

Interest Into Evidence

Select real texts, read closely, and turn personal interest into academic writing.

12.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 Read the guide. Underline the actions that require actual reading and circle the criteria for choosing texts. Teacher preparation: provide internet access or complete printed copies of the linked readings, and help students obtain alternatives suited to their grade-level topic.

From a Personal Question to a Written Response

- ① A personal interest can become an academic inquiry when a reader asks a focused question and chooses texts that can help answer it. Start with a topic connected to your studies and something you care about. Select two relevant texts, check their authorship and purpose, and read them before deciding what to write. Record each title, author or agency, date when available, and a section or page. Note a useful detail from each text in your own words. A source list or a promise to read later does not show what you learned.
- ② For a question about outdoor spaces or community planning, two available choices are U.S. EPA, Benefits of Trees and Vegetation (updated May 15, 2026), <https://www.epa.gov/heatislands/benefits-trees-and-vegetation>, and U.S. EPA, Measuring Heat Islands (updated March 10, 2026), <https://www.epa.gov/heatislands/measuring-heat-islands>. The first explains cooling mechanisms and benefits; the second discusses choices and limits in measuring heat. Open and read the pages themselves. Related texts can complement each other without being independent studies, and neither page supplies observations from your school.

- ③ For a question about learning routines, CDC, Sleep and Health (July 2, 2024), is another starting point: <https://www.cdc.gov/physical-activity-education/staying-healthy/sleep.html>. Choose a second relevant text with your teacher, or select two other texts for a different interest. Explain why your choices fit both your question and grade-level work. After reading, write an actual response connecting your interest to two specific source details, explaining their relationship and a limit or unanswered question. Use the texts to develop an idea; do not stop at describing a future research plan.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① What distinguishes a completed reading record from a list of sources you might consult?

- ② Why might the two EPA pages complement each other without counting as independent studies?

- ③ How can a reader connect a personal interest to grade-level academic work?

3 YOUR TURN

Your own words

Choose and read two real texts about a grade-level topic that interests you. Use the linked options or teacher-approved alternatives. Complete the selection and reading records, then write the response. The linked originals must be available; this guide alone does not replace them.

1. Select texts with purpose

State your topic, personal connection and academic question. Identify both texts and explain why they fit. Include author/agency, title and date when available.

2. Record actual reading

For each text, name the section or page you read and paraphrase one useful detail. Explain a connection or difference between those details. Keep your observations separate from source claims.

3. Write an evidence-based response

Write 140–180 words connecting your interest and academic question to both source details. Identify the texts briefly, explain their relationship, and discuss one limit or unanswered question. Write your developed response, not a plan to read later.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PART 1 • READ AND MARK

Read the guide. Underline the actions that require actual reading and circle the criteria for choosing texts. Teacher preparation: provide internet access or complete printed copies of the linked readings, and help students obtain alternatives suited to their grade-level topic. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What distinguishes a completed reading record from a list of sources you might consult?	It identifies the selected works and the actual sections or pages read, with specific useful details stated in the reader's own words.
2	Why might the two EPA pages complement each other without counting as independent studies?	They have different functions—explaining benefits and guiding measurement—but share an agency and are guidance pages. Different purposes do not make them independent experiments.
3	How can a reader connect a personal interest to grade-level academic work?	Ask a focused question, choose relevant texts with meaningful evidence or ideas, read closely and explain how specific details develop the question rather than relying on personal preference alone.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative selection: Outdoor study and community planning; how should evidence guide shade decisions? Select EPA Benefits of Trees and Vegetation (May 15, 2026) for mechanisms and EPA Measuring Heat Islands (March 10, 2026) for measurement choices.

Reading record: Benefits, How Trees and Vegetation Reduce Heat: shade and evapotranspiration cool. Measuring, Types of Temperature Data: surface and air measurements represent different quantities. One explains a mechanism; the other helps evaluate the evidence.

Possible 140-180-word response: I care about comfortable outdoor study spaces, which leads me to ask what evidence should guide a school's shade decisions. EPA's Benefits of Trees and Vegetation explains that shade and evapotranspiration can reduce heat. That gives a scientific reason to consider vegetation, but it does not identify the best planting site at our school. EPA's Measuring Heat Islands adds a different kind of help: it distinguishes surface temperatures from air temperatures and explains why the measurement choice should follow the question.

These ideas complement each other. Knowing a cooling mechanism helps frame a proposal, while knowing what a measurement represents helps judge its support. Both texts come from EPA, so I would not count them as two independent experiments proving a local result. The unanswered question is where students actually need shade and what conditions occur there. The readings develop my interest into a question about evidence and design, without turning a general benefit into a guaranteed improvement for our campus.

The model's personal interest is illustrative; students use their own interests and actually read their selected texts. Only the final response has a 140-180-word range. Selection and reading notes are separate. Check the student's identified originals and named sections, academic relevance, two specific details, their relationship and a limit. Accept other relevant grade-level texts, including literature or nonfiction, with a response appropriate to the question. Teacher supplies complete print or digital access before class. The EPA pages guide reasoning; shared agency authorship is not independent experimental replication. Students are not assigned outdoor temperature fieldwork.