Choose With Purpose

Match what you read to your interests and learning goals.

8.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 each detail that shows why Maya chose a text, and write P beside a personal-interest reason or A beside an academic reason. This will help you notice how readers build a useful reading list.

Maya Builds a Reading List

1. After joining her neighborhood's weekend tree-planting crew, Maya wanted to learn why some city blocks feel much hotter than others. She began with a photo essay about tree canopies in her town because the familiar streets held her attention. The captions led her to a question for science class: How do trees affect surface temperature? Maya wrote the question in her notebook, knowing that an interesting topic becomes stronger when it connects to a course idea.

2. Next, Maya selected a city parks department report that listed planting locations, species, and maintenance plans. The report was harder than the photo essay, but its map and data could support a claim in her science writing. She also checked the report's date and author, since she needed current information from a responsible source. To understand an unfamiliar term, she read a short article from a university extension program about the urban heat island effect.

3. Before reading everything, Maya made a small plan. She would use the photo essay to notice local examples, the parks report to gather evidence, and the university article to clarify vocabulary. Her final reading list included both texts she enjoyed and texts that answered her class question. Maya decided not to use an undated social media post, even though its dramatic photographs interested her. A reader's choices can change as a project develops, so she planned to add another reliable source if her evidence was incomplete.

TWO SHORT CLASSROOM TEXTS: CHOOSE AND ACTUALLY READ ONE

Text and source	Read the text
A. Garden Journal; fictional student Eli, written for this worksheet	I nearly left the empty garden bed alone. Then Bea handed me a packet of seeds and asked where the first row should go. I drew a crooked line in the soil, and we laughed before straightening it. By lunch, the bed still looked bare, but its labels showed the work we had done together.
B. Shade Observation Log; fictional class record, written for this worksheet	During one classroom investigation, students read two thermometers at noon: 25 degrees Celsius beside a shaded bench and 31 degrees beside a sunny bench. They recorded the locations and time. The difference was 6 degrees in these readings. One observation does not prove what caused the difference or what every day will show. The class planned repeated observations to test its idea.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which text did Maya choose because it connected to her own life, and what was that connection?

2. Which source would best help Maya support a claim in science writing? Give two details that make it useful for that purpose.

3. What did Maya check to make sure the parks report was a useful academic source? Why did those checks matter?

4. Why did Maya decide not to use the social media post, even though she found its photographs interesting?

3 YOUR TURN

Your own words

Create a three-item reading list with a title or source, a personal, academic or combined purpose, and a reason for each choice. Include at least one of the two supplied classroom texts; your other choices may be available books or sources. Actually read your selected supplied text now, or read an available alternative with teacher support. Then write two original sentences naming the text and purpose and responding to one specific detail you read. Mark which list item you completed; do not describe all three as read if they are only planned. Write on the ruled lines or another sheet.

ANSWER KEY

Choose With Purpose

GRADE 8 · 8.P.EICC.1.c

PART 1 · READ AND MARK

Underline each detail that shows why Maya chose a text, and write P beside a personal-interest reason or A beside an academic reason. This will help you notice how readers build a useful reading list. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which text did Maya choose because it connected to her own life, and what was that connection?	**She chose a photo essay about tree canopies in her town because the familiar streets held her attention.**
2	Which source would best help Maya support a claim in science writing? Give two details that make it useful for that purpose.	**The city parks department report. It includes a map and data, and it lists planting locations, species, and maintenance plans.**
3	What did Maya check to make sure the parks report was a useful academic source? Why did those checks matter?	**She checked the report's date and author to make sure the information was current and came from a responsible source.**
4	Why did Maya decide not to use the social media post, even though she found its photographs interesting?	**The post was undated, so it was not a reliable source for the evidence she needed.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Example reading list:
1. Garden Journal (supplied text A): personal; I enjoy accounts of working with friends.
2. Shade Observation Log (supplied text B): academic; I want to examine the recorded temperatures and limits.
3. A library book about gardening: combined; I want to learn planting steps for a hobby.

Completed reading response: I read Garden Journal for personal interest because I like stories about teamwork. The straightened seed row and labels made the unfinished bed feel like shared progress to me.

For Parts 1 and 2, accept accurate evidence-based accounts of Maya's source choices and purposes. An undated post does not establish that its information is current enough for her academic need; a date alone never guarantees reliability. For Part 3, check three stated source/purpose/reason choices and one actually completed reading with a specific two-sentence written response. Accept supported personal interpretations and accessible available alternatives; do not require all three planned sources to be read today.