Goals That Grow

Read how one student checks and improves a learning goal.

10.P.EICC.1.a "Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the parts that state a goal, circle evidence from a check-in, and number each change made during revision. These marks will help you track how a goal becomes more useful.

Amara Revises Her Plan

1. On Monday, Amara noticed that she finished assigned chapters but rarely wrote about them. She wanted a reading goal that would change a habit, not just sound impressive. In her planner, she wrote, "For the next two weeks, I will annotate three pages during each history reading by noting a question or connection in the margin." The goal named a time period, an action, and a way to measure progress. Amara chose history because its primary-source readings sometimes felt distant. Her notes could help her slow down and prepare ideas for class discussion.

2. After four days, Amara checked her planner. She had completed two history readings but had annotated only one page in each. The pages contained mostly summaries of dates and names, not questions or connections. She wrote a brief reflection: "I am meeting the reading time, but my notes are too thin to help me think." She decided to monitor both the amount and the usefulness of her work. At lunch, she showed the reflection to Malik, a classmate who also annotated readings. Their conversation gave her a chance to explain what was working and what was not.

3. Malik asked Amara whether she could make the goal more specific. She realized that three pages was manageable, but her note choice was vague. Together, they revised the goal: "For the next eight school days, I will annotate three pages during each history reading. On each of those pages, I will write one question and one connection to another text, event, or idea." She will check her planner after every reading and speak with Malik again the following Monday. If her notes still only summarize, she will ask her teacher for a model annotation and adjust her strategy.

2 ANSWER WITH EVIDENCE

Use the passage

1. What made Amara's first goal measurable? Identify two details from the goal.

2. What did Amara learn when she monitored her work after four days?

3. How did discussing her reflection with Malik help Amara revise her goal?

4. What will Amara monitor after revising her goal, and what will she do if her notes still only summarize?

3 YOUR TURN

Your own words

Create one academic reading or writing goal for the next two weeks. Include a specific action, a way to measure or check progress, a person you can discuss it with, and a condition that would cause you to revise the goal.

ANSWER KEY

Goals That Grow

GRADE 10 · 10.P.EICC.1.a

PART 1 · READ AND MARK

Underline the parts that state a goal, circle evidence from a check-in, and number each change made during revision. These marks will help you track how a goal becomes more useful. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What made Amara's first goal measurable? Identify two details from the goal.	**It gave a two-week time period and required her to annotate three pages during each history reading with a question or connection.**
2	What did Amara learn when she monitored her work after four days?	**She was completing the readings, but she had annotated only one page per reading, and her notes were mostly summaries instead of thinking notes.**
3	How did discussing her reflection with Malik help Amara revise her goal?	**Malik's question helped her see that her note choice was vague, so she made the kinds and number of notes more specific.**
4	What will Amara monitor after revising her goal, and what will she do if her notes still only summarize?	**She will check her planner after every reading and talk with Malik the following Monday. If the problem continues, she will ask her teacher for a model annotation and adjust her strategy.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

For the next ten school days, I will spend 20 minutes drafting my literary analysis and add one quoted detail with an explanation each day, recording my work in a chart. Every Friday, I will review the chart and discuss one paragraph with my teacher, and if my explanations only repeat the quotation, I will revise my goal by outlining the claim and reasoning before drafting.

Accept goals that name a realistic academic reading or writing action, a time frame, and a measurable check. The response should also identify a discussion partner and a clear reason or condition for revising the goal.