Position Before Pages

Trace how a writer plans, drafts, revises, and edits an editorial.

10.W.2.A.i "Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing)..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the thesis statement. Circle clues about the audience and purpose, then number examples of planning (1), drafting (2), revising (3), and editing (4).

Planning an Editorial

(1) Before drafting an editorial about later high school start times, I identified my audience: members of the local school board, who must balance student needs, transportation costs, and family schedules. My purpose was to persuade them to move the first bell from 7:20 to 8:15 a.m. I wrote this thesis: The school board should adopt an 8:15 start time for high schools because added sleep supports teen health, improves readiness to learn, and can be planned without ignoring bus routes. This claim states my position and previews the reasons I will develop.

(2) To plan the body, I grouped notes into three sections that match the thesis. First, I will explain why teenagers need adequate sleep, using information from pediatric health organizations. Next, I will connect sleep to alertness, attendance, and learning at school. Last, I will address bus routes and after-school activities, concerns the board may raise. This order moves from student well-being to classroom effects and then to a practical challenge. I also selected a respectful, solution-focused tone because board members need evidence and workable options, not complaints.

(3) After drafting, I reread each paragraph against my thesis and audience. I noticed that one paragraph repeated the word "better" without showing how later starts could help students. I revised it by adding a precise explanation about alertness and attendance, supported by a source I had checked. I also moved the transportation paragraph later so readers would first understand the main benefits. During editing, I corrected a sentence fragment, checked that facts were attributed to reliable sources, and made the request for an 8:15 start time consistent. These changes made the editorial clearer and more credible.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the writer's audience, and what does the writer want that audience to do?

2. Write the writer's thesis statement.

3. How does the writer organize the planned body sections, and why does that order fit the audience?

4. Name one revision and one editing action the writer makes. Explain how the two actions are different.

3 YOUR TURN

Your own words

Choose a school policy you want to change. In 60 to 80 words, identify your audience and purpose, write a thesis with three reasons, and describe one planning, revising, and editing action you would take.

ANSWER KEY

Position Before Pages

GRADE 10 · 10.W.2.A.i

PART 1 · READ AND MARK

Underline the thesis statement. Circle clues about the audience and purpose, then number examples of planning (1), drafting (2), revising (3), and editing (4). Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the writer's audience, and what does the writer want that audience to do?	**The audience is the local school board. The writer wants board members to move the high school first bell from 7:20 to 8:15 a.m.**
2	Write the writer's thesis statement.	**The school board should adopt an 8:15 start time for high schools because added sleep supports teen health, improves readiness to learn, and can be planned without ignoring bus routes.**
3	How does the writer organize the planned body sections, and why does that order fit the audience?	**The writer moves from teen sleep needs to school effects and then to transportation and activities. This order gives board members evidence before addressing a practical concern.**
4	Name one revision and one editing action the writer makes. Explain how the two actions are different.	**A revision adds a precise explanation about alertness and attendance or moves the transportation paragraph. An editing action corrects a sentence fragment, checks source attribution, or makes the start-time request consistent. Revision improves ideas or organization, while editing corrects language and accuracy.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Audience: our school board. Purpose: persuade members to add covered outdoor study areas. Thesis: The school board should fund covered outdoor study areas because they protect students from heat and rain, expand usable learning space, and make outdoor classes more practical. I would plan one paragraph for each reason, revise vague details with examples, and edit for complete sentences and accurate costs.

Accept equivalent responses that accurately identify the audience, purpose, thesis, organization, revision, and editing details from the passage. For the open response, accept varied policies if the response is 60 to 80 words and includes a clear position, three reasons, and all three process actions.