

Build a Clear Case

Follow a writer from planning to a polished proposal.

7.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 In this fictional example, underline Maya's quoted thesis. In paragraph 2, put 1, 2 and 3 beside the sentences beginning The first body paragraph, The second and The third.

Maya Plans a Garden Proposal

- ① Before writing a proposal for a school garden, Maya planned her ideas. She listed reasons the garden could help: science classes could observe plants, the cafeteria could use a few herbs, and students could care for a shared space. Next, she grouped her notes into three sections: benefits, possible concerns, and a practical plan. Her planning page helped her see that the proposal needed one clear position before she began drafting the first full version.
- ② In her first draft, Maya wrote this thesis statement: "Our school should create a small garden because it would strengthen science learning, provide useful herbs, and build responsibility." The first body paragraph explained how science classes could observe plant growth. The second described a small herb bed and noted that staff would need to approve any cafeteria use. The third described a student planting and weeding schedule to build responsibility. The conclusion asked staff to review costs, water needs and the proposed site. Each paragraph began with a topic sentence that connected back to Maya's position, so readers could follow her reasons and her plan.
- ③ During revision, Maya noticed that her introduction gave facts but did not lead smoothly to the thesis. She added a sentence about the empty courtyard near the library, then moved the thesis to the end of the introduction. She also checked whether every body paragraph supported her position. During editing, Maya corrected a misspelled word, changed "garden are" to "garden is," and added a comma after an introductory phrase. Her final proposal had a focused purpose, organized paragraphs, and sentences that were easier to read.

2 ANSWER WITH EVIDENCE Use the passage

1 Copy Maya's thesis statement.

2 What three sections did Maya use to organize her planning notes?

3 What change did Maya make to her introduction during revision, and where did she place her thesis?

4 Name one revision action and one editing action Maya completed.

3 YOUR TURN Your own words

Choose a school change you support. Plan a three-paragraph proposal with a thesis, each paragraph main idea, a future revision idea and an editing check. Draft the three short paragraphs, carry out a revision and edit. Quote one completed change and record your editing check. Label imagined observations.

1. Plan

Write your thesis and three paragraph main ideas. Include the original future revision idea and editing check.

2. Draft and improve

Write three short paragraphs with a clear position and matching support. Leave blank lines between paragraphs. Reread, revise directly on the draft, and edit sentence boundaries, capitals and punctuation.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

3. Record a completed change

Quote a phrase before and after your revision. State what you checked or corrected while editing.

PART 1 • READ AND MARK

In this fictional example, underline Maya's quoted thesis. In paragraph 2, put 1, 2 and 3 beside the sentences beginning The first body paragraph, The second and The third. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Copy Maya's thesis statement.	Our school should create a small garden because it would strengthen science learning, provide useful herbs, and build responsibility.
2	What three sections did Maya use to organize her planning notes?	Benefits, possible concerns, and a practical plan.
3	What change did Maya make to her introduction during revision, and where did she place her thesis?	She added a sentence about the empty courtyard near the library and moved the thesis to the end of the introduction.
4	Name one revision action and one editing action Maya completed.	Revision: She checked whether each body paragraph supported her position. Editing: She corrected a misspelled word, changed "garden are" to "garden is," or added a comma after an introductory phrase.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan: Audience: principal. Thesis: Our library should create a quiet study zone so students can concentrate and use nearby reference books. Paragraphs: position and focus; reference access; location and trial request. Future revision idea: add an example after drafting. Editing check: sentence endings.

Revised draft: Our library should create a quiet study zone so students can concentrate and use nearby reference books. Yesterday, two students left a noisy table to finish their science notes in the hallway.

A zone beside the reference shelves would also keep useful books close. Students could check a fact and return to their writing without leaving the study area.

Please test a quiet zone at three tables for one week. Students who need to talk could use the remaining tables. A short survey would help staff decide whether to continue the arrangement.

Revision made: Before: "students need quiet". After: "Yesterday, two students left a noisy table to finish their science notes in the hallway." The example makes the first reason specific.

Editing check: I corrected "three table" to "three tables" and checked sentence endings.

The school scenarios and sample local observations are invented classroom examples. Students may use supported real observations or label imagined ones. The paragraph-2 labels refer to science observations, herb use and responsibility through garden care. These match Maya's thesis. Accept the three planning sections from paragraph 1. The transfer must retain the thesis/three-paragraph plan and prospective revision/edit check, then actually draft and improve a short proposal with matching support. Distinguish the planned check from the completed change record. A second full draft is not required.