Choices on the Page

A reader-writer profile built from specific preferences.

11.P.EICC.1.b "Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each technique the writer uses or values. Circle each topic, mode, or genre named, then write P or A beside preferences that are personal or academic.

How I Choose Texts

1. At home, I choose narrative podcasts and short speculative fiction because I like entering a voice quickly. In a twelve-page story, a repeated image or a sudden change in point of view can make me reread a sentence. I usually listen while walking, then save stories that leave one question unanswered. Long fantasy series appeal to me less, not because I dislike imagined worlds, but because I lose track of names when I read in short stretches. My personal reading is strongest when the form is compact, atmospheric, and easy to revisit.

2. In school, my preferences are more deliberate. When I read history or science articles, I want headings, maps, timelines, and captions that show how evidence is organized. I annotate by writing brief claims in the margin and drawing arrows between a statistic and the sentence that explains it. That process helps me distinguish a writer's conclusion from the details supporting it. I do not enjoy a dense textbook page with no visual breaks, even when the subject interests me. For academic reading, clarity of structure matters as much as the topic.

3. My writing choices follow a similar pattern. For personal writing, I keep a notebook of scenes, overheard phrases, and questions, then build short lyric essays from those fragments. I prefer first person because it lets me examine a memory without pretending to give the final word on it. For academic assignments, however, I prefer an analytical essay or a researched presentation. I begin with a claim, group sources by idea, and use transitions to show relationships among points. A slide presentation works especially well for me when an image, quotation, and chart can each carry part of the argument.

2 ANSWER WITH EVIDENCE

Use the passage

1. Name two genres or modes the writer chooses for personal reading. Why does the writer prefer compact fiction?

2. What academic topics does the writer name, and which text features help the writer follow evidence?

3. Describe the writer's two annotation techniques. What do they help the writer distinguish?

4. Contrast the writer's personal writing with academic writing. Include one form or genre and one technique for each.

3 YOUR TURN

Your own words

Write a 120-160 word reader-writer profile. Describe preferences in both personal and academic reading or writing, name at least two specific techniques, topics, modes, or genres, and explain why those choices fit you.

ANSWER KEY

Choices on the Page

GRADE 11 · 11.P.EICC.1.b

PART 1 · READ AND MARK

Underline each technique the writer uses or values. Circle each topic, mode, or genre named, then write P or A beside preferences that are personal or academic. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Name two genres or modes the writer chooses for personal reading. Why does the writer prefer compact fiction?	**The writer chooses narrative podcasts and short speculative fiction. Compact fiction is easy to revisit and can create an atmospheric experience in a short reading stretch.**
2	What academic topics does the writer name, and which text features help the writer follow evidence?	**The writer names history and science. Headings, maps, timelines, and captions help show how evidence is organized.**
3	Describe the writer's two annotation techniques. What do they help the writer distinguish?	**The writer writes brief claims in the margin and draws arrows from a statistic to the sentence explaining it. These techniques help distinguish a conclusion from its supporting details.**
4	Contrast the writer's personal writing with academic writing. Include one form or genre and one technique for each.	**For personal writing, the writer creates short lyric essays from notebook fragments and uses first person to examine memories. For academic writing, the writer prefers an analytical essay or researched presentation, beginning with a claim, grouping sources by idea, and using transitions.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I read personal essays and mystery novels outside school because I enjoy noticing how a writer controls what readers know. In mysteries, I look for withheld details and false clues, and I like comparing my guesses with the solution. For academic reading, I prefer articles about public health or environmental policy that use headings and graphs. Those features help me trace a claim and evaluate the evidence before I decide whether I agree. My personal writing is usually flash nonfiction, where I use sensory details and short paragraphs to focus on one moment. In academic writing, I prefer an argumentative essay because I can make a clear claim, organize sources into reasons, and address a counterclaim. I sometimes plan with a color-coded outline, which keeps my evidence connected to each point.

Accept equivalent evidence-based descriptions of the writer's stated preferences, forms, topics, and techniques. For the open response, accept varied preferences when the student includes specific examples and explains how the choices support personal or academic reading and writing.