# From Reader to Writer

Use purposeful tools to evaluate sources and contribute responsibly.

**11.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** Underline each resource or tool Mara uses, circle the purpose it serves, and number the steps that move her from gathering information to participating as a writer. These marks show how a reader and writer chooses strategies for a specific goal.

### Following a Transit Debate

1. At the public library, Mara notices a flyer about a proposed bus-route change. Instead of relying on the flyer alone, she takes a photo, searches the transit agency's map, and reads comments from riders at a community meeting. Each source serves a different purpose. The map shows where stops may move, while riders describe missed connections and longer walks. Mara writes questions in the margin of her notes: Who benefits? Which claim needs evidence? By comparing sources, she moves from receiving information to evaluating how it was made and whose experience it includes.

2. Later, Mara opens a spreadsheet and records the date, author, audience, and main claim for each source. This simple tool helps her notice that a rider's comment offers firsthand experience but may not represent every neighborhood. She also finds the agency's public data on ridership and checks when it was updated. Before posting online, Mara drafts a short explanation of the change. She uses a claim-evidence-reasoning frame, then asks a classmate to challenge unclear wording. Revising after feedback helps her become a writer who contributes responsibly, rather than simply repeating the loudest opinion.

3. As the proposal moves toward a city vote, Mara decides her next step depends on her purpose. To understand the issue, she will read the final route plan and listen to a recorded public hearing. To participate, she will create a one-page comment that names her concern, cites current ridership data, and acknowledges a rider's perspective. She keeps a source log so she can return to reliable material if someone questions her post. Mara's process is not a fixed list of rules. It is a growing repertoire: she chooses tools, audiences, and genres that help her read critically and write with accountability.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. Why does Mara use the map, rider comments, and other sources instead of relying only on the flyer?

2. What four details does Mara record in her spreadsheet, and what does this help her notice about a rider's comment?

3. What writing frame does Mara use before posting, and how does her classmate help improve the draft?

4. How do Mara's tools change when her purpose changes from understanding the issue to participating in the decision?

## 3 YOUR TURN

Your own words

Choose a school or community issue you care about. Write a four-sentence participation plan that names the issue, identifies two sources and their purposes, explains one tool you will use to evaluate information, and describes a piece of writing you will create for a specific audience.

ANSWER KEY

# From Reader to Writer

GRADE 11 · 11.P.EICC.1

## PART 1 · READ AND MARK

Underline each resource or tool Mara uses, circle the purpose it serves, and number the steps that move her from gathering information to participating as a writer. These marks show how a reader and writer chooses strategies for a specific goal. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | Why does Mara use the map, rider comments, and other sources instead of relying only on the flyer? | **Different sources provide different kinds of information, helping her evaluate the proposal, its evidence, and whose experiences it includes.** |
| 2 | What four details does Mara record in her spreadsheet, and what does this help her notice about a rider's comment? | **She records the date, author, audience, and main claim. The tool helps her see that a rider's comment is firsthand experience but may not represent every neighborhood.** |
| 3 | What writing frame does Mara use before posting, and how does her classmate help improve the draft? | **She uses a claim-evidence-reasoning frame. Her classmate challenges unclear wording so Mara can revise it.** |
| 4 | How do Mara's tools change when her purpose changes from understanding the issue to participating in the decision? | **To understand, she reads the final route plan and listens to a public hearing. To participate, she writes a one-page comment using data and a rider's perspective.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

To understand whether our school should start classes later, I would compare district attendance data, which can show patterns, with interviews from students who ride early buses, which can reveal daily effects. I would record each source's date, author, audience, and limits in a source log. After checking the evidence, I would write a letter to the school board that states a claim and recognizes a transportation concern. I would ask a peer to identify any unsupported claim before I submit it.

Accept answers that accurately connect Mara's chosen sources and tools to her changing purposes. For Part 3, accept varied issues, sources, tools, genres, and audiences if the plan clearly explains purposeful reading and responsible writing.