

Goal Check Trail

Set goals, try them and use real evidence to adjust.

4.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 Nia's first goal and circle her revised goal. Number 1 and 2 beside two details she used to check how her plan was going.

Nia Adjusts Her Plan

On Monday, Nia looked at her reading notebook. She wanted to read longer books, but she often stopped when a chapter had tricky words. Nia wrote a goal: "I will read 20 minutes on four school nights and write down one word I need to learn." Her goal told what she would do, how often, and how she would track it.

At the end of the week, Nia checked her notebook. She had read on three nights, not four, because soccer practice ran late twice. She did write six new words and used a dictionary to learn them. Nia noticed that her plan worked best when she read before dinner. Her notes helped her see both progress and a problem she needed to solve.

On Friday, Nia talked with Mr. Chen about her goal. He asked, "What could make your plan fit your week?" Nia revised it: "I will read 20 minutes on three school nights and one weekend day. I will keep my word list in my notebook." She chose a goal she could meet and planned to check it again next Friday. Revising did not mean giving up. It meant using what she learned.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What did Nia plan to do in her first reading goal?

2 What evidence showed Nia's progress, and what evidence showed a problem with her plan?

3 What did Nia learn about the best time for her to read?

4 How did Nia's discussion help her revise the schedule and describe her tracking plan?

3 YOUR TURN

Your own words

Carry out this goal cycle over three days. Choose one reading goal and one writing goal for personal or school learning. Plan, do the work and record what happens. Then discuss your evidence with a partner or adult and decide whether each goal needs revision.

1. Set two goals

Write a reading goal and a writing goal. For each, state what you will do on the three days, why it matters and how you will track it.

2. Try and monitor for three days

Do your reading and writing practice. Each day, record the date, what you actually did for each goal and evidence such as minutes, pages or completed sentences. Include a difficulty if one occurs.

3. Discuss and decide

After day three, discuss your records with a partner or adult. Record their name and feedback. For each goal, write a revised plan or explain why the evidence supports keeping it.

PART 1 • READ AND MARK

Underline Nia's first goal and circle her revised goal. Number 1 and 2 beside two details she used to check how her plan was going. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What did Nia plan to do in her first reading goal?	She planned to read for 20 minutes on four school nights and write down one word to learn.
2	What evidence showed Nia's progress, and what evidence showed a problem with her plan?	She wrote six new words, showing progress. She read on only three nights because soccer practice ran late twice.
3	What did Nia learn about the best time for her to read?	She learned that reading before dinner worked best.
4	How did Nia's discussion help her revise the schedule and describe her tracking plan?	She chose three school nights and one weekend day and said she would keep her word list in her notebook. The discussion helped her make a workable plan and say how she would track it.

PART 3 • YOUR TURN (SAMPLE ANSWER)**My goals**

Reading: for three days, read for ten minutes before dinner to build stamina and record minutes. Writing: write three clear sentences about science each day and count finished sentences.

My actual three-day record

- Monday: read 10 minutes; wrote 3 science sentences.
- Tuesday: read 5 minutes because practice ran late; wrote 3 sentences.
- Wednesday: read 10 minutes; wrote 3 sentences.

Discussion and decisions

I discussed my record with Dad. He suggested reading before practice on busy days. I changed the reading time on those days and kept the ten-minute target. I kept the writing goal because I completed all nine sentences across three days.

TEACHER ASSESSMENT NOTES

Schedule a three-day follow-up and provide a partner or adult discussion opportunity. The task is completed only after actual reading/writing work, dated evidence, discussion and decisions about both goals; future intentions alone are incomplete. The model is fictional and demonstrates the process, not a record to copy. Accept suitable measures and goals for the learner; changes are optional when evidence supports keeping a goal. For the original story, word-list tracking is clarified in the revised statement, while the schedule changes from four school nights to three plus one weekend day. The model totals 25 reading minutes and nine writing sentences, supporting different decisions for its two goals.