

From Notes to Claim

Trace how a writer builds and improves a focused proposal.

8.W.2.A.i "Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes: Composing a thesis statement that states a position or explains the purpose."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read this fictional newsletter account. Underline the position sentence. Mark one example each with P (planning), D (drafting), R (revising) and E (editing). A process may recur; do not number all actions as a single sequence.

A Proposal for Better Water Access

- ① At Maple Ridge Middle School, the student council noticed overflowing recycling bins filled with plastic water bottles after lunch. To plan an article for the school newsletter, I listed questions: How many bottles are used each week? What would a refilling station cost? I interviewed the custodian and reviewed district purchasing information. My notes showed that students often brought reusable bottles but had only two working fountains. The school should install a bottle-refilling station near the cafeteria to reduce single-use plastic and make drinking water easier to reach.
- ② My first draft opened with the crowded bins, then described the interviews and costs. When I reread it, I saw that the cost paragraph was confusing because it mixed prices with opinions. I revised by separating the facts from my reasons and by adding a heading for each main point. I also moved the sentence about the station's location to the opening paragraph. Those changes made the article's position clear before readers reached the supporting evidence.
- ③ Before publishing, I edited the article line by line. I corrected "botles" to "bottles", changed "fountains is" to "fountains are," and checked that each quotation matched my interview notes. Then I asked a classmate to read the draft. She said the ending repeated the opening idea without explaining what students could do. I added a final paragraph asking readers to bring reusable bottles and support the proposal at the next council meeting. The finished article had a clear claim, organized reasons, and careful details.

2 ANSWER WITH EVIDENCE Use the passage

1 Which sentence states the writer's position? Copy it exactly.

2 What two planning actions did the writer use to gather information before drafting?

3 What did the writer change during revision to make the article easier to organize and understand?

4 How was editing different from revising in this example? Give one editing action and one revising action from the passage.

3 YOUR TURN Your own words

Choose one improvement you want at your school. Make a planning note with two reasons and a thesis statement, write a two-paragraph proposal, then name one revision you would make for organization and one edit you would make for correctness. Keep a first draft, make an actual organizational revision and edit, and write a separate final two-paragraph proposal. Record your completed changes before naming the two further changes you would make. Label imagined observations.

1. Plan

Name the audience, write a thesis and two reasons, and plan a purpose for each paragraph.

2. First draft

Write your first version in the required paragraphs. Leave a blank line between paragraphs and keep this draft visible.

[illegible]

3. Revise and edit

Reread the thesis and paragraph order. Write the final two-paragraph proposal, with a clear thesis and two developed reasons. Leave a blank line between paragraphs. Check sentence boundaries, capitals and punctuation.

[illegible]

4. Change record

Show an actual organizational revision and before-and-after edit. Then name a further organization change and a further correctness check you would make.

PART 1 • READ AND MARK

Read this fictional newsletter account. Underline the position sentence. Mark one example each with P (planning), D (drafting), R (revising) and E (editing). A process may recur; do not number all actions as a single sequence. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which sentence states the writer's position? Copy it exactly.	The school should install a bottle-refilling station near the cafeteria to reduce single-use plastic and make drinking water easier to reach.
2	What two planning actions did the writer use to gather information before drafting?	The writer interviewed the custodian and reviewed district purchasing information.
3	What did the writer change during revision to make the article easier to organize and understand?	The writer separated facts from reasons, added headings for main points, and moved the sentence about the station's location to the opening paragraph.
4	How was editing different from revising in this example? Give one editing action and one revising action from the passage.	Editing corrected errors and checked accuracy, such as changing "fountains is" to "fountains are." Revising improved organization and clarity, such as separating facts from reasons.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan: Audience: principal. Thesis: add covered bike racks. Reasons: protect parked bikes from rain and organize parking. Paragraphs: rain protection; organized parking and a site-review request. This school scenario is imagined.

First draft: Our school should add covered bike racks near the main entrance. Staff should check cost and a location that leaves room for walkers.

Bikes can get wet in rain. Some bicycles lean against a fence when existing racks are full. Covered racks protects bicycles and could organize parking.

Rereading: The two reasons are relevant, but putting the site-review request before the reasons interrupts the explanation. I will explain the reasons first and request review at the end.

Revised text: Our school should add covered bike racks near the main entrance. Students who ride bicycles sometimes find that their parked bikes are exposed to rain. Covered racks protect bicycles from some rain and would give students a designated place to leave them.

Another reason is organized parking. When existing racks are full, some bicycles lean against a fence. Additional racks could keep parked bikes together, but staff should check space and walking routes first. Therefore, the principal should request a review of location, cost and upkeep before adding covered racks.

Changes made: I moved the site-review request to the end, after both reasons, so the order explains the need before the next step. I changed "Covered racks protects" to "Covered racks protect."

Further changes: For organization, I would test whether putting the parking reason first makes the need clearer. For correctness, I would check that each sentence has a subject and a complete verb.

The schools, people, counts, quotes and local observations are invented classroom examples. Students must support real observations or label imagined scenarios. Require a plan with two reasons and thesis, a preserved first draft, an actual organizational revision and edit, and a final two-paragraph proposal. The further-change notes remain separate from the completed-change record; intentions alone do not show performance. The sample moves the request after its supporting reasons and corrects subject-verb agreement. It does not claim that extra racks necessarily reduce car traffic. Read and Mark: P includes interviews and purchasing research in paragraph 1; D is the first draft in paragraph 2; R includes reorganizing evidence or adding the ending; E includes the visible spelling/agreement corrections and quote checking in paragraph 3. Processes recur.