

Features With Purpose

Use visible features to interpret scientific and historical records.

7.T.C.1.b "Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts. (I)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Use actual printed features: the science chart's title, labels, scale and caption; the historical heading, numbered chronology and source note. Mark where each feature helps you find or interpret evidence. Then use those features to test claims about the two texts.

Two Disciplines, Different Reading Tools

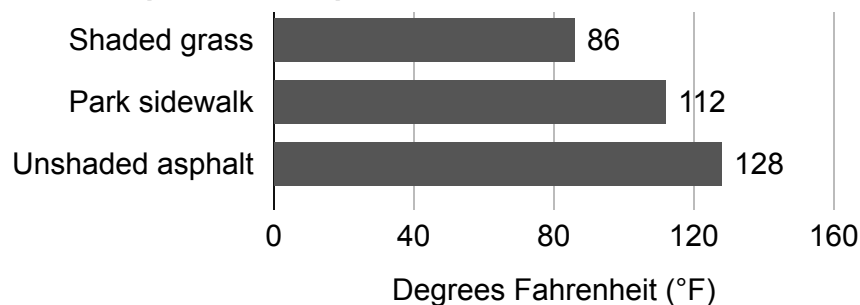
A. Science field report: July 18, 2025

This is a fictional classroom data set, not a real city survey. At 2:00 p.m. on one sunny day, a team used the same infrared thermometer to measure three ground surfaces. The chart records surface temperature in degrees Fahrenheit, not air temperature. The sites differed in material and shade, so these observations alone cannot show which factor caused the differences.

Reading note

Use the chart's labels, scale and values to compare the measured surfaces. The observations describe this sampling time; they do not establish average temperatures or nighttime conditions.

Surface temperature at 2 p.m.



Fictional readings from July 18, 2025. Surface temperatures, not air temperatures; one sampling time.

B. Local history display: the library changes

The following chronology is an invented museum display based on fictional town-library records. It helps visitors trace changes in the building and service location. The dates mark documented events within this practice case, not a complete account of every year. Use the numbered entries in C to follow the sequence.

C. Chronology from the fictional library records

1. 1912: The town opened a public reading room in the municipal building.
2. 1940: An east wing was added to house a larger library collection.
3. 1975: The library moved to a separate building on Pine Street.

Source note: opening register (1912), building report (1940) and relocation notice (1975), all invented for this task. These records identify events and places; they do not report every closure, visitor's experience or reason for moving.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** Using the chart, how much warmer was the unshaded asphalt than the shaded grass at the sampling time? Which features keep the comparison precise?

- 2** Does the chart prove that asphalt alone caused the difference or that the same difference lasts all night? Use the field report and caption.

3

Use the chronology to trace the library’s location in 1912 and 1975. How does its organization help?

3

YOUR TURN

_____ Your own words

Analyze both disciplinary texts using their printed features. Explain what each text supports, what remains unknown and how a feature helps you make that distinction. Your task is to interpret the supplied records, not to design new text features.

1. Test a scientific claim

A visitor says, “Every asphalt surface in this town is 42°F hotter than every grassy area.” Use the labels, values and sampling context to explain what is supported and what is overstated.

2. Test a historical claim

A visitor says, “The library never closed between 1912 and 1975.” Use the chronology and source note to explain whether those records establish that claim.

3. Compare reading tools

Explain how the chart’s quantitative scale and the chronology’s date order serve different disciplinary questions. Cite a specific feature from each and describe something it helps you understand.

PART 1 • READ AND MARK

Use actual printed features: the science chart's title, labels, scale and caption; the historical heading, numbered chronology and source note. Mark where each feature helps you find or interpret evidence. Then use those features to test claims about the two texts. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Using the chart, how much warmer was the unshaded asphalt than the shaded grass at the sampling time? Which features keep the comparison precise?	128°F minus 86°F equals 42°F. The category labels identify the two surfaces, printed values show the readings, and the unit/title/caption specify surface temperature in °F at one sampling time, not air temperature.
2	Does the chart prove that asphalt alone caused the difference or that the same difference lasts all night? Use the field report and caption.	No. The sites differ in material and shade, and the report describes one sunny-afternoon measurement. Neither controlled causal evidence nor nighttime measurements are supplied.
3	Use the chronology to trace the library's location in 1912 and 1975. How does its organization help?	The 1912 entry places the reading room in the municipal building; the 1975 entry records a move to a separate Pine Street building. Numbered entries in date order help readers follow change over time.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Scientific claim

The chart shows 128°F for the sampled unshaded asphalt and 86°F for the sampled shaded grass, a 42°F difference. Its labels and caption restrict that comparison to surface readings at 2:00 p.m. on one day. It does not measure every asphalt or grassy area in town, so the visitor's generalization is unsupported.

Historical claim

The chronology lists an opening, an addition and a relocation. Entry 1 identifies the 1912 reading room and entry 3 identifies the 1975 move. The source note says the records do not report every closure. A sequence of selected events therefore cannot prove continuous service between them.

Different reading tools

The scientific chart uses a zero-to-160 scale and category labels to compare numerical measurements. Its caption limits what the values mean. The chronology orders selected events by year so visitors can trace changes in the library's location and building. Its source note identifies the fictional records behind those events and what they omit. Both tools help readers avoid claims beyond their evidence.

TEACHER ASSESSMENT NOTES

Assess interpretation and analysis across science and history, with references to features actually printed. The three temperatures are invented surface readings: 86, 112 and 128°F; asphalt minus shaded grass is 42°F. They are not air readings, annual averages or proof of a single cause. The historical chronology gives selected events, not evidence of uninterrupted service or every reason for change. Both sources are explicitly fictional classroom materials. No map, unrendered Markdown emphasis, new disciplinary composition or word quota is required.