

From Reader to Writer

Trace how one student investigates, evaluates, and shares information.

10.P.EICC.1 “Reader & Writer Identity: Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Circle every resource or tool Maya uses, and underline each action she takes to test, organize, or share information, so you can trace how she works as both a reader and a writer.

Investigating Late Buses

- ① When Maya noticed that buses near her school often arrived late, she wanted to understand the problem before posting about it online. She began as a consumer of texts, reading the transit agency's schedule, a local news article, and comments from riders. Each source offered a different view. The schedule showed planned times, the article described a driver shortage, and riders described missed connections. Maya wrote the date beside each source and asked who created it, why it was made, and what evidence it included. Those notes helped her separate firsthand experience from claims she still needed to check.
- ② To investigate further, Maya used a city data dashboard that listed average arrival delays by route. She saved a screenshot, copied the web address, and recorded the date because online information can change. Then she interviewed her neighbor, who drives a bus, using questions she had prepared. The interview gave Maya useful perspective, but she did not treat one person's account as proof of every delay. She compared the neighbor's observations with the dashboard and the agency's public meeting notes. When the sources agreed, she felt more confident. When they differed, she labeled the point as uncertain and planned another search instead of choosing the easiest answer.
- ③ After gathering evidence, Maya became a producer of text. She drafted a short letter to the transit board that explained how late buses affected students and cited the dashboard, meeting notes, and rider experiences. Before sending it, she used a checklist: name the audience, state a purpose, distinguish evidence from opinion, and include links so readers could inspect her sources. A classmate read the draft and noticed that one sentence sounded like a fact but came only from a comment. Maya revised the sentence to identify it as a rider's experience. Her final letter invited readers to respond with additional evidence, keeping the conversation open.

2 ANSWER WITH EVIDENCE Use the passage

1 What three sources did Maya read first, and what different information did each source provide?

2 What did Maya record when she used the city data dashboard, and why did she record it?

3 How did Maya respond when her sources gave different information about delays?

4 What did Maya do to make her letter a responsible piece of writing for its audience?

3 YOUR TURN Your own words

Choose a school or community issue you want to understand. List at least two resources or tools you would use, then write a three-sentence message to a real audience that states your purpose, uses or describes evidence, clearly separates evidence from opinion, and invites a response or action.

PART 1 • READ AND MARK

Circle every resource or tool Maya uses, and underline each action she takes to test, organize, or share information, so you can trace how she works as both a reader and a writer. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What three sources did Maya read first, and what different information did each source provide?	She read the transit schedule for planned times, a local news article about a driver shortage, and rider comments about missed connections.
2	What did Maya record when she used the city data dashboard, and why did she record it?	She saved a screenshot, copied the web address, and recorded the date because online information can change.
3	How did Maya respond when her sources gave different information about delays?	She labeled the point as uncertain and planned another search rather than choosing the easiest answer.
4	What did Maya do to make her letter a responsible piece of writing for its audience?	She used a checklist, cited sources, included links, distinguished evidence from opinion, and revised a claim that came only from a comment.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Resources and tools: school lunch menu, district nutrition page, notes app, and a peer review checklist. To the cafeteria manager, I am writing to ask for a vegetarian lunch option twice each week. The published menu shows only one vegetarian entrée this month, while my classmates' comments are personal experiences, not proof of everyone's needs. Please review the menu and invite students to share dietary preferences through a short survey.

Accept equivalent descriptions of Maya's source evaluation when they are supported by the passage. For Part 3, accept varied issues and audiences if the response names resources or tools and the three-sentence message includes purpose, evidence, a distinction between evidence and opinion, and an invitation for response or action.