Tools Build Voices

Notice how one student uses resources to grow as a reader and writer.

6.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 Circle each resource or tool Nia uses. Underline each action that shows her actively consuming or producing a text, then put a star beside one action you could use yourself.

Nia's Text Toolkit

1. On Tuesday, Nia entered the school library looking for a book about skateboarding. The catalog search gave her several titles, but she also asked the librarian which authors wrote from a skater's point of view. Nia opened two books, read the first pages, and checked the back-cover summaries. She chose one memoir and wrote its title in a note on her phone. Her list helped her remember books she might read later or recommend to a friend.

2. While reading, Nia did more than finish pages. She placed a question mark beside a confusing sentence and used a dictionary app to check an unfamiliar word. At home, she watched a short interview with the memoir's author and compared the interview with the book. When Nia disagreed with one claim, she wrote a note explaining why. These moves made her an active consumer of texts because she questioned, checked, and connected ideas instead of accepting every statement immediately.

3. Reading also gave Nia ideas for her own writing. She noticed that the memoir began with a quick scene at a skate park, so she tried opening her blog post with a scene from her bus ride. Before publishing, she used a planning page, a spell-check tool, and comments from her cousin. She revised one unclear paragraph after her cousin asked a question. By choosing tools and sharing her post, Nia acted as a producer who shaped a text for real readers.

2 ANSWER WITH EVIDENCE

Use the passage

1. Name two resources Nia used to help choose a book.

2. What are two actions Nia took that show she was an active consumer of the memoir?

3. What writing choice did Nia borrow from the memoir, and how did she use it in her own post?

4. How did feedback help Nia improve her blog post?

3 YOUR TURN

Your own words

Write a three-sentence reading and writing plan about a topic you care about. Name resources or tools you will use, explain how you will question or check an idea, and describe a text you will create and revise for readers.

ANSWER KEY

Tools Build Voices

GRADE 6 · 6.P.EICC.1

PART 1 · READ AND MARK

Circle each resource or tool Nia uses. Underline each action that shows her actively consuming or producing a text, then put a star beside one action you could use yourself. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Name two resources Nia used to help choose a book.	**She used the library catalog and asked the librarian. She also read first pages and back-cover summaries.**
2	What are two actions Nia took that show she was an active consumer of the memoir?	**She marked a confusing sentence, checked an unfamiliar word, compared an author interview with the book, and wrote why she disagreed with a claim. Any two.**
3	What writing choice did Nia borrow from the memoir, and how did she use it in her own post?	**She noticed the memoir opened with a skate-park scene, so she opened her blog post with a scene from her bus ride.**
4	How did feedback help Nia improve her blog post?	**Her cousin asked a question about an unclear paragraph, so Nia revised that paragraph.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I want to learn about urban gardens, so I will use the library catalog to find an article and keep useful sources in a notebook. I will use a dictionary to check new words and compare the article's claims with a city gardening website before I trust them. Then I will write a guide for my apartment neighbors, ask my uncle to read it, and revise any steps that confuse him.

Accept equivalent resources, tools, and actions supported by the passage. For Part 3, accept varied topics and text types if the response has three sentences and includes active reading, writing, and revision choices.