Claim Before Draft

Plan for readers, then state a defensible position.

12.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 one sentence that makes Lena's position clear. Circle two details that show how she plans, revises, or edits for her readers.

A Trail Proposal Takes Shape

1. Before writing an editorial about the abandoned rail corridor in her city, Lena studies who will read it. The newspaper's readers include commuters, nearby residents, and council members who may vote on the corridor's future. She hopes to influence the decision while addressing practical concerns. In her planning notes, she lists questions these readers may raise: cost, maintenance, neighborhood access, and safety. She then gathers city budget figures, trail-use data from comparable towns, and interviews with local business owners. Her notes separate reliable evidence from assumptions she still needs to test.

2. Her outline moves from a brief scene of commuters walking beside the fenced tracks to evidence about costs and benefits. In the draft, she describes the corridor's cracked pavement and limited crossings. The city should turn the abandoned rail corridor into a public walking and cycling trail because it would improve safe travel and support nearby businesses. Next, she includes an estimate showing that state transportation grants could cover much of construction, then uses local voices to show why access matters. Rather than promising that the trail will solve every traffic problem, she acknowledges limits and argues that it would expand transportation choices.

3. After reading the draft aloud, Lena notices that her first paragraph spends too long describing unused tracks. She cuts details that do not advance her case and moves the grant estimate before the business-owner quotations. This order lets skeptical readers consider how construction could be paid for before weighing the proposal's benefits. During editing, she checks that each statistic names its source, replaces the vague phrase, "better for everyone," with precise language, and corrects punctuation. Finally, she asks a classmate to read as a nearby resident. The feedback leads Lena to add one sentence explaining that trail entrances would not block driveway access.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who are the three groups Lena identifies as readers of her editorial?

2. What concerns does Lena anticipate, and what evidence does she gather to address them?

3. What position does Lena take, and what two reasons does she give for it?

4. Describe one revision Lena makes and explain how it responds to a particular audience need.

3 YOUR TURN

Your own words

Choose a school or community issue different from Lena's. Write these labeled parts: audience, purpose, a one-sentence thesis, three evidence or reasoning points, one revision step, and one editing step.

ANSWER KEY

Claim Before Draft

GRADE 12 · 12.W.2.A.i

PART 1 · READ AND MARK

Underline the one sentence that makes Lena's position clear. Circle two details that show how she plans, revises, or edits for her readers. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who are the three groups Lena identifies as readers of her editorial?	**Commuters, nearby residents, and council members who may vote on the corridor's future.**
2	What concerns does Lena anticipate, and what evidence does she gather to address them?	**She anticipates concerns about cost, maintenance, access, and safety. She gathers city budget figures, trail-use data from comparable towns, and interviews with local business owners.**
3	What position does Lena take, and what two reasons does she give for it?	**She supports turning the abandoned rail corridor into a public walking and cycling trail because it would improve safe travel and support nearby businesses.**
4	Describe one revision Lena makes and explain how it responds to a particular audience need.	**She moves the grant estimate before the business-owner quotations so skeptical readers can consider how construction could be paid for before weighing benefits. She also adds information about driveway access in response to a nearby resident's feedback.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Audience: Principal and school board members. Purpose: Persuade them to fund later library hours two evenings a week. Thesis: The school should keep the library open until 6:00 p.m. twice a week because students need supervised study space and reliable internet access. Evidence or reasoning: A student survey can document unmet need; the library already has computers and quiet tables; a rotating staff schedule could limit costs. Revision: Move the estimated staffing cost before student quotations so decision makers can judge feasibility. Editing: Verify survey numbers and correct sentence punctuation.

Accept accurate paraphrases of Lena's audience, evidence, position, and revision choices. For Part 3, accept varied issues if the audience and purpose fit the thesis, the thesis states a clear position, and the revision and editing steps are specific.