Own the Process

Trace choices that guide research and revision.

12.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 each place Imani notices a need, makes a choice, or checks her own work. Number the underlined actions in order to trace how she directs her reading and writing.

A Writer Takes the Lead

1. At the public library, Imani began a research project on why some city blocks feel hotter than others. Her assignment required two credible sources, but she decided that a basic search result was not enough. She opened the city's tree-canopy map, then compared it with a university article about pavement and heat. When the sources used unfamiliar terms, she wrote questions in the margin and looked for definitions in a science database. By the end of the hour, she had a list of claims she trusted, questions she still had, and a plan for finding one local voice.

2. Imani chose to interview a neighborhood gardener, not because the interview would prove every point, but because it could show how heat affected daily routines. Before contacting him, she reread her notes and noticed that both written sources described temperature data, yet neither explained whether residents had places to cool down. She drafted five questions, deleted two that repeated information she already had, and emailed the remaining three. The gardener's reply did not settle her question about cooling centers, so Imani checked the county health department's website rather than guessing. She recorded where each idea came from and labeled the interview as one person's experience.

3. When Imani drafted her article, she did not treat her first version as a finished product. She used her research question as a test: did each paragraph help a reader understand why shade and cooling access mattered? A paragraph full of map details failed that test, so she moved one statistic to a caption and cut two sentences. Then she asked a classmate to read only the introduction and tell her what question it raised. The classmate expected an argument about planting trees, while Imani intended to examine uneven access to relief from heat. Imani revised the introduction, then read the whole piece aloud before deciding its final tone.

2 ANSWER WITH EVIDENCE

Use the passage

1. What did Imani do after deciding that a basic search result was not enough?

2. What gap in her research did Imani notice before she contacted the gardener?

3. Why did Imani delete two of her five interview questions?

4. What two revisions did Imani make after testing her draft and receiving feedback?

3 YOUR TURN

Your own words

Choose a current or imagined research-and-writing task. Write one focused question and a three-step independent plan: name a source or strategy you will use, a gap or problem you will check for, and a revision decision you will make after feedback or rereading.

ANSWER KEY

Own the Process

GRADE 12 · 12.P.EICC.1.f

PART 1 · READ AND MARK

Underline each place Imani notices a need, makes a choice, or checks her own work. Number the underlined actions in order to trace how she directs her reading and writing. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What did Imani do after deciding that a basic search result was not enough?	**She opened the city's tree-canopy map and compared it with a university article about pavement and heat.**
2	What gap in her research did Imani notice before she contacted the gardener?	**Her written sources gave temperature data but did not explain whether residents had places to cool down.**
3	Why did Imani delete two of her five interview questions?	**They repeated information she already had.**
4	What two revisions did Imani make after testing her draft and receiving feedback?	**She moved a statistic to a caption and cut two sentences, then revised the introduction to clarify her intended focus.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Question: How do late-night bus schedules affect students who work after school? First, I will compare the transit agency's schedule with a local news report. Next, I will check whether either source explains missed connections, then seek rider interviews if needed. After a peer reads my introduction, I will revise it if the main issue is unclear and reread the draft aloud for tone.

Accept varied topics when the response includes a focused question, a purposeful research strategy, a specific check for missing or weak information, and a revision decision. The plan should show that the student makes and evaluates choices independently.