

Read, Notice, Adjust

Set a reading goal, notice confusion, and change your plan.

4.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 Underline the reader’s purpose and goal. Circle the misunderstanding about Mexico. Box the sentence beginning “I stopped rereading” to show the next step after understanding improved.

Following Monarchs

Before reading an article about monarch butterflies, I chose a purpose. I wanted to learn how monarchs make their fall trip. My goal was to find two details about the trip and one challenge the butterflies face. I wrote those goals at the top of my page. Then I began the first section slowly, ready to pause when an idea did not make sense.

The article explained that monarchs use shorter days and cooler temperatures as signals to migrate. I understood that detail, so I checked off part of my goal. Next, I read that many monarchs travel to mountain forests in central Mexico. I was confused because I thought all monarchs stayed there year-round. I circled the sentence and reread the next two sentences for a clue.

The clue said that the butterflies return north in spring and lay eggs along the way. Now I knew Mexico was a winter home, not a year-round home. I adjusted my plan. I stopped rereading the travel detail and looked for the challenge I still needed. I found that fewer milkweed plants can leave caterpillars with less food. At the end, I checked whether I had met my goal.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What was the reader's purpose, and what goal did the reader set?

2 What detail did the reader understand first, and what did the reader do after understanding it?

3 What confused the reader? What did the reader do to clear up the confusion?

4 How did the reader adjust the plan after finding the clue? Why was this useful?

3 YOUR TURN

Your own words

Carry out a new reading cycle with this passage. Set your purpose and goal before rereading. Pause to check your understanding, use a strategy if needed, then record evidence showing whether you met your goal.

1. Before rereading

Choose a new purpose and name two details you want to find. Write them before you reread the passage.

2. Pause and check

Reread. Pause at a sentence linked to your goal and explain it in your own words. If it is unclear, reread nearby sentences or ask a partner; record what you did and learned. If it is clear, explain how you checked.

3. Finish and evaluate

Finish rereading. Record the two details you found and say whether your goal was met. Explain an adjustment you made or why you could keep your plan.

PART 1 • READ AND MARK

Underline the reader's purpose and goal. Circle the misunderstanding about Mexico. Box the sentence beginning "I stopped rereading" to show the next step after understanding improved. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What was the reader's purpose, and what goal did the reader set?	The reader wanted to learn how monarchs make their fall trip and planned to find two trip details and one challenge.
2	What detail did the reader understand first, and what did the reader do after understanding it?	The reader understood that shorter days and cooler temperatures signal migration and checked off part of the goal.
3	What confused the reader? What did the reader do to clear up the confusion?	The reader thought monarchs stayed in Mexico year-round. The reader circled the sentence and reread the next two sentences.
4	How did the reader adjust the plan after finding the clue? Why was this useful?	The reader stopped rereading the travel detail and searched for the remaining challenge. This helped complete the goal of finding two trip details and one challenge after the confusion about Mexico was resolved.

PART 3 • YOUR TURN (SAMPLE ANSWER)**Before rereading**

My purpose is to understand a problem monarch caterpillars face. My goal is to find their food plant and what happens when fewer of those plants grow.

My pause and check

I paused at the milkweed sentence. I was unsure which life stage needed it, so I reread the sentence. It says caterpillars have less food, which cleared up my confusion.

My evidence and decision

I found that milkweed provides caterpillar food and that fewer milkweed plants can leave caterpillars with less food. I met both parts of my goal. Rereading helped me focus on caterpillars instead of assuming the sentence described adult butterflies.

TEACHER ASSESSMENT NOTES

Require an actual reread, a recorded comprehension check and a final evidence-based goal check. Students need not invent confusion: a clear paraphrase and an explanation of how they checked can show understanding. Accept other purposes answerable from the passage. The model demonstrates a completed cycle rather than future intentions. Migration details refer to the eastern migratory population that winters in Mexico; other monarch populations have different routes. Science references: U.S. Fish and Wildlife Service, "The phenomenal monarch migration" (fws.gov/story/phenomenal-monarch-migration); National Park Service, "Continental Nomads: Monarch Butterflies" (nps.gov/subjects/pollinators/migratingmonarchs.htm) and "Pollinators - Monarch butterfly" (nps.gov/articles/monarch-butterfly.htm).