

Plans That Grow

Track a goal, notice evidence, and revise a plan.

5.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 Maya's personal reading goal and circle her academic writing goal. Mark one piece of monitoring evidence with E and one revision with R. Tell a partner how the evidence supports that revision.

Maya Adjusts Her Plan

On Monday, Maya chose to finish a 180-page mystery by Friday, planning to read 36 pages each school day. Her personal reading goal was to notice clues that made her curious. Her academic writing goal was to write an explanation of how a clue supported a prediction. She planned to record pages read and keep her explanations in her notebook.

By Wednesday, Maya had read 90 pages. Her notebook named two clues but did not explain either prediction. She decided to pause after each chapter and write a clue, its page number and an explanation of what it suggested. Recording a clue alone did not show the thinking her writing goal required.

On Thursday, Maya discussed her records with Mr. Ortiz. She had read 120 pages and written two clue-and-prediction explanations. That was about 30 pages per day, so reading 60 more on Friday would be a much bigger load. They agreed she could read 30 pages on Friday and 30 on Monday, extending her finish date. She kept the explanation routine and planned to check both goals again on Monday.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What are Maya's personal reading goal and academic writing goal?

2 What did Maya's Wednesday notes lack? How did she change her routine?

3 How did Thursday's evidence affect the finish date?

4 What evidence supports keeping the explanation routine, and when will Maya check again?

3 YOUR TURN

Your own words

Complete a three-day reading and writing goal cycle. Choose a personal reading goal and an academic writing goal that matter to you. Carry out the work, record evidence, discuss the record with a partner or adult, and use the evidence to keep or revise each goal.

1. Generate and explain two goals

Write your personal reading goal and academic writing goal. For each, explain why it matters, what you will do over three days and what evidence you will collect.

2. Work and monitor for three days

Do the reading and writing. For each day, record its date, what you actually did for both goals and evidence of progress or difficulty. Use your text or notebook as needed.

3. Discuss and revise as needed

After day three, discuss both records with a partner or adult. Record their name and feedback. For each goal, explain a change or why your evidence supports keeping the plan. Set your next check-in.

PART 1 • READ AND MARK

Underline Maya's personal reading goal and circle her academic writing goal. Mark one piece of monitoring evidence with E and one revision with R. Tell a partner how the evidence supports that revision. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What are Maya's personal reading goal and academic writing goal?	She wants to notice clues that make her curious and write explanations of how a clue supports a prediction.
2	What did Maya's Wednesday notes lack? How did she change her routine?	They named clues without explaining predictions. She began writing a clue, its page number and an explanation after each chapter.
3	How did Thursday's evidence affect the finish date?	She had read 120 of 180 pages, about 30 pages per day. Instead of doubling to 60 pages on Friday, she spread the remaining 60 over Friday and Monday and extended the finish date.
4	What evidence supports keeping the explanation routine, and when will Maya check again?	She had written two clue-and-prediction explanations by Thursday. She will check both goals again on Monday.

PART 3 · YOUR TURN (SAMPLE ANSWER)

My two goals

Personal reading: enjoy a mystery for ten minutes on each of three days and record a clue I find interesting. Academic writing: each day, explain in two sentences how that clue supports a prediction. I will track minutes and check each explanation for a clue and a reason.

My three-day evidence

- Monday: read 10 minutes; recorded a missing key; wrote a prediction with a reason.
- Tuesday: read 5 minutes after practice; noted muddy shoes; wrote a prediction but no reason.
- Wednesday: read 10 minutes; noted an open window; wrote a prediction and explained the clue.

Discussion and decisions

I showed my notebook to Dad. He suggested reading before practice and checking each explanation for a reason. I will move Tuesday reading earlier and keep the ten-minute target. I will add a reason check to the writing routine and complete Tuesday's explanation. I will review both records after three more practice days.

TEACHER ASSESSMENT NOTES

Schedule the actual three-day work and follow-up discussion; a future plan alone is incomplete. Students may choose suitable reading and writing goals and evidence. Personal reading motivation and academic writing development are both explicit. A goal may be kept when evidence supports it. In Maya's fictional example, 120 pages across four days averages 30 per day; 60 remain, covered by two 30-page days, so Monday replaces Friday as the finish date. Her explanation record shows progress toward the writing goal. The independent model has 25 reading minutes and two explanations with reasons out of three; its revisions address the specific difficulties. Model records are fictional, not records for learners to copy.