Read With Purpose

Choose sources that fit a question, then plan sustained reading.

11.8.R "Students will select texts for specific purposes and read independently for extended periods of time."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline Maya's research question, circle the three source titles, and number the two reading sessions she plans. Use your marks to track how each choice serves her purpose.

Finding the Right Reading

1 On a July afternoon, Maya waited for the bus beside a wide sidewalk with no trees. Across the street, a row of maples shaded people eating lunch. She wanted to understand why some blocks felt harder to walk through during hot weather. At the library, she found three books and reports about city trees. She could not read everything before the neighborhood meeting on Friday, so she wrote a question at the top of her notebook: How could our city decide where to add shade? A useful choice would have to help her answer that question, not merely contain the word trees.

2 The first option, *Waiting in the Heat*, was a collection of residents' accounts of summer bus rides. One writer described carrying groceries past three unshaded stops; another explained why a shaded bench mattered to an older neighbor. The second, *Street Tree Survey*, was a city report. Its introduction explained how staff counted existing trees, measured sidewalk widths, and compared blocks with different amounts of shade. The report also identified narrow sidewalks where new trees might block access. She noted that the accounts could show lived experience, while the report could explain how planting sites were identified.

3 The third option, *Planting on Narrow Streets*, was a handbook for volunteers. It compared root space, watering needs, and clearance for people using wheelchairs before suggesting places to plant. Maya chose the city report for her first uninterrupted thirty-minute reading session because her question concerned the city's decisions. She read the introduction and methods slowly, then recorded two questions about the measurements. On the next evening, she planned to read the findings and check the handbook for practical limits. If she later wanted to show what a missing tree meant to bus riders, she would return to the residents' accounts.

2 ANSWER WITH EVIDENCE

Use the passage

1. Maya wants to learn how the city identifies places for new trees. Which source best fits that purpose, and what could she find in it?

2. Suppose Maya needs to check whether a planting site will leave room for wheelchair users. Which source should she choose, and why?

3. If Maya wants to show how a lack of shade affects bus riders, which source should she read? Give one detail that makes it useful.

4. What does Maya read in each of her two planned sessions, and how does the second session build on the first?

3 YOUR TURN

Your own words

Choose a local issue other than tree planting and state one specific question about it. In 75 to 100 words, choose two kinds of texts for different purposes and explain how you would read them independently in two sessions of at least 25 minutes each, including what you would note.

ANSWER KEY

Read With Purpose

GRADE 11 · 11.8.R

PART 1 · READ AND MARK

Underline Maya's research question, circle the three source titles, and number the two reading sessions she plans. Use your marks to track how each choice serves her purpose. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Maya wants to learn how the city identifies places for new trees. Which source best fits that purpose, and what could she find in it?	***Street Tree Survey*. It explains how staff counted trees, measured sidewalk widths, and compared shade across blocks.**
2	Suppose Maya needs to check whether a planting site will leave room for wheelchair users. Which source should she choose, and why?	***Planting on Narrow Streets*, because it considers wheelchair clearance before suggesting planting places.**
3	If Maya wants to show how a lack of shade affects bus riders, which source should she read? Give one detail that makes it useful.	***Waiting in the Heat*. Residents describe experiences such as carrying groceries past unshaded stops.**
4	What does Maya read in each of her two planned sessions, and how does the second session build on the first?	**First she reads the city report's introduction and methods and notes questions about its measurements. Next she reads its findings and checks the handbook for practical limits on planting.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I want to know whether our town should extend library hours on weekends. First, I would read a library usage report for 30 minutes, noting when visits are highest and how those numbers were collected. The next day, I would spend 30 minutes reading interviews with students and workers, noting who needs Saturday access and what barriers they describe. The report would help me judge demand, while the interviews would reveal needs that totals might miss. I would compare the two sets of notes before deciding what to recommend.

Accept other accurate passage details that justify each source choice. For Part 3, look for a specific question, two sources with distinct purposes, and a feasible plan for two independent reading sessions.