

Reading, Writing, Reasons

Identify the choices that shape a reader and writer identity.

12.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 reading or writing technique the writer names, circle each genre, mode, or topic, and number the reason given for each preference.

A Working Reader-Writer Profile

- ① During my junior-year research project, I noticed that I read most carefully when a writer follows one local problem from evidence to consequence. A magazine investigation about lead pipes held my attention because it paired city maps with interviews from residents and public records. I do not need every text to be urgent, but I value reporting that shows how a claim was built. When I annotate, I bracket surprising data, then write questions beside the evidence. That routine slows me down and helps me separate a source's facts from its assumptions.
- ② My preferences also change with purpose. For pleasure, I return to literary fiction that uses a close first-person voice, especially stories about migration, work, or family obligation. The narrowed viewpoint makes me infer what the narrator cannot admit directly. In academic reading, however, I prefer essays that state a debatable thesis early and organize their reasons with clear subheadings. I can test the logic without hunting for the central claim. Poetry challenges me in a useful way, but I usually read it aloud twice before deciding what patterns of sound or image matter most.
- ③ When I write, I choose forms according to the audience and the kind of thinking I need to do. A formal argument works for a school proposal because I can define the issue, acknowledge a counterclaim, and support my position with credible sources. Yet I draft personal narratives when I want to examine an experience whose meaning is still unsettled. Scenes, sensory details, and deliberate pacing let a reader reach an insight with me rather than receive a conclusion immediately. Before submitting either mode, I read the draft aloud and revise sentences that sound vague, repetitive, or unlike my natural voice.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What kind of nonfiction does the writer value in paragraph 1? Name two types of evidence that made the lead-pipe investigation effective.

2 How do the writer's pleasure-reading preferences differ from their academic-reading preferences? Include a genre or mode and a technique for each.

3 Why does the writer choose a formal argument for a school proposal? Name two techniques the writer can use in that mode.

4 What revision method does the writer use before submitting, and what three problems does the writer look for?

3 YOUR TURN _____ Your own words

Write a 150 to 200 word reader-writer profile. Describe one academic reading preference, one personal reading preference, and two writing preferences, naming specific genres, modes, topics, or techniques and explaining why each one fits you.

PART 1 • READ AND MARK

Underline each reading or writing technique the writer names, circle each genre, mode, or topic, and number the reason given for each preference. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What kind of nonfiction does the writer value in paragraph 1? Name two types of evidence that made the lead-pipe investigation effective.	The writer values investigative reporting that shows how a claim was built. Effective evidence included city maps, resident interviews, and public records.
2	How do the writer's pleasure-reading preferences differ from their academic-reading preferences? Include a genre or mode and a technique for each.	For pleasure, the writer prefers literary fiction with a close first-person voice. For academic reading, the writer prefers essays with an early debatable thesis and clear subheadings.
3	Why does the writer choose a formal argument for a school proposal? Name two techniques the writer can use in that mode.	A formal argument suits a school proposal because it helps the writer address an issue for an audience. The writer can define the issue, acknowledge a counterclaim, and use credible sources to support a position.
4	What revision method does the writer use before submitting, and what three problems does the writer look for?	The writer reads the draft aloud and revises sentences that sound vague, repetitive, or unlike the writer's natural voice.

PART 3 • YOUR TURN (SAMPLE ANSWER)

I read historical journalism for school because I want to see how a writer connects an interpretation to documents, statistics, and quoted voices. Clear section headings and a precise thesis help me trace an argument when I am preparing for a seminar. Outside class, I prefer speculative short stories about technology and friendship. I like noticing how an unfamiliar setting can expose ordinary choices without explaining every implication. When I write academically, I choose a comparison essay if I need to test two texts against the same question. I make a chart before drafting so that each paragraph has evidence from both works. For personal writing, I prefer a braided narrative that alternates a present event with a memory. Repeated images and shifts in time help me show a change in perspective. In both modes, I revise by reading for places where my sentences move too quickly or my evidence arrives without explanation.

Accept equivalent wording when students accurately identify the passage's stated preferences, techniques, and reasons. For the profile, look for all four required preferences, specific references to genres, modes, topics, or techniques, and explanations that connect each choice to the student's purpose or response.