Plans That Adapt

Read how one student sets, monitors, discusses, and revises goals.

11.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 each goal, circle evidence Leila uses to monitor her progress, and number each revision to her plan. These marks will help you trace how she adjusts goals using evidence and discussion.

Leila's Working Plan

1. At the start of a research unit on urban heat islands, Leila set two goals in a notebook. Her academic reading goal was to finish each source with a three-sentence note that named the author's claim, evidence, and a question. Her writing goal was to draft one body paragraph every two days before polishing wording. She also set a personal goal: read one climate article each weekend because she wanted to understand local weather reports more confidently. Each goal included a deadline or a clear product, so she could tell whether she had met it.

2. After the first week, Leila reviewed her notebook. She had completed notes for three of five sources and discovered that two notes merely copied quotations instead of stating questions. Her draft schedule worked at first, but a lab report and soccer tournament left her behind by one paragraph. During a conference, she told her teacher that weekend reading felt useful, yet she often chose articles without checking the publication date. Together, they identified a pattern. She needed a shorter reading list and a way to evaluate sources before taking notes.

3. Leila revised her plan rather than treating the missed paragraph as failure. For the next two weeks, she scheduled thirty minutes on Tuesday and Thursday for source evaluation, then wrote notes after each session. She changed her writing goal to complete two body paragraphs by Friday, including one cited piece of evidence in each. At the following conference, she explained that the new plan protected time for reading and made the writing target realistic. She decided to track progress with a calendar and bring one confusing source to discuss, so feedback could shape her next revision.

2 ANSWER WITH EVIDENCE

Use the passage

1. What was Leila's academic reading goal, and what three parts did each source note need?

2. What evidence did Leila find when she monitored her source notes, and what problem did it reveal?

3. What pattern did Leila and her teacher identify during their conference? Name the two needs they identified.

4. How did Leila revise her writing goal, and what two actions did she choose to monitor or discuss future progress?

3 YOUR TURN

Your own words

Write three sentences about your own goals. Set one measurable academic reading or writing goal and one related personal goal, describe evidence you will use to monitor both, then explain one revision you will make if the evidence shows a problem and one person or question you will use for discussion.

ANSWER KEY

Plans That Adapt

GRADE 11 · 11.P.EICC.1.a

PART 1 · READ AND MARK

Underline each goal, circle evidence Leila uses to monitor her progress, and number each revision to her plan. These marks will help you trace how she adjusts goals using evidence and discussion. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What was Leila's academic reading goal, and what three parts did each source note need?	**She aimed to finish each source with a three-sentence note naming the author's claim, evidence, and a question.**
2	What evidence did Leila find when she monitored her source notes, and what problem did it reveal?	**She had completed notes for three of five sources, and two notes copied quotations rather than included questions. This showed that some notes did not meet her goal.**
3	What pattern did Leila and her teacher identify during their conference? Name the two needs they identified.	**Leila needed a shorter reading list and a way to evaluate sources before taking notes.**
4	How did Leila revise her writing goal, and what two actions did she choose to monitor or discuss future progress?	**She changed the goal to completing two body paragraphs by Friday with one cited piece of evidence in each. She chose to use a calendar and bring one confusing source to discuss.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

By April 18, I will draft and revise a 900-word literary analysis, and I will read twenty pages of a novel on four evenings each week. I will log my drafting minutes and checklist results for the essay, and I will record pages and dates for the novel. If my log shows that I miss two writing sessions, I will move one session to Saturday and ask my teacher whether my thesis is narrow enough.

Accept equivalent descriptions of Leila's goals, monitoring evidence, conference discussion, and revisions when they are supported by the passage. For the open response, look for measurable academic and personal goals, specific monitoring evidence, a conditional revision, and a person or question for discussion.