

Feedback Into Focus

Trace how targeted feedback reshapes a school proposal.

ELA.11.C.1.5 “Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each piece of feedback. Circle feedback the writer chose not to use, then number each feedback idea that led to a revision and write the matching number beside the change.

Revising a Refill Station Proposal

- ① When I drafted a proposal for more water-refill stations at school, I began with a dramatic claim: “Students are always thirsty, and the building has almost no places to fill bottles.” I then listed several reasons in one long paragraph, including plastic waste, crowded fountains, and practice after school. My teacher wrote that “always” and “almost no” sounded exaggerated. She also noted that readers could not tell which reason mattered most. Her comments did not tell me exactly what to write, but they showed where my claim and organization needed evidence and a clearer order.
- ② Next, I asked two classmates to read the draft. One circled a sentence that switched from discussing student health to describing cafeteria trash without a transition. The other said the proposal needed a number, not just a personal observation, about bottle use. An online editing tool flagged repeated uses of “really” and suggested shorter versions of two sentences. I did not accept every suggestion automatically. The tool’s replacement for “water-refill stations” was less precise, so I kept the original term. I grouped related reasons together and decided to find reliable information before adding a statistic.
- ③ In my revision, I opened with a measured claim and a survey result from the student council: 68 percent of 250 respondents said they carried reusable bottles at least once a week. I placed the health argument first, followed by waste reduction and the need for access after practices. A new transition connected the last two points. I cut “really” three times and split a forty-word sentence into two. The revised proposal was clearer because each paragraph had one main purpose, and its evidence allowed readers to judge the request. Feedback guided my choices, but I remained responsible for the final version.

2 ANSWER WITH EVIDENCE Use the passage

1 What two phrases did the teacher identify as exaggerated, and why could changing them improve the proposal?

2 Which peer comment led the writer to add evidence, and what evidence did the writer add?

3 What suggestion from the online editing tool did the writer reject? Why was rejecting it a sound revision decision?

4 Name two changes that improved the proposal's structure.

3 YOUR TURN Your own words

Choose a school announcement, event, or proposal. State one specific piece of feedback from a peer, adult, or editing tool, then write a 75 to 90 word revision that uses the feedback to improve clarity, structure, or style.

PART 1 • READ AND MARK

Underline each piece of feedback. Circle feedback the writer chose not to use, then number each feedback idea that led to a revision and write the matching number beside the change. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What two phrases did the teacher identify as exaggerated, and why could changing them improve the proposal?	"Always" and "almost no." Replacing exaggerated language with a measured claim improves accuracy and credibility.
2	Which peer comment led the writer to add evidence, and what evidence did the writer add?	A peer said the proposal needed a number about bottle use. The writer added a student council survey result: 68 percent of 250 respondents carried reusable bottles at least once a week.
3	What suggestion from the online editing tool did the writer reject? Why was rejecting it a sound revision decision?	The writer rejected the tool's replacement for "water-refill stations" because the replacement was less precise.
4	Name two changes that improved the proposal's structure.	The writer ordered the reasons with health first, then waste reduction and access after practices, and added a transition between the last two points. Accept grouping related reasons together or giving each paragraph one main purpose.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Peer feedback: Put the date and purpose first, and explain why the later hours matter. On Thursday, October 14, the library will stay open until 5:30 p.m. for a free study workshop. Student tutors will help with planning, note-taking, and organizing research, while the librarian will show students how to use the online catalog. Bring a current assignment or a question about a project. Because space is limited, sign up at the circulation desk by Tuesday. The later hours give students who ride the bus time to attend after classes.

Accept responses that accurately connect feedback to a specific revision in the passage. For the open task, accept varied topics when the student names usable feedback and the revision clearly responds to it within the required length.