**Drafting editorials**

Let’s review what you have done so far:

1. Determined the purpose and function of editorial writing
2. Read multiple editorials and analyzed how the author’s use specific techniques
3. Reviewed the types of editorials: persuasive, informative, tribute, entertaining
4. Brainstormed your own editorial topic
5. Researched your topic

Now let’s start drafting your own editorial. First, fill in the following blanks:

I know that the purpose of an editorial is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I

plan on writing a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ editorial. So, my goal is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

my audience about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Therefore, my claim (or thesis statement) is

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Show Foster what you have so far**

The structure of most editorials is usually introduction, body, solution, conclusion. Use the following guidelines and the helpful website on the QR code to help you brainstorm the “meat” of your editorial.



1. Introduction is an objective, neutral explanation of the issue
2. Body is multiple paragraphs that are focused: point/counterpoint, pro argument/counter argument/rebuttal, one side and opposing sides
3. Solution is what to do next. For persuasive editorials, this is where the “right way” is explained convincingly. For informative editorials, this is where the “call to action” is encouraged.
4. Conclusion powerfully summarizes your opinion and leaves an impact on the reader-usually with a creative author’s craft trick.

**Show Foster what you have so far**

**Now review the writing learning targets that we have been practicing all year so far. Also, review Seesaw to see how you have succeeded and struggled on these and what steps you told yourself to succeed in them in the future. Well…the future is now.**

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| **Learning Targets** | 4 | 3 | 2 | 1 |
| **Purpose** = Did I produce clear writing to accomplish a specific purpose: to persuade, to inform, to analyze, and/or to entertain?  | **I can make my** purpose very clear beyond teacher expectations. My reader is completely familiar with my claim in a profound way. | **I can make my** purpose clear consistently. My reader is pretty familiar with my claim. My purpose is apparent and believable. | **I can make my** purpose fairly clear. My reader is somewhat familiar with my claim. Some aspects of my purpose are confusing or unclear. | **I struggle to make my purpose** **obvious.** My reader is not clear about my claim. **I require teacher assistance to clarify a purpose in my writing.**  |
| **How do I earn a 4.0?** Since this learning target asks you to accomplish the purpose at hand, and the purpose for the editorial is to explain how evidence proves your claim true, there is an abundant amount of “Analysis” sentences that make this clear. These sentences are just like the final “A” in T.A.D.A. In addition, the analysis is mature, unique, and offers a rationale that is not predictable.  |
| **Organization** = Did I organize my ideas in a logical & effective manner so that my audience can follow my thinking? | **I can** structure ideas to make my claim obvious beyond teacher expectations; my transitions are smooth, mature, varied & artistic. | **I can** structure ideas to **make my** claim apparent consistently; my transitions are clear, obvious, & usefulconsistently.  | **My structure implies**my claim; some of my transitions help move between ideas.My reader has to infer my flow of ideas. | **My structure is confusing** and/or misleading; my transitions are lacking or ineffective. **I** **require teacher** **assistance to** **organize my thoughts.**  |
| **How do I earn a 4.0?** Since this learning target asks you to organize your writing in a coherent way, and examples of editorial structuresAre on the QR code and you brainstormed them, the structure of the editorial is clear, logical and cohesive. In addition, transition are abundant and mature (not just clock poster transitions, but complex sentences that link the topics of subsequent paragraphs). |
| **Mechanics =** Did I produce writing that follows conventions: accurate **grammar**, punctuation, & mechanics? | **I can** display an advanced use of grammar, punctuation & mechanics. I use mature mechanics: colon, semi-colon, dashes, etc.  | **I can** display a sufficient, consistent control over grammar & punctuation.My errors do not significantly distract from meaning.  | **I can only** display an inconsistent or partial control over grammar & punctuation. My errors sometimes distract from meaning. | **I have** multiple miscues in grammar, punctuation & mechanics; my errors distract from meaning. **I** **need teacher help to do** **this proficiently.** |
| **How do I earn a 4.0?** Since this learning target asks you to be proficient in using Standard American English mechanics, there are zerogrammar errors that distract from meaning. In addition, mature grammatical conventions are used effectively: colons, semi-colons, dashes, appositives, etc.  |

Biggest concern you have about succeeding on the summative:

**Show Foster what you have so far**

After this final consultation, draft your editorial. When you are finished, review it by reading it out loud and being thoughtful about using your word processing program as a tool to help you succeed. Finally, print your work, grade yourself on the rubric above by filling in the boxes that you think match your proficiency in each learning target, staple this page to your editorial as the last page, and turn it in.

**Learner Name:**