Read, Check, Change

Set a reading goal, notice confusion, and choose a way to understand.

3.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 Maya's reading goal. Circle the two moments when she checks her understanding, then number the actions she takes to clear up confusion.

A Beaver Home

1. On Saturday, Maya visited a nature center beside Willow Creek. She wanted to learn one thing for her class poster: how beavers make homes near water. Before she read the trail sign, she said, "I will look for details about a beaver's home." This goal helped her know which facts to notice as she read the sign.

2. The sign explained that beavers pile branches and mud to build a lodge. Maya understood lodge as a home, but she was not sure why the animals built it in a pond. She stopped and reread the next sentence. It said the water around the lodge can help keep many land animals away from reaching it.

3. Maya still wondered whether a lodge was built for sleeping, eating, or both. To check her understanding, she read the last part of the sign and looked at its drawing. The sign said beavers rest inside lodges and care for their young there. Maya changed her notes. She wrote, "A lodge is a safe home where beavers rest and raise young."

2 ANSWER WITH EVIDENCE

Use the passage

1. What was Maya's reading goal before she read the sign?

2. What word did Maya understand, and what question did she still have?

3. What did Maya do when she was not sure why the lodge was in a pond?

4. How did Maya change her notes after she checked the last part of the sign and its drawing?

3 YOUR TURN

Your own words

Write a reading goal for a nonfiction text you choose, or for paragraph 2 of this sheet. Read a short portion now, with support if needed. Stop and ask yourself one question about its meaning. If unsure, reread nearby sentences or use an available caption; if clear, point to a detail that confirms it. Write three sentences recording your goal, your actual check or question, and what you understood after checking. Name the text or paragraph.

ANSWER KEY

Read, Check, Change

GRADE 3 · 3.P.EICC.3.a

PART 1 · READ AND MARK

Underline Maya's reading goal. Circle the two moments when she checks her understanding, then number the actions she takes to clear up confusion. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What was Maya's reading goal before she read the sign?	**To find details about a beaver's home near water.**
2	What word did Maya understand, and what question did she still have?	**She understood that a lodge was a home, but she wondered why beavers built it in a pond.**
3	What did Maya do when she was not sure why the lodge was in a pond?	**She reread the next sentence.**
4	How did Maya change her notes after she checked the last part of the sign and its drawing?	**She wrote that a lodge is a safe home where beavers rest and raise young.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I read paragraph 2 to learn why a lodge is in water. I asked why the water helps and reread the last sentence to check. I understood that water can help keep many land animals from reaching the lodge.

Preserve the four source answers about Maya. For Part 3, check the actual text or paragraph named, meaningful reading goal, an actual understanding question/check, and a resulting answer or confirmation supported by the text. Accept already-clear understanding with an evidence check; adjustment is needed only if uncertain. Teacher or partner support is welcome. Future plans alone do not complete this added practice.