Plans That Grow

Use evidence to set, check, discuss, and revise learning goals.

9.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 Jordan's goal statements, circle the evidence he uses to check progress, and number each revision in order. These marks will show how evidence can improve a plan.

Jordan's Changing Plan

1. At the start of October, Jordan noticed that he often finished assigned chapters without remembering details he could use in class discussions. Instead of writing, "Read more," he set a two-week reading goal: after each twenty-page section of his novel, he would write one question and one brief note about a character's choice. His baseline was one note for an entire chapter, so the new goal gave him a clear increase. Jordan planned to spend ten minutes after dinner on school nights and to keep the notes in the inside cover of his book.

2. After four school nights, Jordan checked his notes. He had completed the reading but had skipped the question twice because he was tired after practice. The record showed that his routine, not his effort, needed adjustment. He moved the task to the bus ride home and changed the goal to a question or note after every ten pages, then added a longer response on Sundays. This revision kept the total thinking time realistic while making his notes more frequent. On Friday, he compared the new notes with his earlier ones and saw that he could point to specific scenes when explaining a character's choices.

3. During a partner conference, Jordan did not simply report that the plan was "better." He showed his partner two notes from before the change and two from after it. His partner asked whether short notes helped him prepare for written responses, so Jordan made a related writing goal: use one saved reading note as evidence in each weekly paragraph. They agreed that Jordan would check this goal the following Friday by highlighting the note-based evidence in his paragraph. By sharing evidence, listening to a question, and naming a next check, Jordan turned a private goal into a plan he could monitor and revise.

2 ANSWER WITH EVIDENCE

Use the passage

1. What was Jordan's baseline, and what specific reading goal did he set at the start?

2. What evidence showed Jordan that his original routine needed to change?

3. Name two changes Jordan made to his plan after checking his notes. Why did these changes fit the evidence he collected?

4. How did Jordan's conversation with his partner lead to a writing goal and a plan to check it?

3 YOUR TURN

Your own words

Choose one academic reading or writing habit you want to improve during the next two weeks. Write a six-sentence goal plan that states your baseline, measurable target, routine, check-in evidence and date, a revision you would make if needed, and one question you would ask a peer.

ANSWER KEY

Plans That Grow

GRADE 9 · 9.P.EICC.1.a

PART 1 · READ AND MARK

Underline Jordan's goal statements, circle the evidence he uses to check progress, and number each revision in order. These marks will show how evidence can improve a plan. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What was Jordan's baseline, and what specific reading goal did he set at the start?	**His baseline was one note for an entire chapter. His goal was to write one question and one brief note about a character's choice after each twenty-page section for two weeks.**
2	What evidence showed Jordan that his original routine needed to change?	**He had completed the reading, but he skipped the question twice because he was tired after practice.**
3	Name two changes Jordan made to his plan after checking his notes. Why did these changes fit the evidence he collected?	**He moved the task to the bus ride home, changed the goal to a question or note every ten pages, and added a longer Sunday response. These changes addressed his tiredness after practice and made the work more realistic and frequent.**
4	How did Jordan's conversation with his partner lead to a writing goal and a plan to check it?	**His partner asked whether the notes helped with written responses. Jordan decided to use one saved reading note as evidence in each weekly paragraph and check it the following Friday by highlighting that evidence.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

My baseline is that I revise only the first paragraph of a draft before turning it in. For the next two weeks, I will revise at least three paragraphs in each English draft by making one change for clarity in each paragraph. On Tuesdays and Thursdays, I will spend fifteen minutes rereading my draft aloud and recording each change in a revision log. On September 25, I will count the logged changes and compare my draft with the first version. If I skip the evening routine twice, I will move one revision session to study hall. I will ask a peer, "Which revised sentence is clearest, and what makes it work?"

Accept equivalent descriptions of Jordan's goals, evidence, revisions, and conference plan when they are supported by the passage. For the open response, look for all six requested parts, a measurable target, a realistic monitoring method, and a conditional revision based on evidence.