycling educator, and the publication date. Because the article connects to her life and gives reliable information for class, she adds it to her reading list for the school project.

2. Next, Maya reads a diagram and a short report from her state university's extension program. The diagram shows which scraps belong in a compost bin, while the report describes air, water, and browns such as dry leaves. She takes notes in two columns: "Try at home" and "Explain in my report." In the second column, she writes that compost needs a balance of materials and oxygen. Reading both texts helps her separate a useful household idea from evidence she can explain in a science assignment.

3. After reading, Maya plans a one-page guide for her family and classmates. She will open with a question about leftover banana peels, then explain three steps for building a small compost container. Her guide will include facts from the extension report, labels for the diagram, and one tip she wants to test with her grandfather. At the bottom, Maya will list both sources. She chooses this format because a guide can help readers use information, while her own example makes the topic meaningful to her.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which text does Maya choose first? Give two reasons it is a good choice for her.

2. How do Maya's two note columns help her use texts for both her life and her schoolwork?

3. What information or source parts will Maya use in her guide?

4. Why does Maya choose to write a guide instead of another kind of text?

3 YOUR TURN

Your own words

Choose a topic that matters to you and also connects to something you are studying. In exactly five sentences, name two texts you would read and explain why each is useful, then write a three-sentence plan for a text you could create using information from both.

ANSWER KEY

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GRADE 6 · 6.P.EICC.1.c

PART 1 · READ AND MARK

Underline details that connect composting to Maya's life, circle details that show her work supports a science assignment, and number one sentence in each paragraph: 1 for selecting, 2 for reading, and 3 for writing. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which text does Maya choose first? Give two reasons it is a good choice for her.	**She first chooses a library article about composting food scraps. It connects to cooking with her grandfather and gives reliable information for her science project.**
2	How do Maya's two note columns help her use texts for both her life and her schoolwork?	**The columns separate ideas she can try at home from evidence she can explain in her science report.**
3	What information or source parts will Maya use in her guide?	**She will use facts from the extension report, labels from the diagram, and a tip she wants to test with her grandfather.**
4	Why does Maya choose to write a guide instead of another kind of text?	**A guide can help readers use information, and her own example makes the topic meaningful to her.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would read a city water department infographic about saving water because I want to help my family use less water. I would also read a science magazine article about freshwater supplies because it connects to our study of Earth's resources. My text would be a two-page guide for students about saving water at home and school. I would use the infographic's daily tips and the article's explanation of why freshwater is limited. I would add a short list of changes my family could test during one week.

Accept answers that identify a personal connection and an academic purpose using passage evidence. For Part 3, accept any appropriate topic, two relevant texts, and a five-sentence writing plan that clearly uses both sources.