

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 Underline the one sentence that states the writer's position. Number 1 through 4 beside details that show planning, drafting, revising, and editing, in that order, to see how the position develops.

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 a misspelled word, 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.

PART 1 • READ AND MARK

Underline the one sentence that states the writer's position. Number 1 through 4 beside details that show planning, drafting, revising, and editing, in that order, to see how the position develops. 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)

Planning note: Reasons: Bikes can get wet in rain, and more bike parking may reduce car traffic. Thesis: Our school should add covered bike racks near the main entrance. Draft: Our school should add covered bike racks near the main entrance. Students who ride bicycles sometimes arrive to find no dry, secure place to leave them during rain. Covered racks would protect bikes and make riding to school a more practical choice. Adding racks could also reduce the crowded line of cars at dismissal. The school could ask students who bike to help choose a location that does not block walkers. For these reasons, the school should include covered racks in its next facilities plan. Revision: I would move the sentence about the crowded car line to the first paragraph, where it gives another reason students need the racks. Edit: I would check verb agreement, including changing an earlier phrase from "racks protects" to "racks protect."

Accept any clearly stated position that can be supported, even if students use different wording. For the open task, look for two relevant reasons, two organized paragraphs, a revision that improves organization, and an edit that corrects a specific error.