Texts, Tools, Voices

Notice how a reader and writer expands the ways she participates.

7.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 every action Maya takes as a reader or writer. Circle each resource, tool, or person that helps her participate, then number places where she considers or reaches an audience.

Maya Builds Her Repertoire

(1) On Tuesdays, Maya visits the neighborhood library before basketball practice. She used to choose only mystery novels, but a librarian showed her a shelf of graphic memoirs and a database of local newspaper articles. Maya now keeps a next-reads note on her phone, where she records titles, authors, and questions. When an article seems one-sided, she opens a second source and compares details. These habits help her see herself not just as someone who finishes assigned books, but as a reader who makes choices and investigates ideas.

(2) Reading gave Maya ideas for writing, too. Her history teacher invited students to create short audio guides for a walking tour of their town. Maya listened to museum recordings, studied a map, and interviewed her grandfather about a closed factory. She drafted a script, then used a voice-recording app to hear where her sentences sounded crowded. A classmate suggested adding the year the factory closed, so Maya checked the town archive before revising. By using feedback and reliable sources, she treated writing as a way to contribute useful information.

(3) Maya's identity keeps changing because she tries new ways to participate. At the library, she joins a small book discussion even when she has not decided whether she likes the book. Online, she notices who created a post, when it was published, and what evidence it includes before sharing it. After finishing her audio guide, she posts a transcript for people who cannot listen easily. Her next goal is to write a review of a graphic memoir for the library website. Each new text, tool, and audience gives her reason to read and write clearly.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which two actions show Maya making active choices as a reader?

2. How does the voice-recording app help Maya improve her writing?

3. Why does Maya check the town archive before revising her script?

4. How does posting a transcript show that Maya is thinking about her audience?

3 YOUR TURN

Your own words

Write 4 sentences about a reading and writing plan for this month. Name a text you want to read, a resource or tool you will use, one careful-reading action, and a text you will create for a real audience. Explain how the plan can grow your reader-writer identity.

ANSWER KEY

Texts, Tools, Voices

GRADE 7 · 7.P.EICC.1

PART 1 · READ AND MARK

Underline every action Maya takes as a reader or writer. Circle each resource, tool, or person that helps her participate, then number places where she considers or reaches an audience. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which two actions show Maya making active choices as a reader?	**She keeps a next-reads note to choose texts, and she compares an article with a second source when it seems one-sided.**
2	How does the voice-recording app help Maya improve her writing?	**It lets her hear where her sentences sound crowded so she can revise them.**
3	Why does Maya check the town archive before revising her script?	**She wants to verify the year the factory closed with a reliable source.**
4	How does posting a transcript show that Maya is thinking about her audience?	**The transcript lets people who cannot easily listen to the audio guide use the information.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

This month, I will read articles about urban gardens and use my school library's online catalog to find writers with different viewpoints. I will compare the evidence in two articles and save one question I still have. Then I will create a short poster for the community garden's bulletin board, using facts I checked. Trying these roles will help me become a reader who questions sources and a writer who shares useful ideas.

For Part 1, accept reasonable markings of Maya's reading and writing actions, supports, and audiences. For Part 3, accept varied plans that name all requested parts and connect them to growth as an active reader and writer.