Read, Gather, Create

Use texts and tools to grow as a reader and writer.

4.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 the texts Maya uses to learn about the garden. Circle the tools or people that help her understand information or improve her writing.

Maya's Garden Idea

1. Maya cared about the empty lot near her apartment. She hoped it could become a small community garden, but first she wanted to learn what neighbors needed. At the library, she read a newspaper article about another town's garden. She also studied a city map and a flyer from a local food pantry. Each text gave her a different kind of information.

2. Maya kept a question list in a notebook: Where would water come from? Who could use the garden? When a word in the article confused her, she checked a child-friendly dictionary. She highlighted facts that answered her questions and wrote the source beside each fact. These tools helped her decide which details were useful and which details she still needed.

3. Next, Maya became a writer. She used her notes to make a one-page garden idea for a neighborhood meeting. Her heading told the topic, and her labeled map showed where raised beds could go. Before printing the page, Maya asked her cousin to read it. Her cousin suggested adding a sentence about wheelchair access, so Maya revised her plan.

2 ANSWER WITH EVIDENCE

Use the passage

1. What three texts did Maya use to learn about the community garden?

2. How did Maya's question list and dictionary help her as a reader?

3. What did Maya do to keep track of useful facts?

4. How did Maya use reading to help her become a writer?

3 YOUR TURN

Your own words

Write exactly three sentences about a topic you care about. Name one text you would read, name one tool or person that could help you, and explain what you would create after learning more.

ANSWER KEY

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GRADE 4 · 4.P.EICC.1

PART 1 · READ AND MARK

Underline the texts Maya uses to learn about the garden. Circle the tools or people that help her understand information or improve her writing. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What three texts did Maya use to learn about the community garden?	**She used a newspaper article, a city map, and a flyer from a local food pantry.**
2	How did Maya's question list and dictionary help her as a reader?	**The question list helped her focus on what she needed to learn, and the dictionary helped her understand confusing words.**
3	What did Maya do to keep track of useful facts?	**She highlighted facts that answered her questions and wrote the source beside each fact.**
4	How did Maya use reading to help her become a writer?	**She used her notes from reading to create a one-page garden idea, then revised it after her cousin gave feedback.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I care about making our playground safer, so I would read a school safety report. I would use a notebook to list facts I find. Then I would write a short letter to the principal with one change I think the playground needs.

Accept answers that accurately identify Maya's texts, tools, and writing process. For Part 3, accept any relevant topic, text, helpful tool or person, and product, as long as the response has exactly three sentences.