# The Choice Map

A model reflection on reading and writing choices.

**9.P.EICC.1.b** "Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. (I/C)"

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline phrases that show what the writer prefers. Circle each genre, mode, topic, or technique, then number the reasons that explain each preference.

### A Map of My Reading Life

1. At home, I often choose science fiction because imagined worlds let me test ideas about technology and choices. I especially like novels told through several characters because each viewpoint changes what I notice. When a story includes a map, timeline, or short documents between chapters, I slow down and study them. Those features make reading feel like solving a puzzle. Fast-paced plots hold my attention, but I also want scenes where characters reflect on consequences. A book can be exciting and still leave room for thought.

2. In school, my reading choices shift with the purpose. For history research, I prefer articles that use headings, captions, and source notes, because I can trace a claim back to evidence. I annotate by writing a three-word margin note after each section, then I star details I may quote. Long essays without subheadings are harder for me to navigate, even when the topic matters. In English class, I like close reading of a short poem or a scene from a play because I can return to a small passage and notice repeated words, images, and shifts in tone.

3. When I write, I begin with a question rather than a full outline. For a personal narrative, I collect sensory details in a list, then arrange them around one moment, such as waiting backstage before a concert. In analytical writing, I prefer a clear claim followed by short paragraphs that each explain one piece of evidence. I revise by reading aloud, which helps me hear repeated sentence openings and abrupt transitions. I am more willing to revise when I can choose a topic connected to music, design, or community issues. These preferences do not make every assignment easy, but they help me choose useful strategies.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. What genre does the writer choose at home? Name two features of that genre or its presentation that the writer enjoys, and explain why they resonate.

2. Describe the writer's annotation method for history research. How does this method support the writer's academic reading preference?

3. How does the writer's approach to a personal narrative differ from the writer's approach to analytical writing?

4. Which topics make the writer more willing to revise? What revision technique helps the writer notice problems in a draft?

## 3 YOUR TURN

Your own words

Write 100 to 120 words about one personal reading preference and one academic writing preference. Name at least two specific genres, modes, topics, or techniques, explain why they fit you, and include one sentence that compares the two preferences and one concrete example.

ANSWER KEY

# The Choice Map

GRADE 9 · 9.P.EICC.1.b

## PART 1 · READ AND MARK

Underline phrases that show what the writer prefers. Circle each genre, mode, topic, or technique, then number the reasons that explain each preference. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | What genre does the writer choose at home? Name two features of that genre or its presentation that the writer enjoys, and explain why they resonate. | **The writer chooses science fiction. The writer enjoys several character viewpoints and maps, timelines, or short documents between chapters because they change what the writer notices and make reading feel like solving a puzzle.** |
| 2 | Describe the writer's annotation method for history research. How does this method support the writer's academic reading preference? | **The writer writes a three-word margin note after each section and stars details that may be quoted. This supports the preference for tracing claims back to evidence in organized articles.** |
| 3 | How does the writer's approach to a personal narrative differ from the writer's approach to analytical writing? | **For a personal narrative, the writer lists sensory details and arranges them around one moment. For analytical writing, the writer uses a clear claim and short paragraphs that explain one piece of evidence each.** |
| 4 | Which topics make the writer more willing to revise? What revision technique helps the writer notice problems in a draft? | **Topics connected to music, design, or community issues make the writer more willing to revise. Reading aloud helps the writer hear repeated sentence openings and abrupt transitions.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

I read mysteries for myself because I like tracking clues and revising my guesses before the detective explains the case. I prefer print books for long stories, since I can place sticky notes beside suspicious details. For academic writing, I work best when I use a chart to sort observations before drafting a lab reflection. Unlike my personal reading, academic writing feels successful when I can organize evidence for a claim. The chart lets me see whether each conclusion matches the data. When I revise, I read each paragraph aloud and check that it explains one observation. This technique keeps my explanation focused and helps me hear repeated sentence openings.

Accept accurate paraphrases that connect each stated preference to a specific genre, mode, topic, or technique and a reason from the passage. For the open response, accept varied preferences when the student includes specific details, explanations, a comparison, and a concrete example.