Plans Can Change

Trace how a writer develops and revises an idea.

7.2.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 two first locations and circle the classmate's concern. Then write 1 and 2 beside the two checks the writer plans to make before drafting.

A Place to Read

1. Before writing a letter to our principal, I spread my notes across the kitchen table. I want to propose a quiet reading spot for lunch, but my first idea, a bench by the bike racks, has a problem: students crowd that area after school. Another idea is a few seats along the library wall. I write both locations in my idea list rather than choosing the first one that sounds good. My letter will need to explain where the spot could go and why students might use it.

2. The next day, I ask a classmate to look at my ideas. She points out that the space along the library wall is a busy walkway at lunch. I add her concern to my notes and look for another possibility: a small area beside the courtyard garden. I do not know whether that area is large enough or available for students to use, so I put a question mark next to it. My plan changes from "ask for seats by the library" to "investigate a garden-side reading spot."

3. I am not ready to draft the letter yet. First, I will check whether the garden-side area leaves enough room for people to walk past. Second, I will ask a staff member whether students may sit there at lunch. After those checks, I can decide whether to keep this location or return to my idea list. In my planning notes, I leave space to record what I learn. If the spot works, the letter can explain the location and request a few movable seats.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does the writer keep both first locations in the idea list instead of choosing the bench right away?

2. How does the classmate's comment change the writer's plan?

3. Why does the writer put a question mark beside the garden-side area?

4. Which two checks will the writer make before drafting, and what might happen to the plan if the location does not work?

3 YOUR TURN

Your own words

Plan a proposal for one change to your school that is different from a reading spot. Write an initial idea, a concern that could change it, a revised idea, and two specific checks you would make before drafting.

ANSWER KEY

Plans Can Change

GRADE 7 · 7.2.W.1

PART 1 · READ AND MARK

Underline the writer's two first locations and circle the classmate's concern. Then write 1 and 2 beside the two checks the writer plans to make before drafting. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does the writer keep both first locations in the idea list instead of choosing the bench right away?	**The bike racks get crowded after school, so the writer keeps another location to consider.**
2	How does the classmate's comment change the writer's plan?	**The writer moves away from the busy library walkway and considers an area beside the courtyard garden.**
3	Why does the writer put a question mark beside the garden-side area?	**The writer still needs to find out whether the area is large enough and whether students may use it.**
4	Which two checks will the writer make before drafting, and what might happen to the plan if the location does not work?	**The writer will check for walking space and ask a staff member whether students may sit there at lunch. If the location does not work, the writer may return to the idea list.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

My first idea is to add a water refill station near the gym. A concern is that the hallway may be too narrow for students waiting in line. I could instead propose a station near the cafeteria entrance. Before drafting, I would check how much space is available there and ask a staff member whether that location can have a water connection.

Accept other explanations grounded in the passage. For Part 3, look for an initial idea, a concern that leads to a revision, and two checks that could help the student decide whether the revised idea will work.