Feedback Shapes Writing

Trace how specific feedback changes a draft.

ELA.12.C.1.5 "Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each piece of feedback or tool suggestion. Give every feedback point a number, then write the matching number beside the revision that responds to it.

Mara Revises an Editorial

1. During a school board meeting, Mara proposed covered bicycle parking near the main entrance. Her first draft opened, "Bike racks matter because students need things, and the school should make a change soon." A peer wrote that "things" was vague and asked Mara to name the need. The peer also noted that the opening gave no reason for urgency. Mara replaced "things" with "dry, secure places to lock bicycles" and added that rain had damaged several students' backpacks during the previous month. These changes gave readers a concrete problem and a reason to care.

2. Her teacher then said the middle paragraph buried Mara's strongest evidence after a general claim. She suggested moving the backpack detail before the request for funding, so the argument would progress from problem to solution. The teacher also highlighted the passive sentence, "A shelter could be built by the district," and asked who should act. Mara reorganized the paragraph: first she described the rain-damaged backpacks, then she requested funding. She revised the passive sentence to, "The district should fund a roofed bicycle shelter beside the existing racks." The new order clarified how her evidence supported her proposal.

3. Finally, an online editing tool flagged a 42-word sentence in Mara's conclusion and marked "students" as repeated four times. It suggested shorter sentences and a more precise substitute for the repeated word. Mara replaced the long sentence with two: "Riders need a place to secure bicycles before first period. Covered parking would protect their belongings throughout the day." She also changed two later uses of "students" to "riders," while retaining "students" where she meant the whole student body. Her final editorial now began with a specific need, organized evidence before the request, named the responsible decision maker, and ended in concise language.

2 ANSWER WITH EVIDENCE

Use the passage

1. What two problems did Mara's peer identify in the opening, and how did Mara revise each one?

2. How did Mara change the order of her middle paragraph after her teacher's feedback?

3. Which revision changed a passive sentence into a sentence that clearly names who should act?

4. What two tool suggestions did Mara address in her conclusion, and what did she do for each one?

3 YOUR TURN

Your own words

Revise this announcement after considering the feedback: "Our library has stuff for students, and new laptops will be bought by the school because many people need them for many different kinds of work, which is important." Replace vague words, name who should act, and split the long sentence. Then write one sentence explaining how your revision improves clarity.

ANSWER KEY

Feedback Shapes Writing

GRADE 12 · ELA.12.C.1.5

PART 1 · READ AND MARK

Circle each piece of feedback or tool suggestion. Give every feedback point a number, then write the matching number beside the revision that responds to it. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What two problems did Mara's peer identify in the opening, and how did Mara revise each one?	**The peer said "things" was vague, so Mara changed it to "dry, secure places to lock bicycles." The peer said the opening lacked urgency, so Mara added the detail about rain-damaged backpacks.**
2	How did Mara change the order of her middle paragraph after her teacher's feedback?	**She placed the evidence about rain-damaged backpacks before her request for funding, moving the argument from problem to solution.**
3	Which revision changed a passive sentence into a sentence that clearly names who should act?	**She changed "A shelter could be built by the district" to "The district should fund a roofed bicycle shelter beside the existing racks."**
4	What two tool suggestions did Mara address in her conclusion, and what did she do for each one?	**She split a 42-word sentence into two shorter sentences and changed two repeated uses of "students" to "riders."**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The library needs additional laptops for research, applications, and digital projects. The school should purchase them before spring testing. This revision names the equipment, the users' tasks, and the responsible decision maker, and it divides one crowded sentence into two clear sentences.

Accept revisions that replace vague language with specific details, use an active construction that names an actor, and split the original crowded sentence. The explanation should accurately connect at least two revision choices to clarity.