Read With Purpose

Choose texts that fit a question, then read with sustained attention.

12.8.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 Nia's two reading purposes, circle the text she chooses for each, and number her two independent reading sessions in time order.

Two Questions About a Bridge

1 When the city announced that the Ash Street footbridge would close for repairs, Nia heard two claims: the bridge was about to collapse, and the closure would barely affect anyone. She did not want to repeat either claim without reading. Her first purpose was to judge the bridge's present safety. At the library, she found a city engineering inspection, a neighborhood memoir, and a flyer urging residents to protest. The inspection listed damaged joints, explained the proposed repairs, and stated that engineers had not ordered an emergency closure. The memoir described childhood walks across the bridge but offered no current measurements.

2 Nia set her phone aside and read the entire twelve-page inspection at a quiet table for forty minutes. When a technical term slowed her down, she noted it in the margin and kept reading until the report defined it. She marked the report's date and separated its measured findings from its recommendations. Her second purpose was to understand how the planned closure might change residents' daily trips. The inspection did not answer that question. A neighborhood newsletter contained interviews with bus riders and workers, while the protest flyer offered a meeting date but no accounts of regular travel.

3 The next afternoon, Nia read the newsletter's three long interviews without switching to other tabs. She spent thirty-five minutes tracing each person's usual route and the alternatives they expected to use. One worker predicted a longer trip to a night shift; another resident said a nearby bus would make little difference to her commute. Nia did not treat either account as a count of all residents. For an estimate of how many people use the bridge, she added the transit agency's recent pedestrian count to her list for later reading. Her choice of text changed with each question.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which text best serves Nia's first purpose, and why is it more useful than the memoir?

2. Why does Nia choose the newsletter rather than the protest flyer for her second purpose?

3. Identify one habit that helps Nia read for an extended period without distractions and one that helps her continue when the inspection becomes difficult.

4. If Nia needs an estimate of bridge use, what should she read next, and why are the interviews insufficient?

3 YOUR TURN

Your own words

Choose a real decision or question unrelated to the bridge. In 80 to 110 words, state two distinct reading purposes, select and explain one text for each, and describe how you would read independently for at least 30 uninterrupted minutes and record what you learn.

ANSWER KEY

Read With Purpose

GRADE 12 · 12.8.R

PART 1 · READ AND MARK

Underline Nia's two reading purposes, circle the text she chooses for each, and number her two independent reading sessions in time order. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which text best serves Nia's first purpose, and why is it more useful than the memoir?	**The city engineering inspection provides current findings about damage and repairs. The memoir offers memories, not current measurements.**
2	Why does Nia choose the newsletter rather than the protest flyer for her second purpose?	**The newsletter's interviews describe residents' regular trips and expected alternatives. The flyer provides a meeting date but no travel accounts.**
3	Identify one habit that helps Nia read for an extended period without distractions and one that helps her continue when the inspection becomes difficult.	**She sets her phone aside or avoids switching tabs. When she encounters an unfamiliar term, she notes it and keeps reading until the report defines it.**
4	If Nia needs an estimate of bridge use, what should she read next, and why are the interviews insufficient?	**She should read the transit agency's recent pedestrian count. Three people's accounts cannot provide a count of all bridge users.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I want to decide whether biking to school is practical. First, I need to judge traffic risk, so I would read my city's recent street-safety report for collision patterns near my route. Second, I need to understand seasonal conditions, so I would choose a National Weather Service summary of local monthly temperatures and precipitation. I would spend forty uninterrupted minutes reading the safety report, with my phone away. I would mark any figures specific to my streets, note what dates the report covers, and write down unfamiliar terms to check after finishing.

Accept other supported comparisons between the texts and other specific habits from Nia's reading sessions. For the open response, look for two distinct purposes, a fitting text for each, and a concrete plan for sustained independent reading and note-taking.