Choose Your Read

Match a text to your purpose, then make a plan to keep reading.

9.8.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 As you read, underline one detail that shows what each text is useful for, then circle a strategy for staying with a chosen text during a long reading session.

Three Ways to Read About the Night Sky

1 Imagine you have forty quiet minutes to read about light pollution, the glow from artificial lights that brightens the night sky. The best choice depends on what you want to learn. A sixteen-page city report describes when streetlights are used, how shielding directs light downward, and what a proposed replacement program would cost. It lists arguments residents gave at a public meeting, including concerns about safety and energy use. The report uses headings and short sections, so a reader studying a local policy decision can trace several sides of the issue without reading every page in order.

2 A field guide to observing the night sky has thirty pages on finding constellations, checking weather conditions, and letting your eyes adjust to darkness. Its step-by-step directions and seasonal notes help someone prepare for an outdoor observation. A twelve-page personal essay follows a teenager who watches stars disappear as new buildings light up the street near home. The writer describes family evenings on the roof and a conversation with a neighbor who prefers brighter sidewalks. The essay may help a reader understand how people experience changes in night lighting, but it does not provide instructions for observing constellations.

3 These texts also ask for different kinds of attention. Before beginning a long reading session, a reader can name a purpose and choose one complete text or a useful section that fits the available time. During a forty-minute session, stopping briefly at a heading or paragraph break to jot a question can help the reader keep track without switching to another source. At the end, the reader can explain what the chosen text contributed and whether another source would serve a new purpose. Reading independently means making these decisions rather than waiting for someone else to assign the next page.

2 ANSWER WITH EVIDENCE

Use the passage

1. You want to find constellations on an outdoor observation. Which text would you choose, and which two features make it fit your purpose?

2. You are preparing for a debate about a proposed streetlight change. Which text would you choose, and what two details make it useful?

3. You want to understand how brighter streets can affect people's experiences, rather than learn how to observe constellations. Which text fits, and what detail shows why?

4. You have forty minutes to understand the policy proposal before exploring a personal experience. Which text should you start with? Describe one thing to do during reading and one thing to do afterward.

3 YOUR TURN

Your own words

Choose a reading purpose of your own that is unrelated to night lighting. In one paragraph of 65 to 95 words, name a text you could select, explain why it fits better than another kind of text, and describe how you would read independently for at least 25 minutes and check whether it met your purpose.

ANSWER KEY

Choose Your Read

GRADE 9 · 9.8.R

PART 1 · READ AND MARK

As you read, underline one detail that shows what each text is useful for, then circle a strategy for staying with a chosen text during a long reading session. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	You want to find constellations on an outdoor observation. Which text would you choose, and which two features make it fit your purpose?	**Choose the field guide. Its step-by-step directions and seasonal notes help readers find constellations and prepare to observe outdoors.**
2	You are preparing for a debate about a proposed streetlight change. Which text would you choose, and what two details make it useful?	**Choose the city report. It gives the proposed program's cost and residents' arguments about safety and energy use.**
3	You want to understand how brighter streets can affect people's experiences, rather than learn how to observe constellations. Which text fits, and what detail shows why?	**Choose the personal essay. It describes the teenager's family evenings under the stars and a neighbor who prefers brighter sidewalks.**
4	You have forty minutes to understand the policy proposal before exploring a personal experience. Which text should you start with? Describe one thing to do during reading and one thing to do afterward.	**Start with the city report because it explains the proposal. Jot a question at a heading or paragraph break. Afterward, explain what the report contributed and decide whether to read the personal essay next.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I want to learn how to make a safe bicycle commute to school. I would choose a local cycling safety guide with sections on road rules and route planning instead of a memoir about a long ride. I would read the guide for thirty minutes without switching sources, pausing at a heading to write one question. Afterward, I would check whether I can explain two safety rules and plan a route. If I cannot, I would look for a more detailed guide.

Accept other passage-supported details that justify each text choice. For Part 3, look for a distinct purpose, a reasoned comparison, an independent reading plan lasting at least 25 minutes, and a way to check whether the text met the purpose.