Reef Report Decision

Set a purpose, monitor understanding, and revise your next step.

11.P.EICC.3.a "Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. (I)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline Leila's purpose and goals, circle each moment she notices a gap in understanding, and number the actions she takes to adjust her reading. These marks will show how a reader changes course when evidence is unclear.

A Reef Report Decision

1. Before a town-hall meeting, Leila reads a report about restoring oyster reefs in Chesapeake Bay. Her purpose is not simply to learn whether oysters are valuable. She needs to decide whether the report gives enough evidence to support a local reef project. She sets two goals in her notebook: identify the ecological benefit the project claims, and judge whether the evidence comes from measured results rather than promises. The report explains that oyster reefs filter particles from water as oysters feed, and their hard surfaces create habitat for fish and crabs. Leila underlines those claims, but she does not yet assume they prove a project will succeed.

2. Next, Leila reaches a chart comparing nitrogen levels near several reefs. The chart's labels, "reduction" and "control site," make her pause. She realizes she cannot tell whether reduction means less nitrogen in the water or fewer nitrogen inputs from land. Instead of skipping the chart, she writes a question mark beside it and rereads the methods section. There she learns that researchers compared water samples from reef sites with samples from nearby areas without reefs. The chart reports lower nitrogen concentrations at some reef sites. Leila changes her notes: the report offers measured water-quality evidence, but the result may vary by site.

3. As she finishes, Leila checks her goals against her annotations. She has identified a claimed ecological benefit, habitat creation, and she has located one measured result. Yet her purpose requires evidence strong enough to inform a local decision. The report describes comparisons at several sites, but it does not explain how long the reefs had been established or whether the sites faced similar currents and pollution sources. Leila sets a new goal: find a study that reports results over time and describes site conditions. For now, she summarizes the report as useful preliminary evidence, not a final reason to fund a project. Her revised goal directs her next reading.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is Leila's purpose for reading the report, and what two goals does she set before she reads?

2. Which chart terms signal that Leila does not fully understand the information, and what does she do to repair her understanding?

3. How does rereading the methods section change Leila's evaluation of the chart evidence?

4. Why does Leila set a new reading goal at the end, and what does she plan to find next?

3 YOUR TURN

Your own words

Choose a text you expect to read for school or life. In three sentences, state a purpose, set two goals, and explain one sign of confusion and a specific adjustment you will make.

ANSWER KEY

Reef Report Decision

GRADE 11 · 11.P.EICC.3.a

PART 1 · READ AND MARK

Underline Leila's purpose and goals, circle each moment she notices a gap in understanding, and number the actions she takes to adjust her reading. These marks will show how a reader changes course when evidence is unclear. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is Leila's purpose for reading the report, and what two goals does she set before she reads?	**Her purpose is to decide whether the report provides enough evidence to support a local reef project. Her goals are to identify the claimed ecological benefit and judge whether the evidence comes from measured results rather than promises.**
2	Which chart terms signal that Leila does not fully understand the information, and what does she do to repair her understanding?	**The terms are "reduction" and "control site." She writes a question mark beside the chart and rereads the methods section.**
3	How does rereading the methods section change Leila's evaluation of the chart evidence?	**She learns that researchers compared reef-site water samples with samples from nearby areas without reefs. She concludes that the report has measured water-quality evidence, but that the result may vary by site.**
4	Why does Leila set a new reading goal at the end, and what does she plan to find next?	**The report does not explain how long reefs had been established or whether sites had similar currents and pollution sources. She plans to find a study that reports results over time and describes site conditions.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I will read a school board article to decide whether its proposed bus-route change is supported by evidence. I will identify the proposal's main claim and trace two pieces of data to their sources. If I cannot explain what a chart measures, I will reread its caption and surrounding paragraphs, then look up the report's definitions.

Accept varied purposes and goals when they are specific to the chosen text. The response should include two distinct goals, a realistic comprehension problem, and an action that would help the student resolve it.