A Plan That Works

Trace how a draft develops and revisits an idea.

6.2.W.2 "Students will routinely and recursively organize and develop ideas to compose a first draft."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the main proposal, circle two details that explain how it could work, and number the four steps in paragraph 2 in the order they happen.

A Game Cart for Rainy Days

1. On rainy days, our class often spends recess in one crowded room. Some students want to talk, while others look for something quiet to do. A small cart of board games could give us another choice without taking over the room. It could hold checkers, word games, and puzzles that several students can share. The cart would stay beside the back wall, away from the door. That spot matters because students still need a clear path when they enter and leave the room.

2. Before recess, two student helpers could check that each game has all its pieces. When recess begins, students could choose a game from the cart and write their names on a checkout sheet. Each game would have a small bag for its pieces, so nothing gets mixed up. Five minutes before the bell, players could put the pieces back, return the games, and cross off their names. The helpers could then check the cart. These steps would make sharing games fair and help the next class find complete sets.

3. The cart might cause a new problem if everyone gathers around it at once. To keep the doorway clear, students could wait along the back wall and take turns choosing games. A paper sign could show which games are already in use. During the first week, the teacher could ask students whether the cart made recess calmer and whether any games lost pieces. If the line blocks the wall, we could move the cart to a different corner. This trial would let us improve the plan instead of guessing what works.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is the draft's main proposal? Which detail in paragraph 1 helps show that it could fit in the room?

2. Why do the checkout steps come after the writer introduces the cart?

3. Which concern from paragraph 1 does paragraph 3 return to? What new action addresses it?

4. Which two details in the last paragraph show how the class could improve the plan after trying it?

3 YOUR TURN

Your own words

Choose a school-day problem other than indoor recess. Write one paragraph of 5 to 7 sentences that introduces the problem and your plan, gives two actions in a clear order, and returns to the problem at the end with a detail showing how your plan could help.

ANSWER KEY

A Plan That Works

GRADE 6 · 6.2.W.2

PART 1 · READ AND MARK

Underline the main proposal, circle two details that explain how it could work, and number the four steps in paragraph 2 in the order they happen. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is the draft's main proposal? Which detail in paragraph 1 helps show that it could fit in the room?	**The writer proposes a board game cart. Keeping it beside the back wall, away from the door, would leave a clear path.**
2	Why do the checkout steps come after the writer introduces the cart?	**The steps develop the proposal by showing how students would share and return the games.**
3	Which concern from paragraph 1 does paragraph 3 return to? What new action addresses it?	**Paragraph 3 returns to the need for a clear path near the door. Students could wait along the back wall and take turns.**
4	Which two details in the last paragraph show how the class could improve the plan after trying it?	**The teacher could ask students about the first week, and the class could move the cart if the line blocks the wall.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our classroom pencils often disappear before writing time, which slows the start of our work. A labeled pencil station could help everyone find a pencil quickly. First, a class helper could put sharpened pencils in a cup each morning. Next, students could leave dull pencils in a second cup for sharpening after class. At the end of the day, the helper could count both cups and refill the station. With pencils ready at the start, we could begin writing instead of searching through desks.

For the marking job, accept any two practical details circled. The four numbered steps are checking pieces, choosing a game and signing out, returning the game and crossing off a name, and checking the cart.