From Sources to Voice

Trace how a writer uses sources, tools, feedback, and revision.

12.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 Maya uses, and circle each action she takes to make her guide more useful or trustworthy. Number the circled actions in the order they happen to trace her growth as a reader and writer.

A Guide That Kept Growing

1. At the public library, Maya began researching a proposed change to her city's bus routes. She did not treat the first article she found as the whole story. She opened the transit agency's route map, read a local reporter's interview with riders, and compared both with comments from a neighborhood meeting. Each source gave her a different kind of evidence: schedules showed planned service, interviews showed daily consequences, and comments revealed questions still unanswered. Maya saved links in a folder and wrote a one-line note beside each source explaining who created it and what it could help her understand.

2. Before drafting, Maya decided what she wanted her writing to do. Her audience was students who rode the bus after school and adults who would speak at the transit board meeting. She chose a short online guide because it could combine a map link, a clear summary, and quotations from riders. A spreadsheet helped her sort claims by source, while a reverse-image search helped her avoid using an old map shared on social media. When a rider's experience conflicted with an agency statement, Maya named the difference rather than pretending it did not exist. She planned to link readers to the original materials so they could examine the evidence themselves.

3. After publishing the guide, Maya did not assume her work was finished. At the board meeting, a reader asked whether the proposed weekend schedule would affect hospital workers. Maya returned to route documents and searched for shift-time data in a regional employment report. She added a section explaining what she could confirm and what required more reporting. Later, she asked two classmates to test the guide on their phones. Their feedback showed that the map link was hard to find, so she moved it near the top and added descriptive link text. Maya's identity as a writer grew through seeking information, listening to readers, revising, and sharing responsibility.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did Maya avoid relying on only one perspective when she began researching the bus-route change?

2. Name one tool Maya used and explain how it supported her work as a reader or writer.

3. Why did Maya choose a short online guide instead of another kind of text?

4. What problem did Maya's classmates identify, and how did she revise the guide in response?

3 YOUR TURN

Your own words

Choose a real question you could investigate for your school or community. Write 90 to 120 words planning a text you could publish: name your audience and purpose, identify two different sources or tools and what each contributes, and describe one way you would invite feedback or revise.

ANSWER KEY

From Sources to Voice

GRADE 12 · 12.P.EICC.1

PART 1 · READ AND MARK

Underline each resource or tool Maya uses, and circle each action she takes to make her guide more useful or trustworthy. Number the circled actions in the order they happen to trace her growth as a reader and writer. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did Maya avoid relying on only one perspective when she began researching the bus-route change?	**She compared the transit agency's route map, a reporter's interview with riders, and comments from a neighborhood meeting.**
2	Name one tool Maya used and explain how it supported her work as a reader or writer.	**A spreadsheet helped her sort claims by source, or a reverse-image search helped her avoid using an old map.**
3	Why did Maya choose a short online guide instead of another kind of text?	**It could combine a map link, a clear summary, and quotations from riders for her audience.**
4	What problem did Maya's classmates identify, and how did she revise the guide in response?	**They found the map link hard to find. She moved it near the top and added descriptive link text.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I want to publish a one-page guide about where students can find quiet study spaces after school. My audience is students who need a place to read or work before going home, and my purpose is to help them compare options. I will check the public library's official hours and room rules, then visit two community centers and take notes about noise, seating, and bus access. A spreadsheet will help me organize the details. Before posting the guide on the school website, I will ask three students to test whether they can quickly find the location and hours they need. I will revise unclear headings or missing details.

For Question 2, accept either named tool and its accurate purpose from the passage. For the open response, accept varied topics if the plan is 90 to 120 words and clearly includes an audience, purpose, two sources or tools with contributions, and a feedback or revision step.