Goals That Grow

Notice how a student sets, checks, discusses, and revises goals.

6.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 way Maya checks her progress, and number each change she makes to a plan. These marks will help you see how goals can grow through reflection and discussion.

Maya Adjusts Her Plan

1. On Monday, Maya noticed that she often stopped reading when a chapter had too many unfamiliar words. She made a personal reading goal: finish twenty pages of her mystery novel on four evenings this week. Her plan was to keep a sticky note beside her book, write down no more than three confusing words each night, and use nearby sentences before checking a dictionary. Maya chose a goal she could measure because she wanted to see whether her reading habit was growing.

2. After two nights, Maya checked her sticky note and her page total. She had read thirty pages, but she had listed eight confusing words and spent so long looking them up that she missed one evening of reading. During workshop, she told her partner, Luis, what happened. Luis asked whether Maya could first mark only the words that blocked meaning. Maya revised her plan: she would note up to two words per night and look up those words after she finished her pages. This change kept her original goal clear while making her plan more useful.

3. On Thursday, Maya used a similar process for an academic writing goal. Her science explanation needed a clear claim and evidence from the class article. She planned to draft one paragraph, then use a checklist to find a claim and two facts that supported it. When her teacher asked about the goal, Maya explained her plan and showed her checklist. The checklist revealed that her draft had a claim but only one supporting fact. Maya decided to reread the article, add a second fact, and ask a classmate whether the evidence matched her claim.

2 ANSWER WITH EVIDENCE

Use the passage

1. What was Maya's personal reading goal, and how did she plan to measure it?

2. What monitoring information showed Maya that her first reading plan was not working well?

3. How did Maya's conversation with Luis lead her to revise her reading plan?

4. What did Maya's writing checklist show, and what did she decide to do next?

3 YOUR TURN

Your own words

Write 2 or 3 sentences about one personal or academic reading or writing goal for next week. Include a measurable goal, a way you will check progress, and a time when you will revise your plan or discuss it with someone.

ANSWER KEY

Goals That Grow

GRADE 6 · 6.P.EICC.1.a

PART 1 · READ AND MARK

Underline each goal, circle each way Maya checks her progress, and number each change she makes to a plan. These marks will help you see how goals can grow through reflection and discussion. 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 how did she plan to measure it?	**Her goal was to finish twenty pages on four evenings that week. She planned to check her page total.**
2	What monitoring information showed Maya that her first reading plan was not working well?	**She had listed eight confusing words, spent too long looking them up, and missed one evening of reading.**
3	How did Maya's conversation with Luis lead her to revise her reading plan?	**Luis suggested marking only words that blocked meaning. Maya changed her plan to note up to two words each night and look them up after finishing her pages.**
4	What did Maya's writing checklist show, and what did she decide to do next?	**It showed that her draft had a claim but only one supporting fact. She decided to reread the article, add a second fact, and ask a classmate about the evidence.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Next week, I will improve my social studies notes by writing a one-sentence summary after each of four sections I read. I will check off each summary on Friday, and if two summaries leave out a main idea, I will ask my teacher or partner for advice and revise my note-taking plan.

Accept any measurable reading or writing goal with a clear monitoring method. The response should also name a reasonable condition for revising the plan or discussing progress with another person.