Steer Your Draft

Trace the choices that help a writer guide her own work.

9.P.EICC.1.f "Develop independence and autonomy as a reader and writer. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one independent choice Lena makes in each paragraph. Number your three underlined choices 1, 2, and 3 to show how she guides her reading and writing.

Following a Question

1. During a unit on neighborhood change, Lena chose to investigate why the old Riverton Theater had become a grocery store. Instead of waiting for the teacher to assign a source, she wrote a question in her notebook: What did residents lose, and what did they gain? At the public library, she skimmed a 2018 newspaper article, then paused when its map of the block confused her. She compared the map with a current city map and labeled the streets herself. That choice helped her see that the theater had stood near a bus stop, not in the center of the shopping district.

2. Her first draft claimed that the grocery store had simply erased a community landmark. Before keeping that claim, Lena read meeting minutes from the planning board and an interview with the store manager. The minutes showed that the theater had closed after years of declining ticket sales. The interview explained that the store added fresh-food delivery for older residents. Lena revised her claim to say that the change removed a gathering place while also meeting a neighborhood need. She highlighted the sentence that best stated her new claim and placed links to both sources beside it.

3. On the next day, Lena asked two classmates to read her article, but she did not ask them to tell her what to write. She asked them to underline any place where the evidence did not support the claim. One reader questioned a sentence about the bus stop. Lena returned to the city maps, found that the route had been removed in 2020, and revised the sentence to include that date. She then made a checklist for her final review: clear claim, accurate evidence, working links, and a title that matched the article. By choosing questions, checking sources, and deciding which changes to make, Lena directed her own process.

2 ANSWER WITH EVIDENCE

Use the passage

1. What question did Lena choose to investigate before she began researching?

2. What did Lena do when the newspaper map confused her, and what did she learn from that choice?

3. How did the planning-board minutes and store-manager interview lead Lena to revise her claim?

4. What specific feedback did Lena request from classmates, and what did she do after a reader questioned the bus-stop sentence?

3 YOUR TURN

Your own words

Choose a reading or writing task you expect to do this month. In 90 to 120 words, make a plan that names a goal, two choices you will make without waiting for directions, and one way you will check or revise your work.

ANSWER KEY

Steer Your Draft

GRADE 9 · 9.P.EICC.1.f

PART 1 · READ AND MARK

Underline one independent choice Lena makes in each paragraph. Number your three underlined choices 1, 2, and 3 to show how she guides her reading and writing. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What question did Lena choose to investigate before she began researching?	**She asked what residents lost and what they gained when the theater became a grocery store.**
2	What did Lena do when the newspaper map confused her, and what did she learn from that choice?	**She compared it with a current city map and labeled the streets. She learned that the theater had been near a bus stop, not in the center of the shopping district.**
3	How did the planning-board minutes and store-manager interview lead Lena to revise her claim?	**The minutes showed declining ticket sales, and the interview described fresh-food delivery for older residents. Lena changed her claim to include both the loss of a gathering place and the neighborhood need the store met.**
4	What specific feedback did Lena request from classmates, and what did she do after a reader questioned the bus-stop sentence?	**She asked classmates to underline places where evidence did not support her claim. She checked the city maps, found that the route was removed in 2020, and added that date to the sentence.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

For my history research paragraph, I will investigate how women codebreakers contributed to Allied intelligence during World War II. First, I will begin with a museum article and use its citations to locate a second reliable source, rather than relying on the first website I find. Next, I will make a note card for each source that separates facts from my own explanation. After drafting, I will reread my claim and highlight every sentence that needs evidence. If a source does not support a sentence, I will replace the sentence, find stronger evidence, or narrow my claim before I submit the paragraph.

For the marking job, accept any independently directed choice from each paragraph when it is accurately identified. Accept equivalent evidence-based answers that explain Lena's choices and how those choices shaped her work.