

Plans That Grow

Track a goal, notice evidence, and revise a plan.

5.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 Maya's personal goal, circle her academic goal, and number three details that show how she checks or revises her plan.

Maya Adjusts Her Plan

- ① On Monday, Maya looked at her reading notebook and chose a goal: finish a 180-page mystery by Friday. She knew that saying "read more" was too broad. Instead, she planned to read 36 pages each school day. She also wrote a personal goal, to notice clues that made her curious, and an academic goal, to explain how those clues supported a prediction.
- ② Each afternoon, Maya used a sticky note to record her pages and one clue. On Wednesday, she had read 90 pages, but her notes named only two clues. Her academic goal needed stronger evidence. Maya decided to pause after every chapter and add a clue with a page number. This change would help her monitor both her reading progress and her thinking.
- ③ At a writing conference on Thursday, Maya showed her plan to Mr. Ortiz. He asked whether 36 pages would still work because her mystery had several long chapters. Maya said she could revise the amount after checking Thursday's total. She finished 120 pages by then, so she changed Friday's plan to 60 pages. Her new plan was challenging, but it matched what she had learned about her pace.

2 ANSWER WITH EVIDENCE Use the passage

1 What was Maya's personal reading goal, and what was her academic reading goal?

2 What problem did Maya notice in her notes on Wednesday? What change did she make because of that problem?

3 How did Maya monitor her reading and thinking each afternoon?

4 Why did Maya change her Friday plan from 36 pages to 60 pages?

3 YOUR TURN Your own words

Create your own reading or writing plan with one personal goal and one academic goal. Include a specific action you will track and an "if, then" revision you could make if your plan is not working.

PART 1 • READ AND MARK

Underline Maya's personal goal, circle her academic goal, and number three details that show how she checks or revises her plan. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What was Maya's personal reading goal, and what was her academic reading goal?	Her personal goal was to notice clues that made her curious. Her academic goal was to explain how clues supported a prediction.
2	What problem did Maya notice in her notes on Wednesday? What change did she make because of that problem?	Her notes named only two clues, so she decided to pause after every chapter and add a clue with a page number.
3	How did Maya monitor her reading and thinking each afternoon?	She used a sticky note to record how many pages she read and one clue.
4	Why did Maya change her Friday plan from 36 pages to 60 pages?	After checking that she had finished 120 pages by Thursday and considering the long chapters, she revised her plan to match her pace and finish the 180-page book.

PART 3 • YOUR TURN (SAMPLE ANSWER)

My personal reading goal is to find two facts that surprise me in my book each week, and my academic goal is to write a paragraph that explains how the facts support the topic. I will read 20 pages on four nights, list each fact and page number in my notebook, and if I miss a night, then I will read 10 extra pages on Saturday.

Accept goals that are clear and appropriate for reading or writing. The plan should include a way to monitor progress and a realistic revision connected to possible evidence.