Read With a Plan

Track how a purposeful reader checks and adjusts understanding.

12.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 Jordan's purpose, circle his two initial goals, and number each moment he checks or changes his reading approach. Your marks should show how his purpose guides his decisions.

Evaluating a Park Proposal

1. Before reading a proposed city plan to replace a riverside parking lot with a public park, Jordan sets a purpose: decide whether the plan protects the river while serving nearby residents. He writes two goals in the margin: identify the plan's evidence about flood control and identify who would gain or lose access to the area. Rather than trying to remember every detail, Jordan expects to collect information that helps him evaluate the proposal. This purpose also helps him notice when a vivid description or a statistic does not answer either question.

2. When Jordan reaches the budget section, he cannot tell whether the listed maintenance costs are annual or one-time expenses. He places a question mark beside the table instead of guessing. He rereads the table's heading and the note beneath it, then learns that the estimate covers one year. Later, a technical paragraph about permeable pavement slows him down. Because the term matters to flood control, he checks the proposal's glossary and adds a brief note: rain can pass through this surface. He does not stop for every unfamiliar word, only for words that affect his purpose.

3. At the end, Jordan compares his notes with his original goals. The proposal explains how permeable pavement could reduce runoff, so he has evidence related to the river. Yet he finds little about how bus riders, people with disabilities, or workers on late shifts would reach the park after the parking lot closes. He adjusts his next step: rather than deciding immediately, he plans to read the transportation appendix and seek public comments from those groups. Jordan's final note separates what the proposal supports from what he still needs to know. His reading remains purposeful because he changes his approach when the evidence is incomplete.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is Jordan's purpose for reading the proposal, and what are his two initial goals?

2. What comprehension problem does Jordan notice in the budget section? What does he do to resolve it?

3. Why does Jordan check the glossary for "permeable pavement," but not stop for every unfamiliar word?

4. What important information is still missing at the end, and how does Jordan adjust his next step?

3 YOUR TURN

Your own words

Choose a complex text you expect to read for school or your community. In 3 to 4 sentences, state your reading purpose, give two goals, and explain one sign that would tell you to adjust your approach and what you would do.

ANSWER KEY

Read With a Plan

GRADE 12 · 12.P.EICC.3.a

PART 1 · READ AND MARK

Underline Jordan's purpose, circle his two initial goals, and number each moment he checks or changes his reading approach. Your marks should show how his purpose guides his decisions. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is Jordan's purpose for reading the proposal, and what are his two initial goals?	**His purpose is to decide whether the plan protects the river while serving nearby residents. His goals are to find evidence about flood control and to identify who would gain or lose access to the area.**
2	What comprehension problem does Jordan notice in the budget section? What does he do to resolve it?	**He cannot tell whether maintenance costs are annual or one-time. He marks the table with a question mark, rereads its heading and note, and learns the estimate covers one year.**
3	Why does Jordan check the glossary for "permeable pavement," but not stop for every unfamiliar word?	**He checks because the term matters to his flood-control goal. He skips other unfamiliar words when they do not affect his purpose.**
4	What important information is still missing at the end, and how does Jordan adjust his next step?	**He still needs information about access for bus riders, people with disabilities, and late-shift workers. He plans to read the transportation appendix and seek public comments from those groups.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Before reading an article about offshore wind farms, I will decide whether the article gives enough evidence to support building them near my state's coast. I will track evidence about effects on electricity costs and on marine wildlife. If a graph or scientific term confuses me, I will reread its caption, consult the article's definitions or a reliable source, and note whether the information changes my judgment.

Accept accurate paraphrases of Jordan's purpose, goals, monitoring actions, and adjustments. For the open response, accept varied topics if the student includes a clear purpose, two relevant goals, a comprehension signal, and a specific adjustment.