

Plans That Pivot

Track evidence, discuss obstacles, and revise goals with purpose.

12.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 Read this fictional project log. Underline the original deadline and the two revised deadlines. Circle one sign of progress and one problem in paragraph 2. Mark one change that responds to that problem.

Maya's Project Log

- ① At the start of October, Maya set two goals for her independent reading and writing project on city water use. "By October 28, I will read six credible sources, take notes that separate evidence from my reactions, and write a 1,200-word policy brief." She chose the deadline because her class would begin peer review that week. To make the plan manageable, she scheduled two 30-minute reading sessions each Tuesday and Thursday and reserved Saturday mornings for drafting. She kept a log with source titles, note quality, and words drafted.
- ② After two weeks, Maya checked the log instead of judging her progress by how busy she felt. She had finished four sources, but two came from organization websites that summarized research without linking to the original studies. Her notes also mixed quotations with her own claims. She wrote a monitoring note: "I am meeting my source count, but not my evidence goal." During a conference, her teacher asked which habit had produced the problem. Maya noticed that she had been choosing the first search results late at night, when she rushed. Together, they discussed using a library database and labeling every note as quotation, paraphrase, or response.

- ③ Maya revised rather than abandoning the project. She changed the reading goal to “locate and evaluate three relevant original studies by November 4.” She would check each study's author, date, method and limits before deciding which evidence to use. With her teacher's agreement, she moved the full 1,200-word draft deadline to November 7, allowing time after the source check to revise her evidence. She would still join the October peer review with an outline and explain the missing evidence. After each reading session, a 15-minute check would compare her log with the goals, name an obstacle and choose a next step. At her next conference, she would explain those decisions.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① Name any two features that make Maya's opening plan measurable. Explain how each would help her monitor progress.

- ② What evidence in Maya's log showed that she was meeting one part of her goal but not another part?

- ③ How did the conference turn Maya's concern about weak evidence into an action plan?

- ④ How do the revised November 4 and November 7 deadlines address the evidence problem while preserving a useful October peer review?

3 YOUR TURN

Your own words

Use a current personal or academic reading or writing project. Complete these steps with a classmate or teacher. Record your actual progress and exchange; if you are just starting, use an honest zero baseline.

1. Set a goal and check progress

State an initial goal and deadline. Inspect your work; note what is completed and one obstacle.

2. Discuss the evidence

Take turns sharing goals and progress. Record the person, a question you asked and their actual response.

3. Revise or justify keeping your goal

In 70–100 words, give your target, deadline and check-in. Use progress and feedback to explain a change or justify keeping the goal.

PART 1 • READ AND MARK

Read this fictional project log. Underline the original deadline and the two revised deadlines. Circle one sign of progress and one problem in paragraph 2. Mark one change that responds to that problem. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Name any two features that make Maya's opening plan measurable. Explain how each would help her monitor progress.	Accept any two supported features: the deadline fixes when to check; source and word targets quantify output; scheduled sessions make time use checkable; the log records sources, note quality and draft words. Explain how the chosen features support comparison with the goal.
2	What evidence in Maya's log showed that she was meeting one part of her goal but not another part?	She had completed four sources, but two only summarized research without linking original studies, and her notes mixed quotations with her own claims.
3	How did the conference turn Maya's concern about weak evidence into an action plan?	Maya identified rushed late-night searching as the cause. She and her teacher planned for her to use a library database and label notes as quotation, paraphrase, or response.
4	How do the revised November 4 and November 7 deadlines address the evidence problem while preserving a useful October peer review?	She evaluates replacement studies by November 4 before completing the full draft on November 7. An outline and an explanation of missing evidence allow October feedback without pretending that the full evidence-based draft is ready.

PART 3 · YOUR TURN (SAMPLE ANSWER)

1. Initial goal and check (Monday): My goal is a 900-word comparison essay on two assigned stories by Friday. Today I have two opening paragraphs and notes from only the first story. I keep polishing the introduction instead of gathering comparison evidence.

2. Illustrative discussion record: I asked Jordan, "What should I do before adding more draft words?" Jordan suggested finding two relevant details in the second story and pairing them with my existing notes.

By Wednesday, I will reread the second story and record two details that address my comparison question. My two paragraphs show that I have begun writing, but my one-sided notes show I am not ready to support a comparison. Following Jordan's suggestion, I will pair the new details with evidence from the first story before drafting the body. I will keep Friday's 900-word deadline and check my evidence pairs on Wednesday afternoon. If a pair does not support the claim, I will revise the claim before drafting further.

TEACHER ASSESSMENT NOTES

The model is an illustrative record; students must document their own progress and a real exchange, not invent feedback. Only the final goal paragraph has a 70-100 word target. Look for an honest baseline, a useful discussion, evidence-based revision or a justified decision to keep the goal, and a check-in before the final deadline. Source types are evaluated for relevance, methods and limits; an original study is not automatically reliable. Maya's November 4 source check precedes her November 7 full draft.