Plans That Change

Develop and reorganize ideas as new information emerges.

12.2.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 claim and final request. Circle two facts the writer still needs to check, then number the four stages of the rearranged plan.

Planning a Letter About Bike Parking

1 I am planning a letter to the principal about the crowded bike racks outside our school. My first claim is too broad: "Everyone should bike to school." That claim ignores students who live far away or cannot ride safely. I narrow my purpose to asking for more secure bicycle parking. In my notes, I separate what I have seen from what I need to verify. I have seen bikes locked to a fence after the racks fill. I still need the rack capacity and a count of parked bikes on several days. Those numbers could show whether the problem is regular or occasional.

2 At first, I list my points in the order they occur to me: stolen bikes, a possible rack location, crowded racks, and the cost of new equipment. That order would force readers to guess why the request matters. I rearrange the plan: describe the overflow, present verified counts, propose a location for additional racks, then address cost and security. I cannot honestly claim that theft has increased because I have no records. Instead, I set that point aside until I can check incident reports. Moving an unsupported claim out of the draft makes room for an argument I can defend.

3 After asking a custodian about the proposed spot, I learn that the area must stay clear for deliveries. This new information sends me back to the plan. I sketch two other locations to ask the facilities staff about, and I change my request from "install racks beside the loading door" to "identify a safe place for more racks." I also add a question about who would pay for installation, since a workable proposal needs a budget. My outline is not a contract with my first idea. Each new fact can change the claim, the evidence I seek, or the order I use.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does the writer narrow the first claim, and what does the narrower purpose focus on?

2. Which two counts would help the writer decide whether the parking problem is regular or occasional?

3. List the four stages of the writer's rearranged plan. Why is this order clearer than the first list?

4. How does the conversation with the custodian change the writer's request and next planning step?

3 YOUR TURN

Your own words

Choose a school or community issue other than bicycle parking. Write a brief plan with an initial claim, one observation, one fact to verify, a plausible new constraint, a revised claim that responds to it, and a four-step outline for your revised argument.

ANSWER KEY

Plans That Change

GRADE 12 · 12.2.W.1

PART 1 · READ AND MARK

Underline the writer's first claim and final request. Circle two facts the writer still needs to check, then number the four stages of the rearranged plan. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does the writer narrow the first claim, and what does the narrower purpose focus on?	**The first claim overlooks students who live far away or cannot ride safely. The narrower purpose focuses on more secure bicycle parking.**
2	Which two counts would help the writer decide whether the parking problem is regular or occasional?	**The capacity of the racks and the number of parked bikes on several days.**
3	List the four stages of the writer's rearranged plan. Why is this order clearer than the first list?	**Describe overflow, present verified counts, propose a location, then address cost and security. This order establishes the problem and evidence before offering and evaluating a solution.**
4	How does the conversation with the custodian change the writer's request and next planning step?	**The delivery area cannot hold racks, so the writer requests a safe location instead and plans to ask facilities staff about two other spots.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Initial claim: Install a water bottle refill station in the gym. Observation: Students line up at the refill station near the cafeteria. Fact to verify: How many students use it during lunch? Possible new constraint: The gym plumbing cannot support a station. Revised claim: Ask facilities staff to assess a refill station near the library instead. Outline: 1. Describe the line. 2. Present a verified use count. 3. Propose assessing the library location. 4. Address installation cost and maintenance.

Accept other accurate facts the writer still needs to check for the marking task. For the open task, look for a revised claim that responds to the stated constraint and an outline that supports that claim.