Read, Check, Revise

Use a purpose and goals to guide your understanding.

8.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 Read to decide whether Riverton's rain garden can reduce flooding. Underline evidence that helps you decide, and circle the detail that makes the readers rethink their first idea.

A Plan for Maple Creek

1 At the edge of Riverton, a vacant lot beside Maple Creek flooded after heavy rain. City planners proposed turning the lot into a rain garden, a planted area that temporarily holds stormwater. Before reading the proposal, eighth graders set a purpose: find out whether the garden could reduce flooding without harming the creek. They set two goals, identify the evidence about water flow and identify any limits of the plan. Those goals helped them decide which details deserved close attention.

2 The proposal estimated that a shallow basin and native grasses could slow runoff during common storms. Yet the readers paused at the word infiltration, the movement of water into soil. They reread the sentence that described a layer of compacted clay under part of the lot. This detail meant water might not soak in as quickly there. To check their understanding, they wrote a margin question: How would the design handle water above the clay? The question showed that their first idea, that all water would simply sink, needed revision.

3 Later, engineers added a gravel storage layer and an overflow pipe leading to the creek. The changes would hold some water, then release extra water slowly. The students returned to their purpose and goals. Evidence about the storage layer supported the idea that the garden could reduce flooding. However, a maintenance note stated that leaves and trash must be cleared from the inlet after storms. Because the plan depended on regular upkeep, the students adjusted their conclusion: the garden could help, but only if the city maintained it.

2 ANSWER WITH EVIDENCE

Use the passage

1. What purpose did the students set before reading the proposal?

2. What two reading goals did the students set to help them meet their purpose?

3. How did the students monitor their understanding when they reached the word infiltration?

4. How did the maintenance note cause the students to adjust their conclusion?

3 YOUR TURN

Your own words

Choose a short nonfiction text you are reading in class. Write one purpose and two goals for reading it, then write one question you would ask if meaning becomes unclear and explain how an answer could change your understanding.

ANSWER KEY

Read, Check, Revise

GRADE 8 · 8.P.EICC.3.a

PART 1 · READ AND MARK

Read to decide whether Riverton's rain garden can reduce flooding. Underline evidence that helps you decide, and circle the detail that makes the readers rethink their first idea. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What purpose did the students set before reading the proposal?	**They wanted to find out whether the rain garden could reduce flooding without harming Maple Creek.**
2	What two reading goals did the students set to help them meet their purpose?	**They planned to identify evidence about water flow and identify limits of the plan.**
3	How did the students monitor their understanding when they reached the word infiltration?	**They reread the sentence about compacted clay and wrote a margin question about how the design would handle water above the clay.**
4	How did the maintenance note cause the students to adjust their conclusion?	**They concluded that the garden could help reduce flooding, but only if the city regularly maintained it.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

My purpose is to learn whether school composting can reduce cafeteria waste. My goals are to identify the process and find one challenge. I would ask, “What happens to compost during winter?” If I learn that cold temperatures slow decomposition, I would revise my thinking: composting reduces waste, but it may need a different winter plan.

Accept equivalent purposes, goals, and explanations that use evidence from the passage. For Part 3, accept a relevant purpose, two specific goals, a meaningful monitoring question, and a reasonable explanation of how new information could revise understanding.