Plan, Pause, Replan

Trace how a writer develops and reorganizes an idea.

10.2.W.1 "Students will routinely and recursively prewrite (e.g., develop and organize ideas)."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the writer's first and revised claims, circle the question that prompted the revision, and number the three planned sections in the final paragraph. Notice how the writer changes the plan before drafting.

A Better Place to Sit

1 I began planning an argument that our school should replace the courtyard benches. At lunch, I had watched students perch on the low wall because the benches sat in full sun. My first claim was, "New benches would make the courtyard comfortable." I listed possible details: the hot metal seats, the crowded wall, and the empty benches nearby. Then I stopped. If the benches were uncomfortable because of their location, would new benches in the same place solve anything? I wrote that question beside my list instead of drafting an introduction.

2 The next day, I returned to the courtyard and noticed that students used the same benches when a nearby building cast a shadow across them. That observation changed my focus. My revised claim was, "Our school should test a shade solution near the existing benches before purchasing new seats." I kept the crowded wall as evidence of a need for seating, but crossed out my note that the benches themselves were the problem. I also added a question for the facilities staff: which types of shade would be safe and practical in this space?

3 Before writing a draft, I arranged my notes in a sequence. First, I would describe the lunch crowd and explain why the courtyard needs more usable places to sit. Next, I would compare the benches in sunlight with the same benches in shadow, using my observations to explain the change in my claim. Finally, I would propose a small shade test and name the question I still needed to investigate. If staff members raised a problem with the test, I would return to my idea list and reconsider the proposal before drafting.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which observation led the writer to revise the first claim, and how did it change the writer's idea?

2. Why did the writer keep the note about the crowded wall but cross out the note blaming the benches themselves?

3. How does the writer's three-section plan build a case for the revised claim?

4. What might cause the writer to return to the idea list, and why would that step happen before drafting?

3 YOUR TURN

Your own words

Choose a school improvement other than courtyard seating. Write an initial claim, a question that makes you reconsider it, a revised claim, and a three-step plan for a paragraph. End with one reason you might revisit your plan.

ANSWER KEY

Plan, Pause, Replan

GRADE 10 · 10.2.W.1

PART 1 · READ AND MARK

Underline the writer's first and revised claims, circle the question that prompted the revision, and number the three planned sections in the final paragraph. Notice how the writer changes the plan before drafting. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which observation led the writer to revise the first claim, and how did it change the writer's idea?	**Students used the same benches when the building shaded them. The writer shifted from proposing new benches to testing shade near the existing ones.**
2	Why did the writer keep the note about the crowded wall but cross out the note blaming the benches themselves?	**The crowded wall still showed a need for usable seating. Seeing students use the benches in shade weakened the idea that the benches themselves were the problem.**
3	How does the writer's three-section plan build a case for the revised claim?	**It establishes the seating need, compares the benches in sun and shade to explain the revision, then proposes a shade test while identifying a question to investigate.**
4	What might cause the writer to return to the idea list, and why would that step happen before drafting?	**A problem with the shade test raised by facilities staff might require a different proposal. Reconsidering the idea first would keep the draft focused on a workable plan.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Initial claim: Our school should ban phones during lunch. Question: Would a ban also prevent students from contacting family when plans change? Revised claim: Our school should create phone-free lunch tables while leaving other tables available. Plan: First, describe how notifications can interrupt conversations. Next, explain how optional tables preserve students' choices and phone access. Finally, propose a two-week trial and ask students for feedback. I would revisit this plan if students said the phone-free tables separated friends.

Accept other passage-supported explanations of how the writer selects, revises, and organizes ideas. For Your Turn, look for a question that leads to a meaningful change in the claim and a plan that supports the revised claim.