Own the Next Step

Notice how purposeful choices build independent reading and writing.

10.P.EICC.1.f "Develop independence and autonomy as a reader and writer. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each action Maya takes to direct her own reading or writing, and circle each place where she notices a question, gap, or limit. These marks show how a reader and writer can make purposeful choices rather than wait for someone else to direct the work.

Choosing the Next Step

1. On Tuesday, Maya opened a news article about a city plan to replace an empty parking lot with apartments and a small park. The headline interested her, but the first paragraph used unfamiliar terms such as zoning and mixed-use. Instead of skipping them, Maya wrote question marks beside the terms and used a reliable city-planning glossary. She learned that zoning sets rules for land use, while mixed-use buildings combine homes, shops, or offices. Then she reread the paragraph and wrote a six-word note in the margin: "Rules shape what can be built."

2. Later, Maya noticed that the article quoted a developer but did not include a resident's view. She opened the city council agenda, found the meeting date, and read two public comments attached to the proposal. One writer supported more housing near bus stops. Another worried that the park would be too small for nearby children. Maya did not decide which view was correct immediately. She made a T-chart with evidence for each concern and listed one question she still needed answered: How many apartments would the plan include? Her notes helped her separate reported facts from opinions and gaps in information.

3. Before writing a response for class, Maya chose a claim she could support: The project should include a larger park. She reviewed her notes, selected the resident's concern, and looked for a map showing the neighborhood's existing green space. When the map did not give enough detail, she did not invent a statistic. Instead, she changed one sentence in her draft to explain the limit of her evidence. At the end, Maya reread her response aloud, checked whether every reason connected to her claim, and made a plan to ask her teacher where to find park-size data.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which two unfamiliar terms did Maya investigate, and what resource did she use?

2. What missing perspective did Maya notice in the news article, and what did she do next?

3. How did Maya avoid making a quick decision about the proposal?

4. What did Maya do when the map did not provide enough detail, and why was that a responsible writing choice?

3 YOUR TURN

Your own words

Choose a topic you are currently reading about or writing about. In 3 to 4 sentences, name one question or gap you notice, describe two independent actions you will take to address it, and explain how one action will improve your final understanding or draft.

ANSWER KEY

Own the Next Step

GRADE 10 · 10.P.EICC.1.f

PART 1 · READ AND MARK

Underline each action Maya takes to direct her own reading or writing, and circle each place where she notices a question, gap, or limit. These marks show how a reader and writer can make purposeful choices rather than wait for someone else to direct the work. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which two unfamiliar terms did Maya investigate, and what resource did she use?	**She investigated "zoning" and "mixed-use" with a reliable city-planning glossary.**
2	What missing perspective did Maya notice in the news article, and what did she do next?	**She noticed that the article lacked a resident's view, so she read public comments attached to the city council proposal.**
3	How did Maya avoid making a quick decision about the proposal?	**She made a T-chart with evidence for each concern and wrote a question that still needed an answer.**
4	What did Maya do when the map did not provide enough detail, and why was that a responsible writing choice?	**She revised her draft to explain the limit of her evidence instead of inventing a statistic.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

While researching whether my town should charge for single-use bags, I still need to know whether fees reduce bag use without burdening low-income shoppers. I will compare city reports from two places with fees and read a local advocacy group's evidence, noting each source's purpose. Comparing those sources will help me revise my claim so it uses evidence instead of assuming a fee works everywhere.

Accept equivalent descriptions of Maya's self-directed choices when they are supported by the passage. For Part 3, accept varied topics if the response includes a genuine question or gap, two specific independent actions, and a clear explanation of how one action will help.