Build Your Text Life

Track the choices that shape active reading and writing.

9.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 Maya uses. Underline each action she takes as a reader or writer to show how her choices help her participate in texts.

Maya's Reviewer's Kit

1. At sixteen, Maya wanted to write reviews of neighborhood restaurants, but she did not trust her first drafts. Instead of quitting, she built a small "reviewer's kit" on her phone and in a notebook. It included a notes app for details, a folder of professional reviews, a library card, and a list of questions: What did I notice? What evidence supports my opinion? Who is my audience? She also saved unfamiliar food words and checked their meanings in a dictionary. These tools did not tell Maya what to think. They helped her notice, question, and explain her choices as a reader and writer.

2. One Saturday, Maya compared three reviews of the same bakery. She circled claims that sounded exciting, then looked for details that could be checked, such as prices, ingredients, service times, or quotations from workers. When one review called a pastry "the best in the city" without support, Maya treated that judgment cautiously. Another review described the flaky crust, listed the cost, and explained why the writer preferred it. Maya did not have to agree with that writer. Still, she could see how specific evidence made the review more useful. Reading this way gave her ideas for improving her own work and helped her choose which sources to trust.

3. Later, Maya published a short review on a class blog. Before posting, she asked a classmate to read it and used the comments to revise an unclear opening. She added two sensory details, one price, and a link to the bakery's menu so readers could check information for themselves. The post received a comment from a resident who suggested another bakery to visit. Maya added that suggestion to her future-reading list, along with a local newspaper column and a cookbook from the library. Her identity as a writer grew through publishing and revising. Her identity as a reader grew because each text, response, and tool gave her ways to participate.

2 ANSWER WITH EVIDENCE

Use the passage

1. Name two resources in Maya's reviewer's kit. Explain how each one can support her reading or writing.

2. Why does Maya treat the claim that a pastry is "the best in the city" cautiously?

3. Which choices did Maya make before posting that made her review clearer and more checkable for readers?

4. How does Maya's future-reading list help her continue building an identity as a reader?

3 YOUR TURN

Your own words

Choose a topic you want to explore. In 3 or 4 sentences, name a text you will read, two resources or tools you will use, one way you will check information or use feedback, and a short text you will produce for a real audience.

ANSWER KEY

Build Your Text Life

GRADE 9 · 9.P.EICC.1

PART 1 · READ AND MARK

Circle each resource or tool Maya uses. Underline each action she takes as a reader or writer to show how her choices help her participate in texts. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Name two resources in Maya's reviewer's kit. Explain how each one can support her reading or writing.	**A notes app helps her record details, and a folder of professional reviews lets her study other writers' choices.**
2	Why does Maya treat the claim that a pastry is "the best in the city" cautiously?	**The review gives no evidence to support that opinion.**
3	Which choices did Maya make before posting that made her review clearer and more checkable for readers?	**She used a classmate's comments to revise her opening, added sensory details and a price, and linked to the bakery's menu.**
4	How does Maya's future-reading list help her continue building an identity as a reader?	**It gives her new texts and sources to explore, including another bakery, a newspaper column, and a library cookbook.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I want to investigate whether our town needs more shaded bus stops. I will read city transit reports and a local news article, using a notes app and the library database to record facts and compare sources. I will ask a classmate to question my evidence, then publish a 250-word letter to the city transportation board.

Accept equivalent responses that accurately connect Maya's resources, reading habits, revision choices, and publication to active participation in texts. For Part 3, look for all required elements and a realistic connection between the student's reading, tools, checking process, and intended audience.