Read With a Plan

Set a purpose, follow goals, and fix confusion as you read.

5.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 Jordan's purpose, circle Jordan's goals, and put a box around each action Jordan takes when understanding is hard or incomplete.

Following the Monarchs

1. Jordan needed information for a class poster about how monarch butterflies migrate. Before opening an article, Jordan chose a purpose: learn why monarchs travel long distances. Jordan also set two goals, find the route monarchs follow and discover what helps them survive the trip. These goals helped Jordan notice which facts belonged on the poster and which details could be skipped.

2. Halfway through, Jordan read that monarchs use the sun and Earth's magnetic field to help them navigate. The phrase magnetic field was confusing. Instead of guessing, Jordan paused, reread the nearby sentences, and used a diagram's labels. Jordan learned that this field is an invisible force around Earth that can help guide animals. After checking understanding, Jordan could explain the idea in simple words.

3. At the end of the article, Jordan had found the migration route but only one detail about survival. Jordan adjusted the plan by reading a second, shorter source about nectar plants. That source explained that monarchs need nectar for energy during migration. Jordan then checked the poster notes against the original goals and added a heading for each goal on the poster.

2 ANSWER WITH EVIDENCE

Use the passage

1. What was Jordan's purpose for reading the article?

2. What two goals did Jordan set before reading?

3. When the phrase magnetic field was confusing, what did Jordan do? Name two actions.

4. Why did Jordan adjust the reading plan, and what did the second source help Jordan learn?

3 YOUR TURN

Your own words

Choose an available short informational text, with teacher help if needed. In two or three sentences, state your purpose, two goals and a strategy to use if confused. Actually read a short section. Pause and ask yourself a question linked to one goal; check your answer against a detail. Record the title, your check question and what you understood. Reread or use a caption/glossary only if needed, then record the result. Clear understanding without a change is valid.

ANSWER KEY

Read With a Plan

GRADE 5 · 5.P.EICC.3.a

PART 1 · READ AND MARK

Underline Jordan's purpose, circle Jordan's goals, and put a box around each action Jordan takes when understanding is hard or incomplete. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What was Jordan's purpose for reading the article?	**To learn why monarch butterflies travel long distances.**
2	What two goals did Jordan set before reading?	**Find the route monarchs follow and discover what helps them survive the trip.**
3	When the phrase magnetic field was confusing, what did Jordan do? Name two actions.	**Jordan paused, reread nearby sentences, and used the diagram's labels. Accept any two.**
4	Why did Jordan adjust the reading plan, and what did the second source help Jordan learn?	**Jordan needed more information about survival. The second source taught that monarchs need nectar for energy during migration.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I will read a book section about volcanoes to learn how eruptions change land. My goals are to find out what causes an eruption and how lava cools, and if I do not understand a word, I will reread and use the caption or glossary.
Example completed check using this worksheet: In Following the Monarchs, my purpose was to learn a reading strategy; my goals were to find a confusion check and a next step. My question was What did Jordan do about an unclear phrase? Paragraph 2 says Jordan reread nearby sentences; I understood the strategy, so no adjustment was needed.

Accept reasonable purposes and goals that fit the student's chosen text. The response should include a purpose, two specific reading goals, and a useful action for checking or fixing understanding. Provide an available suitable informational text, then check actual goal-linked reading and the recorded title, check/question, supporting detail and result. Preserve purpose/goals preparation. Accept confirmation of clear understanding with no change; adjust only as needed. An entirely future plan does not complete the check task.