Goal Path

Read how one student makes goals, checks progress, and adjusts plans.

3.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 Mia makes. Circle the words or actions that show she monitored, discussed, or revised a goal.

Mia's Goal Card

1. On Monday, Mia chose a reading goal for her animal report. She wanted to find facts in two library books about sea turtles. Her goal was academic because it would help her write her report. Mia also made a personal goal: read for fifteen minutes after dinner on four nights. She wrote both goals on a card and kept it inside her folder.

2. By Thursday, Mia checked her card. She had read three times, and she had found facts in only one book. She put a check beside each reading time. Next, she wrote, "Find facts in one more book by Friday." Looking at her card helped Mia notice what she had finished and what she still needed to do. This was called monitoring her goals.

3. On Friday, Mia told her partner, Jay, about her card. Jay said, "Your reading goal is clear. Could you choose a writing goal, too?" Mia decided to revise her card. She added, "Write two sentences for my report before Saturday." Then she found facts in the second book and met her reading goal. Talking with Jay gave Mia an idea for making her goals more useful.

2 ANSWER WITH EVIDENCE

Use the passage

1. What was Mia's academic reading goal, and how would it help her?

2. What did Mia do to monitor her goals on Thursday?

3. What did Jay say that helped Mia think about her goals?

4. How did Mia revise her goal card?

3 YOUR TURN

Your own words

Write one personal reading or writing goal and one academic reading or writing goal. Tell how you will monitor each goal, name one person you can discuss your goals with, and write one revision you might make after checking your progress.

ANSWER KEY

Goal Path

GRADE 3 · 3.P.EICC.1.a

PART 1 · READ AND MARK

Underline each goal Mia makes. Circle the words or actions that show she monitored, discussed, or revised a goal. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What was Mia's academic reading goal, and how would it help her?	**Her goal was to find facts in two library books about sea turtles. The facts would help her write her animal report.**
2	What did Mia do to monitor her goals on Thursday?	**She checked her goal card and put a check beside each reading time.**
3	What did Jay say that helped Mia think about her goals?	**He asked whether she could choose a writing goal, too.**
4	How did Mia revise her goal card?	**She added a writing goal: write two sentences for her report before Saturday.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

My personal reading goal is to read a mystery book for fifteen minutes on four evenings this week. I will put a star on my calendar after each reading time. My academic writing goal is to use three facts from my notes in my weather paragraph by Friday. I will check off each fact as I use it and talk with my teacher about my goals. If I miss an evening, I will revise my reading goal to three evenings and choose a new time to read.

Accept specific personal and academic goals, monitoring plans that match each goal, a person to discuss goals with, and a reasonable revision. Student responses may use different topics, time frames, and tracking methods.