Choices Shape Drafts

A case study in self-directed reading and writing.

11.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 three choices Maya makes independently, and circle the evidence or reason that guides each choice.

Maya Takes the Lead

1. At the public library, Maya began a research project on whether her city should add shaded bus stops. Instead of waiting for a teacher to assign articles, she wrote two questions in her notebook: Who uses the stops most, and how does heat affect riders? She chose a local transit report, a newspaper interview with riders, and a public-health article. When the transit report used unfamiliar charts, Maya read its headings first and wrote a plain-language note beside each graph. She did not pretend to understand every detail at once. Her notes showed which question each source could help answer.

2. Two days later, Maya noticed that the interview described long waits but offered no data about temperature. She kept it because it provided a rider's perspective, then searched for temperature records from the county health department. She compared publication dates, author expertise, and the evidence each source supplied. Her first claim said, "Shade would help everyone." After rereading her sources, she narrowed it to a claim about riders waiting on routes with little tree cover. The change made her writing more precise and matched the evidence she had collected.

3. Before submitting the project, Maya read her draft aloud and marked places where a reader might need a source or an explanation. She moved one statistic closer to the paragraph about heat, because its earlier location interrupted the riders' accounts. She also asked a classmate to identify the main claim without seeing her outline. The classmate named a different claim, so Maya revised her introduction and checked the new version herself. In a final reflection, she listed one decision she made as a reader, one as a researcher, and one as a writer. The list gave her a record she could use on her next project.

2 ANSWER WITH EVIDENCE

Use the passage

1. When the charts were unfamiliar, what strategy did Maya choose, and how did it help her continue reading independently?

2. How did Maya decide that the newspaper interview and the county health records could serve different purposes in her research?

3. Why did Maya narrow her claim about shade, and how did the revision improve her writing?

4. How did Maya use her classmate's feedback while still taking responsibility for her own draft?

3 YOUR TURN

Your own words

Choose a text or writing task you will complete this week. Write exactly three sentences: name one independent decision you will make as a reader or writer, explain the evidence or goal that will guide it, and state how you will check or revise the result.

ANSWER KEY

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GRADE 11 · 11.P.EICC.1.f

PART 1 · READ AND MARK

Underline three choices Maya makes independently, and circle the evidence or reason that guides each choice. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	When the charts were unfamiliar, what strategy did Maya choose, and how did it help her continue reading independently?	**She read the chart headings first and wrote plain-language notes beside each graph. This helped her work through the charts instead of waiting for someone else to explain them.**
2	How did Maya decide that the newspaper interview and the county health records could serve different purposes in her research?	**She kept the interview for a rider's perspective, but searched for county health records to find temperature data.**
3	Why did Maya narrow her claim about shade, and how did the revision improve her writing?	**After rereading her sources, she saw that her evidence focused on riders waiting on routes with little tree cover. The narrower claim was more precise and better matched her evidence.**
4	How did Maya use her classmate's feedback while still taking responsibility for her own draft?	**When her classmate identified a different main claim, Maya revised her introduction and then checked the new version herself.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

For my history essay, I will begin by reading the source headings and selecting two sources that address my question about voting rights. I will keep a source only if its author, date, and evidence help me answer that question. After drafting, I will read my claim aloud and revise any sentence that does not match my evidence.

Accept varied, specific plans that include an independent reading or writing decision, a stated goal or evidence-based reason, and a method for checking or revising. The response must contain exactly three sentences.