

Plans That Pivot

Track evidence, discuss obstacles, and revise goals with purpose.

12.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 each piece of progress evidence, and write 1 beside the original plan and 2 beside each revision. These marks show how monitoring can lead to a more useful goal.

Maya's Project Log

- ① At the start of October, Maya set two goals for her independent reading and writing project on city water use. “By October 28, I will read six credible sources, take notes that separate evidence from my reactions, and write a 1,200-word policy brief.” She chose the deadline because her class would begin peer review that week. To make the plan manageable, she scheduled two 30-minute reading sessions each Tuesday and Thursday and reserved Saturday mornings for drafting. She kept a log with source titles, note quality, and words drafted.
- ② After two weeks, Maya checked the log instead of judging her progress by how busy she felt. She had finished four sources, but two came from organization websites that summarized research without linking to the original studies. Her notes also mixed quotations with her own claims. She wrote a monitoring note: “I am meeting my source count, but not my evidence goal.” During a conference, her teacher asked which habit had produced the problem. Maya noticed that she had been choosing the first search results late at night, when she rushed. Together, they discussed using a library database and labeling every note as quotation, paraphrase, or response.
- ③ Maya revised rather than abandoning the project. She changed the reading goal to “locate and evaluate three original studies by November 4” and added a quality check: each source needed an author, date, method, and working link. She kept the 1,200-word target, yet moved the full draft deadline back three days so she could replace weak evidence first. Her new schedule included a 15-minute check after each reading session. In that check, she compared her log to the goals, named one obstacle, and chose a next step. At the next conference, Maya planned to explain her revision and ask a classmate whether her brief distinguished evidence from opinion.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What two features make Maya’s opening plan measurable, and how would those features help her monitor progress?

2 What evidence in Maya’s log showed that she was meeting one part of her goal but not another part?

3 How did the conference turn Maya’s concern about weak evidence into an action plan?

4 Name two revisions Maya made after monitoring her work, and explain how each revision addressed a problem she found.

3 YOUR TURN _____ Your own words

In 90 to 110 words, write a reading or writing goal for a current assignment. Include a measurable deadline, evidence you will collect, a check-in schedule, an obstacle, a specific revision you will make if needed, and one person and question for a goal discussion.

PART 1 • READ AND MARK

Underline each goal, circle each piece of progress evidence, and write 1 beside the original plan and 2 beside each revision. These marks show how monitoring can lead to a more useful goal. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What two features make Maya's opening plan measurable, and how would those features help her monitor progress?	It includes a deadline and specific targets, six sources and a 1,200-word brief. Her scheduled sessions and log let her compare completed work with those targets.
2	What evidence in Maya's log showed that she was meeting one part of her goal but not another part?	She had completed four sources, but two only summarized research without linking original studies, and her notes mixed quotations with her own claims.
3	How did the conference turn Maya's concern about weak evidence into an action plan?	Maya identified rushed late-night searching as the cause. She and her teacher planned for her to use a library database and label notes as quotation, paraphrase, or response.
4	Name two revisions Maya made after monitoring her work, and explain how each revision addressed a problem she found.	She changed her goal to finding and evaluating three original studies and added source quality checks, which addressed weak sources. She also moved the draft deadline back so she could replace weak evidence before drafting fully.

PART 3 • YOUR TURN (SAMPLE ANSWER)

By September 20, I will read and annotate four peer-reviewed articles for my literary analysis essay and draft 900 words that use at least three cited quotations. After each 35-minute research session, I will log the article, its author, one useful claim, and my draft word count. Every Friday, I will compare the log with my goals. My obstacle is spending too long searching broad topics. If I have fewer than two useful articles by September 10, I will narrow my search terms and ask the librarian for database keywords. I will discuss my plan with Jordan and ask, "Does my evidence plan match my claim?"

Accept equivalent descriptions of the passage evidence, conference discussion, and revisions. For the open response, accept varied assignment goals if they include every requested component and connect the possible revision to monitoring evidence.