Questions That Matter

Choose texts that connect your interests to academic inquiry.

11.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 Underline two details that show Maya's personal interest in the topic. Circle three details that show how she judges whether a source is academically useful, then put a star beside the source that offers perspective but is not strong enough for her presentation.

A Question Close to Home

1 When Maya began a unit on environmental justice, she did not start with the assigned chapter. Her daily bus ride passed a busy freight corridor, and she wanted to know whether diesel traffic affected the air near her school. She chose a city air-quality report because it included monitoring data from nearby neighborhoods. Then she read a peer-reviewed article about particulate matter and asthma. The sources connected to her life, but they also gave her information she could use in an academic discussion about public health.

2 To decide whether each source deserved her time, Maya looked for three things: a clear connection to her question, trustworthy evidence, and enough detail to extend her thinking. A neighborhood blog described smoky mornings, so she saved it as a personal perspective. However, it did not name its evidence or explain how observations were collected. She did not use it for a claim in her presentation. Instead, she paired the city report with a university study that explained methods, limitations, and findings. In her notes, she wrote questions beside statistics she needed to investigate further.

3 After reading, Maya noticed that sources could serve different purposes. The blog helped her recognize a concern shared by residents, while the report and study helped her evaluate the concern with evidence. She drafted a short reflection for her class: "I am interested in how traffic shapes the place where I learn, and I need reliable data to explain that issue." Her reflection did more than summarize sources. It stated a personal reason for reading, and it identified the kind of academic text she would seek next: a transportation policy analysis.

CHOOSE A CLASSROOM-AUTHORED READING

Title	Text
Shared Study Space	A quiet room can expand students' choices without making silence the rule everywhere. Before allocating space, compare who benefits, who loses an existing resource, and whether the room can remain accessible. A fair proposal identifies those tradeoffs rather than calling one preference universal.
Comparing Commutes	A shorter route is not automatically the more useful route. Compare travel time, reliability and accessibility under the same conditions. Record what each measure can show, and identify unmeasured factors before recommending a change. A conclusion should distinguish observed differences from explanations that remain uncertain.

2 ANSWER WITH EVIDENCE

Use the passage

1. What personal experience led Maya to investigate air quality near her school?

2. Name the two academic sources Maya uses for her presentation and identify one useful feature of each.

3. Why does Maya save the neighborhood blog but avoid using it to support a claim in her presentation?

4. What kind of text does Maya plan to read next, and how does that choice connect to her purpose?

3 YOUR TURN

Your own words

Select and actually read one of the two supplied classroom texts that connects with a personal school or community interest. Write three sentences: name its title and why it matters to you; explain one specific detail and how it helps an academic inquiry; ask a focused question prompted by that reading. Underline the words in the selected text that support your detail.

Questions That Matter

PART 1 · READ AND MARK

Underline two details that show Maya's personal interest in the topic. Circle three details that show how she judges whether a source is academically useful, then put a star beside the source that offers perspective but is not strong enough for her presentation. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What personal experience led Maya to investigate air quality near her school?	**Her daily bus ride passed a busy freight corridor, and she wondered whether diesel traffic affected the air near her school.**
2	Name the two academic sources Maya uses for her presentation and identify one useful feature of each.	**She uses a city air-quality report with monitoring data from nearby neighborhoods and a university study that explains its methods, limitations, and findings.**
3	Why does Maya save the neighborhood blog but avoid using it to support a claim in her presentation?	**It provides a resident's personal perspective, but it does not name evidence or explain how its observations were collected.**
4	What kind of text does Maya plan to read next, and how does that choice connect to her purpose?	**She plans to read a transportation policy analysis because she wants reliable information that can explain the local traffic issue she cares about.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I chose “Shared Study Space” because I want a place to concentrate between classes. Its instruction to compare who benefits and who loses an existing resource helps me evaluate a proposal rather than assume everyone shares my preference. Which students would gain access, and what current use would a quiet room replace?

Accept correct original passage answers that distinguish personal relevance and academic usefulness. Supply and read the two printed classroom-authored choices; learners select one, actually read it, mark supporting words and write three source-grounded sentences. Check title, real personal relevance, accurate specific detail and academic use, plus a focused question. Other teacher-provided grade-appropriate selections may substitute if actually available and consulted; naming a future source alone is insufficient.