Plans That Change

Develop and reorganize a proposal before drafting

11.2.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 proposal, circle the two pieces of new information that change it, and number the three parts of the revised outline in the order the writer plans to use them.

Planning a Late-Bus Proposal

1. At the top of my planning page, I wrote, "Our school should run a late bus every school day." I wanted students in theater, robotics, and tutoring to have a way home, but my page held only stories from friends. I drew three columns labeled need, cost, and possible objections. Under need, I listed the students who leave activities early to catch the regular bus. Under cost, I left a blank. Under objections, I wrote a question: Would a nearly empty bus make the proposal hard to defend? The blank and the question told me where to look next.

2. I asked the activities coordinator for sign-up totals and spoke with the transportation director. The coordinator's list showed 18 students seeking a ride on Tuesdays but only four on Thursdays. The director estimated that an extra route would cost $240 per trip. Those details made my first claim too broad. I crossed out "every school day" and wrote "a Tuesday late-bus pilot" instead. Then I moved the Thursday figure from my evidence column to my objections column: someone could reasonably ask why Tuesday deserves a bus if Thursday does not. The contrast would help me explain the narrower schedule.

3. My revised outline begins with Tuesday's unmet demand, moves to the pilot's cost and a way to limit it, and ends with a test of whether the bus earns its place. For the middle section, I could suggest a four-week trial rather than an indefinite promise. For the last section, I would ask the driver to record how many students ride each week. Before drafting, I still need to find out whether the district can change a bus route without changing its regular schedule. If it cannot, I will revise the pilot plan again, not hide the obstacle.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why did the writer move the Thursday figure to the objections column?

2. How did the sign-up totals help the writer narrow the first proposal?

3. Where does the $240 estimate belong in the revised outline, and what idea will the writer pair with it?

4. What question must the writer investigate before drafting, and how could its answer affect the plan?

3 YOUR TURN

Your own words

Write an initial proposal about a school issue other than transportation, list two research questions, and make a tentative revision that depends on possible answers. Give a three-part outline in order, then add one new question the outline raises.

ANSWER KEY

Plans That Change

GRADE 11 · 11.2.W.1

PART 1 · READ AND MARK

Underline the writer's first proposal, circle the two pieces of new information that change it, and number the three parts of the revised outline in the order the writer plans to use them. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why did the writer move the Thursday figure to the objections column?	**Only four students sought a Thursday ride, so the figure raises a reasonable objection to running a late bus that day.**
2	How did the sign-up totals help the writer narrow the first proposal?	**The list showed much greater demand on Tuesday than Thursday, so the writer changed a daily-bus proposal to a Tuesday pilot.**
3	Where does the $240 estimate belong in the revised outline, and what idea will the writer pair with it?	**It belongs in the middle section about cost, paired with the four-week trial that limits the commitment.**
4	What question must the writer investigate before drafting, and how could its answer affect the plan?	**The writer must ask whether the district can change a bus route without changing its regular schedule. If it cannot, the pilot plan needs another revision.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Initial proposal: Keep the library open until 6 p.m. every weekday. Research questions: Which afternoons have the most students seeking study space? Which days could a librarian cover an extra hour? Tentative revision: If Wednesday demand is highest and staffing allows it, try Wednesday hours until 6 p.m. for one month. Outline: (1) Describe the demand for Wednesday study space. (2) Explain the staffing plan and one-month limit. (3) Propose tracking student visits to evaluate the trial. New question: How many visits would justify continuing the extra hour?

Accept answers that accurately connect the passage's information to a change in the writer's plan. For Part 3, look for research questions that could shape the proposal, an explicitly tentative revision, an ordered outline, and a new question prompted by that outline.