

Choose With Purpose

Match what you read to your interests and learning goals.

8.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 each detail that shows why Maya chose a text, and write P beside a personal-interest reason or A beside an academic reason. This will help you notice how readers build a useful reading list.

Maya Builds a Reading List

- ① After joining her neighborhood's weekend tree-planting crew, Maya wanted to learn why some city blocks feel much hotter than others. She began with a photo essay about tree canopies in her town because the familiar streets held her attention. The captions led her to a question for science class: How do trees affect surface temperature? Maya wrote the question in her notebook, knowing that an interesting topic becomes stronger when it connects to a course idea.
- ② Next, Maya selected a city parks department report that listed planting locations, species, and maintenance plans. The report was harder than the photo essay, but its map and data could support a claim in her science writing. She also checked the report's date and author, since she needed current information from a responsible source. To understand an unfamiliar term, she read a short article from a university extension program about the urban heat island effect.
- ③ Before reading everything, Maya made a small plan. She would use the photo essay to notice local examples, the parks report to gather evidence, and the university article to clarify vocabulary. Her final reading list included both texts she enjoyed and texts that answered her class question. Maya decided not to use an undated social media post, even though its dramatic photographs interested her. A reader's choices can change as a project develops, so she planned to add another reliable source if her evidence was incomplete.

2 ANSWER WITH EVIDENCE Use the passage

1 Which text did Maya choose because it connected to her own life, and what was that connection?

2 Which source would best help Maya support a claim in science writing? Give two details that make it useful for that purpose.

3 What did Maya check to make sure the parks report was a useful academic source? Why did those checks matter?

4 Why did Maya decide not to use the social media post, even though she found its photographs interesting?

3 YOUR TURN Your own words

Choose a grade-level topic you want to explore. Write a three-item reading list, and for each text, name the source or title, label it personal, academic, or both, and explain in one sentence why you would select it.

PART 1 • READ AND MARK

Underline each detail that shows why Maya chose a text, and write P beside a personal-interest reason or A beside an academic reason. This will help you notice how readers build a useful reading list. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which text did Maya choose because it connected to her own life, and what was that connection?	She chose a photo essay about tree canopies in her town because the familiar streets held her attention.
2	Which source would best help Maya support a claim in science writing? Give two details that make it useful for that purpose.	The city parks department report. It includes a map and data, and it lists planting locations, species, and maintenance plans.
3	What did Maya check to make sure the parks report was a useful academic source? Why did those checks matter?	She checked the report's date and author to make sure the information was current and came from a responsible source.
4	Why did Maya decide not to use the social media post, even though she found its photographs interesting?	The post was undated, so it was not a reliable source for the evidence she needed.

PART 3 • YOUR TURN (SAMPLE ANSWER)

1. A museum website article about the history of skateboarding, both, because I skate after school and the article can help me explain how sports reflect culture. 2. A library book about physics in skate parks, academic, because it can provide evidence about force and motion for my science project. 3. A professional skateboarder's interview in a youth magazine, personal, because it may give me ideas for a personal narrative about learning a difficult trick.

Accept equivalent evidence from the passage when students explain Maya's selections. For the reading list, accept varied topics and text types if each choice has a clear personal, academic, or combined purpose.