From Reader to Maker

Use resources, mentor texts, and feedback to shape a text for readers.

8.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, circle each action that helps her learn from or create texts, and number the moments when another person changes her plan to trace how a reader becomes a writer.

Maya's Bus Route Zine

1. At the Eastside Library, Maya joined a weekly zine workshop after noticing handmade booklets near the checkout desk. She first read several zines about skateboarding, local gardens, and anxiety before choosing a topic of her own: bus routes that helped students reach after-school programs. A librarian showed her the library catalog, a city transit website, and past issues of the zine. Maya used these sources to compare facts, notice layouts, and decide which ideas would help her readers.

2. Instead of treating the zines as answers to copy, Maya treated them as mentor texts. In one issue, she saw a map beside a short personal story. In another, she found a bold heading followed by a list of reliable links. She wrote notes about these choices in a notebook and saved useful pages in a digital folder. Then she asked two classmates what information they needed before riding a new bus. Their questions helped her plan a clearer zine.

3. While drafting, Maya checked every route detail against the transit website and added the date she visited it. She used a free design program to make her map easy to read, but she changed the colors after a classmate said two lines looked too similar. Her final zine included a source list, a map, a short story about missing a stop, and a question inviting readers to share their own travel tips. Maya placed copies at the library and posted a digital version for people who could not visit.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which three sources did Maya use to learn about her topic before she planned her zine, and what did she do with them?

2. How did Maya use the zines as mentor texts instead of copying them? Give two details.

3. What feedback did Maya receive from other people, and how did it affect her zine?

4. What evidence shows that Maya was both a consumer and a producer of texts?

3 YOUR TURN

Your own words

Write four sentences that plan a useful text you could create for a real audience. Name your topic, two resources or tools you would use, one mentor-text choice you would borrow, and one way you would share the text and invite feedback.

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PART 1 · READ AND MARK

Underline each resource or tool Maya uses, circle each action that helps her learn from or create texts, and number the moments when another person changes her plan to trace how a reader becomes a writer. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which three sources did Maya use to learn about her topic before she planned her zine, and what did she do with them?	**She used the library catalog, the city transit website, and past zine issues to compare facts, notice layouts, and choose useful ideas for readers.**
2	How did Maya use the zines as mentor texts instead of copying them? Give two details.	**She noticed features such as a map beside a personal story and a bold heading with reliable links. She wrote notes about those choices and used them to plan her own zine.**
3	What feedback did Maya receive from other people, and how did it affect her zine?	**Classmates told her what information they needed before riding a new bus, which helped her plan more clearly. A classmate also said two map lines looked too similar, so Maya changed the colors.**
4	What evidence shows that Maya was both a consumer and a producer of texts?	**She consumed texts by reading zines and using library and transit sources. She produced a zine, shared print copies at the library, and posted a digital version.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I want to create a one-page guide to quiet study spots in my neighborhood. I will use the public library website and brief interviews with students to check locations and hours. After reading a clear guide in the school newspaper, I will use headings and a small map to organize my information. I will share the guide in our class online space and ask readers which place I should add.

Accept answers that accurately connect Maya's resources, mentor texts, feedback, and sharing choices to her work as a reader and writer. For the open task, accept varied topics if all four required planning elements appear in four sentences.