Plan Then Write

Use a short plan to make a clear message.

2.W.4 "Use various planning tools to provide a clear and coherent message in writing with guidance and support (e.g., brainstorming, outlining, mind map)."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the three ideas the writer kept, circle the idea the writer crossed out, and number the three steps in the writer's plan.

A Reading Corner

1. Our class wanted a reading corner. Before I wrote to the principal, I listed ideas: a soft rug, a book basket, and a quiet spot. I crossed out pet fish. A fish would not help us read.

2. Next, I put my ideas in order. I would first say what our class needs. Then I would tell how the rug and basket could help. I would end by asking for a quiet place to read.

3. Dear Principal, our class needs a reading corner. A soft rug would give us a place to sit. A book basket would keep our books close. Could we have a quiet spot for reading? Thank you for thinking about our idea.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which two ideas from the list does the letter explain? How would each one help?

2. Why did the writer cross pet fish off the list?

3. What idea comes first in the letter? What does the writer ask for later?

3 YOUR TURN

Your own words

Choose a game for recess. Write a numbered plan with the game's name first and one reason the class could enjoy it second, then use your plan in that order to write a two-sentence note to your teacher.

ANSWER KEY

Plan Then Write

GRADE 2 · 2.W.4

PART 1 · READ AND MARK

Underline the three ideas the writer kept, circle the idea the writer crossed out, and number the three steps in the writer's plan. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which two ideas from the list does the letter explain? How would each one help?	**The soft rug would give students a place to sit. The book basket would keep books close.**
2	Why did the writer cross pet fish off the list?	**A fish would not help the class read, so it did not fit the message.**
3	What idea comes first in the letter? What does the writer ask for later?	**The letter first says the class needs a reading corner. Later, it asks for a quiet spot to read.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan:
1. Follow the leader at recess.
2. Everyone can take a turn leading.

Note:
Could we play follow the leader at recess? Everyone could take a turn leading.

For Part 1, accept marks on the three kept ideas and pet fish in paragraph 1, plus numbers on the first, then, and end steps in paragraph 2. For Part 3, accept any recess game with a fitting reason when the two-sentence note follows the numbered plan.