Reading With a Plan

Set a purpose, check your understanding, and adjust your reading.

6.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 Maya's purpose and goals, circle each place where she checks her understanding, and number the steps she uses to clear up confusion.

A Bay Cleanup Decision

1. Before the school council met, Maya received a short article about restoring oyster reefs in a nearby bay. She did not plan to memorize every fact. Her purpose was to decide whether the council should support a shoreline cleanup day. She set two goals: identify how oysters help the bay, and find one action students could take. She wrote both goals at the top of her page before reading. That note gave her a reason to notice important details.

2. As Maya read, she paused after each section and asked herself whether it helped answer either goal. The article explained that oysters filter water as they feed, and reefs can provide habitat for other animals. Maya underlined those ideas because they explained why reefs matter. When she reached the phrase "water quality," she realized she could not explain it clearly. She placed a question mark beside it instead of pretending she understood. Her question showed her what to check.

3. To clear up the confusion, Maya reread the sentence before and after the unfamiliar phrase. The nearby details showed that water quality meant how clean or polluted the water was. Later, the article described volunteers removing trash from the shore so rain would carry less litter into the bay. Maya then checked her notes against her two goals. She had evidence for both, so she was ready to decide whether the cleanup day would help. If she still lacked an action, she planned to reread the final section.

2 ANSWER WITH EVIDENCE

Use the passage

1. Before reading, what decision did Maya want the article to help her make?

2. What two goals did Maya write before she began reading?

3. What did Maya do when she noticed that she could not clearly explain "water quality"?

4. How did Maya adjust her reading to understand the unfamiliar phrase?

3 YOUR TURN

Your own words

Choose a short article, story, or textbook section you will read. In three sentences, state one purpose and two goals, name a mark you will make when you do not understand, and explain one adjustment you will use after making that mark.

ANSWER KEY

Reading With a Plan

GRADE 6 · 6.P.EICC.3.a

PART 1 · READ AND MARK

Underline Maya's purpose and goals, circle each place where she checks her understanding, and number the steps she uses to clear up confusion. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Before reading, what decision did Maya want the article to help her make?	**She wanted to decide whether the school council should support a shoreline cleanup day.**
2	What two goals did Maya write before she began reading?	**She wanted to identify how oysters help the bay and find one action students could take.**
3	What did Maya do when she noticed that she could not clearly explain "water quality"?	**She put a question mark beside the phrase to show that she needed to check her understanding.**
4	How did Maya adjust her reading to understand the unfamiliar phrase?	**She reread the sentences before and after the phrase and used nearby details to figure out its meaning.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I will read a textbook section about volcanoes to decide which safety steps belong on an emergency poster. My goals are to learn why ash can be dangerous and to find two safe actions people can take. I will circle a confusing word, then reread the surrounding sentences and use a glossary if the meaning is still unclear.

Accept equivalent descriptions of Maya's purpose, goals, monitoring, and adjustment when they match the passage. For Part 3, accept a clear purpose, two specific goals, a comprehension mark, and a reasonable adjustment strategy.