Plans in Motion

Follow a writer as a proposal takes shape

9.2.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 proposed fix and circle the new planning question. Then number these parts of the revised plan in the order the writer will present them: problem, new fix, practical concern, and test.

A Better Checkout Line

1 I want to write a proposal about the long line at our school library's only checkout desk. At first, my notebook says, "Add another desk," followed by two loose ideas: students miss the start of class, and books pile up while the librarian answers questions. But a second desk would need staff we may not have. I cross out that solution, not the problem. My new question is, "How could we make checkout faster with the staff already here?" I list possible causes before choosing a fix: searching for library cards, returning books, and asking for help all happen in one line.

2 My first outline puts the proposed fix before the problem: "Set up a return bin near the door." When I reread it, I realize readers might wonder why a bin matters. I move the scene of students waiting at the desk to the opening, then explain that returns and checkouts share the same line. Next, I suggest a clearly marked return bin and a short trial to see whether the line moves faster. I leave a note beside the trial: "Find out whether the librarian can check returned books later." If the answer is no, I will rethink the bin.

3 On my third pass, I notice that my outline treats the bin as a guaranteed cure. I change "The bin will end the wait" to "The bin may shorten the line if returns cause delays." I also add a way to test the idea: count how many students are waiting at the start of lunch for five school days before and after the trial. That count would not prove what caused every delay, but it could show whether the line changed. My plan now moves from a familiar problem to a possible fix, a practical concern, and a fair test.

2 ANSWER WITH EVIDENCE

Use the passage

1. What limitation makes the writer cross out the first fix, and how does the new planning question address it?

2. Why does the writer move the scene of students waiting ahead of the return-bin idea?

3. Which unanswered question could make the writer rethink the return-bin plan?

4. Why does the writer change the claim about the bin, and what planned count could help assess the idea?

3 YOUR TURN

Your own words

Choose a school improvement other than library checkout. Write an initial fix, identify a practical obstacle, and revise your fix. Then list three parts of your proposal in order, including a way to check whether your revised fix helps.

ANSWER KEY

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GRADE 9 · 9.2.W.1

PART 1 · READ AND MARK

Underline the writer's first proposed fix and circle the new planning question. Then number these parts of the revised plan in the order the writer will present them: problem, new fix, practical concern, and test. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What limitation makes the writer cross out the first fix, and how does the new planning question address it?	**A second desk might need unavailable staff. The new question seeks a faster checkout process using the staff already there.**
2	Why does the writer move the scene of students waiting ahead of the return-bin idea?	**The waiting scene shows readers the problem first, so they can understand why a return bin might help.**
3	Which unanswered question could make the writer rethink the return-bin plan?	**The writer needs to find out whether the librarian can check returned books later.**
4	Why does the writer change the claim about the bin, and what planned count could help assess the idea?	**The bin is not a guaranteed cure because returns may not cause the delays. The writer plans to count students waiting at the start of lunch for five school days before and after a trial.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Issue: The hallway outside the gym is crowded between classes. Initial fix: Give everyone more passing time. Obstacle: That would shorten class time. Revised fix: Try directional signs at the hallway's two entrances for one week. Proposal plan: 1. Describe the crowd. 2. Explain the signs and ask whether the school permits them. 3. Count students still in the hallway when the bell rings for five days before and after the trial.

Accept different markings if students identify the first fix and new question, then number the waiting scene, return bin, librarian's availability, and student count in that order. For Part 3, look for an obstacle that leads to a meaningful revision and an ordered plan with a relevant check.