

Circle of Revision

Trace how focused feedback shapes a draft.

10.P.EICC.1.e “Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. (I/C)”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each group norm or listening move, circle each piece of feedback, and number the places where Ari responds to feedback so you can trace how the group helps him revise.

A Draft in the Circle

- ① On Thursday, Ms. Chen’s tenth-grade writing circle began by revisiting its norms: speak about the draft, not the writer; name a specific detail before giving advice; and let the author finish before anyone responds. Ari placed a one-page mystery scene in the center of the table. In it, a delivery driver noticed a light moving behind the windows of an empty house. Ari asked the group to listen for whether the scene created suspicion without explaining too much. Each reader wrote a brief note while he read aloud, then waited until he said, “I’m ready for responses.”
- ② Nia began with a noticing: “The moving light made me picture someone inside, and the driver’s pause at the gate built tension.” Then she asked, “What does the driver want before he walks closer?” Malik said he wanted one sensory detail about the street, because the setting felt blank. Ari did not defend every choice. He wrote down both comments and asked Nia what made her question important. Nia explained that a clear goal would help readers understand why the driver took a risk. Her question helped Ari notice that his first paragraph needed a clearer focus, not just more spooky details.
- ③ Before the next meeting, Ari revised the opening. He kept the unexplained light because several readers said it created useful uncertainty. However, he added that the driver was searching for a lost package addressed to the house, and he described rain ticking against parked cars. At the following circle, Ari shared the new version and told the group which suggestions he used and why. Malik said the street now felt real, while Nia said the driver’s goal made his choice to enter more believable. Ari thanked them and noted one question he still wanted readers to consider: Who had moved the light?

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Which two group norms from the passage help writers receive respectful feedback? Explain how each norm helps.

2 How did Nia and Malik each give feedback that Ari could use? Include one detail from each person's response.

3 What did Nia's question help Ari notice about his first paragraph, and how did that connect to Ari's original goal for the scene?

4 How did Ari respond to the group's feedback in his revision and at the next writing circle?

3 YOUR TURN _____ Your own words

Write a three-sentence opening to a realistic suspense scene. Then add one group norm, one specific noticing a partner could offer, one revision question a partner could ask, and one sentence explaining how you would respond to that feedback.

PART 1 • READ AND MARK

Underline each group norm or listening move, circle each piece of feedback, and number the places where Ari responds to feedback so you can trace how the group helps him revise. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which two group norms from the passage help writers receive respectful feedback? Explain how each norm helps.	Speak about the draft, not the writer, which keeps comments focused on the writing. Name a specific detail before giving advice, which makes feedback clear and useful.
2	How did Nia and Malik each give feedback that Ari could use? Include one detail from each person's response.	Nia named the moving light and the driver's pause as tension-building, then asked about the driver's goal. Malik asked for a sensory detail about the street because the setting felt blank.
3	What did Nia's question help Ari notice about his first paragraph, and how did that connect to Ari's original goal for the scene?	It helped Ari notice that the first paragraph needed a clearer focus, not only more spooky details. A clearer goal for the driver could create suspicion without explaining too much.
4	How did Ari respond to the group's feedback in his revision and at the next writing circle?	He kept the unexplained light, added the lost package and rain detail, then told the group which suggestions he used and why when he shared the revision.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Opening: Lena found the school greenhouse door unlatched after sunset. Inside, a fan clicked on and off beside a tray of overturned seedlings. She stepped closer when she saw a muddy footprint leading behind the potting bench. Norm: Let the writer finish reading before anyone responds. Noticing: The clicking fan and footprint create tension. Question: What makes Lena decide to enter instead of calling someone? Response: I would add that Lena sees her missing science notebook on the bench, giving her a clear reason to go inside.

Accept equivalent evidence-based explanations for the passage questions. For Part 3, accept varied scenes and feedback when the response includes a usable norm, a specific noticing, a meaningful revision question, and a clear plan for using feedback.