Course-Correct Your Reading

Set a reading goal, check your understanding, and shift your approach when needed.

7.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 Mateo's original purpose and goal. Circle words that show confusion, then number each action he takes to fix confusion or adjust his reading goal.

A Reader Changes Course

1. Before reading an article about the 1918 influenza pandemic, Mateo chose a purpose: he wanted to learn how communities tried to slow the spread of illness. He set a goal to identify three actions people took and one reason each action mattered. At the top of his page, he wrote these targets. This plan kept him from collecting every interesting fact. Instead, he paused after each section and asked whether the details helped answer his purpose.

2. In one section, Mateo read that some cities closed schools, theaters, and other crowded places. He understood why fewer gatherings could reduce contact among people. Then he reached a sentence about "nonpharmaceutical interventions." The term slowed him down because he was not sure what it included. Rather than guessing, he reread the surrounding sentences. He used the examples of closures and limits on gatherings to infer that the term meant actions that did not involve medicine. He wrote a brief note beside the sentence.

3. Later, Mateo found a chart comparing death rates in several cities. His first goal, finding three actions, did not help him make sense of the numbers. He adjusted his goal. Now he looked for one pattern connecting a city's actions to its death rate, and he checked the chart title and labels before drawing a conclusion. He noticed that the chart showed differences, not proof that one action alone caused an outcome. By changing his goal, Mateo could read the chart carefully without making a claim the evidence could not support.

2 ANSWER WITH EVIDENCE

Use the passage

1. What purpose did Mateo choose before he began reading?

2. What specific goal did Mateo set for gathering information from the article?

3. Which term showed that Mateo was confused, and what did he do instead of guessing?

4. Why did Mateo adjust his goal for the chart, and what did he check before making a conclusion?

3 YOUR TURN

Your own words

Choose a science, social studies, or news text you will read. Write a purpose and a measurable reading goal, then name one action you will take if a word, sentence, or chart confuses you.

ANSWER KEY

Course-Correct Your Reading

GRADE 7 · 7.P.EICC.3.a

PART 1 · READ AND MARK

Underline Mateo's original purpose and goal. Circle words that show confusion, then number each action he takes to fix confusion or adjust his reading goal. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What purpose did Mateo choose before he began reading?	**He wanted to learn how communities tried to slow the spread of illness.**
2	What specific goal did Mateo set for gathering information from the article?	**He planned to identify three actions people took and one reason each action mattered.**
3	Which term showed that Mateo was confused, and what did he do instead of guessing?	**The term was "nonpharmaceutical interventions." He reread the surrounding sentences and used the examples to infer its meaning.**
4	Why did Mateo adjust his goal for the chart, and what did he check before making a conclusion?	**His first goal did not help him understand the numbers. He looked for a pattern and checked the chart title and labels before drawing a conclusion.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I will read a text about coral reefs to learn how warming water affects them. I will list two effects and their evidence, and if a graph confuses me, I will reread its caption and labels before I decide what it shows.

Accept equivalent wording for Mateo's purpose, goal, confusion, and adjustments when it matches the passage. For Part 3, accept a clear purpose, a measurable goal, and a reasonable comprehension strategy connected to a possible difficulty.