

Plan Before Writing

Students identify an audience and purpose, then trace a simple writing plan.

1.W.2.A.i "With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation..."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT _____

a	DAD	FRIEND	ME
b	LETTER	JOURNAL	STORY
c	STORY	LETTER	JOURNAL

2 MY PLAN _____

TO	MOM
KIND	LETTER
IDEA	LUNCH

HOW TO RUN THIS PAGE

Read each writing plan and its choices aloud. Students show whether they can identify who will read the writing or what kind of writing it will be. Then guide students in tracing the audience, writing kind, and idea in a simple prewriting organizer.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • CIRCLE IT

SAY “Listen to each writing plan. Ask yourself who will read the writing or what kind of writing it will be, then circle your answer.”

ROW	SAY	STUDENTS CIRCLE
a	You want to write a note to your dad. The choices are DAD, FRIEND, and ME. Who will read the note? Circle the word that names the reader.	DAD
b	You want to write about your day and keep the writing for yourself. The choices are LETTER, JOURNAL, and STORY. What kind of writing will you make? Circle the kind of writing.	JOURNAL
c	You want to tell a made-up tale. The choices are STORY, LETTER, and JOURNAL. What kind of writing will you make? Circle the kind of writing.	STORY

PART 2 • MY PLAN

SAY “Listen to this writing plan: a letter for Mom about lunch. What word can you trace to show who will read it? What words can you trace to show the kind of writing and the idea?”

- Box 1 (beside TO): **MOM**
- Box 2 (beside KIND): **LETTER**
- Box 3 (beside IDEA): **LUNCH**

WHAT TO ACCEPT

Circle-row answers are DAD, JOURNAL, and STORY. Accept clear tracing of MOM, LETTER, and LUNCH in the matching plan boxes.