Plan, Rethink, Plan

Trace how a writer develops and changes a proposal plan.

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

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the writer's main point, circle the two details added after Maya's question, and number the four steps in the new plan. These marks will help you track how the plan changes before drafting.

A Plan for a Game Shelf

1. I wanted to write a proposal for a lunchtime game shelf in our school library. Before drafting, I listed what I had noticed: some students finish eating early, several already bring small games, and loose pieces can disappear. My audience was the librarian, so I needed more than a list of fun games. I wrote my main point on a sticky note: a small shelf could give students a calm choice at lunch. Then I circled two ideas that would help explain why it might work.

2. My first plan had three parts: the need for a calm activity, the kinds of games to offer, and a request for shelf space. I told my friend Maya the plan before I wrote the proposal. She asked, "What happens when a game loses a piece?" I could not answer from my notes. I returned to my idea list and added a labeled bag for each game and a simple check-in sheet. I moved those details ahead of my request because the librarian would likely wonder how the games would stay organized.

3. Next, I sketched a new order on scrap paper: begin with the lunchtime need, describe two kinds of easy-to-store games, explain the bags and check-in sheet, and end with a small trial request. I crossed out my earlier idea of a giant puzzle because it would need a large table. I had not written the proposal yet, but my plan had already changed twice. If the draft raised another question, I could go back to my notes and adjust the plan again.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which two observations from the writer's first list could help show that students might use the shelf? Explain your choices.

2. Why did Maya's question make the writer return to the idea list? What two details did the writer add?

3. Which idea did the writer remove from the plan? How did removing it make the proposal more practical?

4. Why did the writer move the bags and check-in sheet ahead of the request in the new plan?

3 YOUR TURN

Your own words

Choose one change to a shared school space or routine other than a game shelf. Write your main point and a three-step plan for a proposal, then imagine one reader question, add a useful detail, and show where it belongs in your revised three-step plan.

ANSWER KEY

Plan, Rethink, Plan

GRADE 6 · 6.2.W.1

PART 1 · READ AND MARK

Underline the writer's main point, circle the two details added after Maya's question, and number the four steps in the new plan. These marks will help you track how the plan changes before drafting. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which two observations from the writer's first list could help show that students might use the shelf? Explain your choices.	**Some students finish eating early, and several already bring small games. These observations suggest students have time for games and are interested in them.**
2	Why did Maya's question make the writer return to the idea list? What two details did the writer add?	**The writer had no plan for missing pieces. The writer added a labeled bag for each game and a simple check-in sheet.**
3	Which idea did the writer remove from the plan? How did removing it make the proposal more practical?	**The writer removed the giant puzzle because it would need a large table. Removing it kept the plan focused on easy-to-store games.**
4	Why did the writer move the bags and check-in sheet ahead of the request in the new plan?	**Those details answer a question the librarian might have about keeping the games organized before the writer asks for shelf space.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Main point: Our art room needs a return bin for reusable supplies. First plan: (1) describe the messy cleanup, (2) explain the bin, (3) request permission. Reader question: How will students know where each item goes? Added detail: Put a picture label on each section of the bin. Revised plan: (1) describe the cleanup problem, (2) explain the bin and its picture labels, (3) request a two-week trial.

Accept reasonable choices in question 1 if the student explains how each observation supports the shelf idea. For Part 3, look for an original main point, an initial plan, a reader question that leads to a new detail, and a revised plan that places the detail.