Feedback to Flow

Trace how targeted feedback creates a clearer, more connected revision.

ELA.9.C.1.5 "Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the four specific feedback suggestions in paragraph 2. In paragraph 3, write 1, 2, 3, or 4 beside the revision or revisions that respond to each suggestion.

A Stronger Bike Rack Proposal

1. Maya's first draft of a proposal for more bike racks at school began with a strong idea but an unclear path. She wrote that students needed safer places to leave bicycles, then jumped to a list of costs. Her opening did not explain where the current racks were or why they caused problems. In the next paragraph, she repeated that biking was popular. She also used the word "they" several times, although readers could not always tell whether she meant students, racks, or bicycles on campus.

2. During a peer review, Jordan wrote, "Name the crowded entrance and show how the problem affects students." Their teacher asked Maya to move her cost details after she explained the need. An online editing tool highlighted a long sentence that joined three ideas with commas. It also flagged repeated uses of "they." Maya considered each suggestion instead of accepting every change automatically. She kept one informal phrase because it matched her audience, but she decided the other comments would make her proposal easier to follow for the principal.

3. In her revision, Maya opened with the problem: only two bike racks stood beside the narrow east entrance, where students sometimes leaned bicycles against a fence. She then explained that blocked walkways forced some riders to arrive late to class. After describing the need, Maya placed a brief cost estimate in a separate paragraph. She split one long sentence into two shorter sentences and replaced vague pronouns with precise nouns, such as "riders" and "the existing racks." Transitional words connected her evidence to her request for four additional racks near the east entrance before winter.

2 ANSWER WITH EVIDENCE

Use the passage

1. What two details did Jordan ask Maya to add to her proposal?

2. How did Maya use her teacher's feedback to improve the order of her proposal?

3. Which online editing-tool feedback led Maya to use more precise nouns?

4. Why did Maya choose not to make every suggested change?

3 YOUR TURN

Your own words

Write a 90-120-word revised paragraph proposing one practical school improvement. Start with a feedback note that names one suggestion from a peer, adult, or editing tool and explains the change you made, then use precise nouns and at least one transition to connect your reasons.

ANSWER KEY

Feedback to Flow

GRADE 9 · ELA.9.C.1.5

PART 1 · READ AND MARK

Underline the four specific feedback suggestions in paragraph 2. In paragraph 3, write 1, 2, 3, or 4 beside the revision or revisions that respond to each suggestion. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What two details did Jordan ask Maya to add to her proposal?	**Jordan asked Maya to name the crowded entrance and explain how the problem affects students.**
2	How did Maya use her teacher's feedback to improve the order of her proposal?	**She explained the need first and moved the cost estimate to a later, separate paragraph.**
3	Which online editing-tool feedback led Maya to use more precise nouns?	**The tool flagged repeated uses of "they," so Maya replaced vague pronouns with nouns such as "riders" and "the existing racks."**
4	Why did Maya choose not to make every suggested change?	**She kept one informal phrase because it matched her audience.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Feedback note: A peer said my first draft did not explain who would benefit, so I named the students and staff members who need the change. Our school should add shaded tables near the bus loop. Students waiting for afternoon buses often stand in direct sun, and drivers supervising the area have no nearby place to review schedules or assist students. The tables would provide shelter during hot or rainy weather. In addition, this improvement would create a clear waiting space, so students would not crowd the sidewalk by the buses. Three durable tables could make the bus loop safer and more comfortable each day.

Accept equivalent descriptions of the feedback and matching revisions in the passage. For Part 3, accept a 90-120-word proposal that identifies feedback used, shows a meaningful revision for clarity or cohesiveness, uses precise language, and includes a clear connection between reasons.