Goals That Grow

Read how one student uses evidence to adjust a reading goal.

7.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 Imani's goal, circle the evidence she uses to monitor it, and number the two changes in her revised plan.

Imani's Article Plan

1. On Monday, Imani looked at her reading life before setting a goal. She noticed that she finished fantasy novels quickly but stopped often in science articles when new terms piled up. Instead of writing, "Read more," she chose a clear goal: during the next two weeks, she would read one science article every school day and write a three-sentence note about its main idea and unfamiliar words. She also wrote that she would track each article on a calendar.

2. By Friday, Imani had completed four articles, but her notes were uneven. On Tuesday, she named the main idea and explained two terms. On Thursday, she copied a long sentence without explaining it, so she could not tell later what she had learned. During a conference, her teacher asked her to use the calendar and notes as evidence, not just say that the goal felt hard. Imani counted the completed articles and compared the helpful note with the copied one.

3. Imani revised her plan for the second week. She kept the goal of reading science articles, because four completed articles showed that the amount was possible. However, she changed the note requirement. After each article, she would write the main idea in her own words and define one unfamiliar word using clues from the text or a glossary. On the following Monday, she planned to review her calendar, reread two notes, and decide whether the new routine helped.

2 ANSWER WITH EVIDENCE

Use the passage

1. What observation helped Imani choose her reading goal?

2. What two kinds of evidence did Imani use to monitor her progress?

3. Why did Imani change the requirement for her notes?

4. What did Imani keep in her revised plan, and what did she change?

3 YOUR TURN

Your own words

Write four sentences that create an academic reading or writing goal for next week. Include a specific action and amount, how you will collect evidence, who you will discuss it with, and one change you will make if your evidence shows the plan is not working.

ANSWER KEY

Goals That Grow

GRADE 7 · 7.P.EICC.1.a

PART 1 · READ AND MARK

Underline Imani's goal, circle the evidence she uses to monitor it, and number the two changes in her revised plan. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What observation helped Imani choose her reading goal?	**She noticed that she often stopped reading science articles when unfamiliar terms piled up.**
2	What two kinds of evidence did Imani use to monitor her progress?	**She used her calendar of completed articles and her reading notes.**
3	Why did Imani change the requirement for her notes?	**One note copied a long sentence, so she could not tell what she had learned from the article.**
4	What did Imani keep in her revised plan, and what did she change?	**She kept reading science articles each school day. She changed the notes so she would state the main idea in her own words and define one unfamiliar word.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Next week, I will draft one paragraph of my history essay on four school nights. I will list the date and check whether each paragraph has a claim and two facts in my planner. On Friday, I will discuss my planner and one paragraph with my partner. If I miss two nights or my facts do not support my claim, I will work for twenty minutes after school and ask my teacher to help me choose stronger evidence.

Accept equivalent descriptions of Imani's goal, evidence, and revision when they are supported by the passage. For Part 3, accept varied goals if they include a measurable action, a way to monitor progress, a person for discussion, and a reasonable revision plan.