

Drafts in Dialogue

Reading, feedback, and revision in a student workshop.

11.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 in paragraph 1. In paragraphs 2 and 3, circle feedback moves and writer responses, then number the moves in the order they happen.

The Literary Magazine Workshop

- ① At the first meeting of the school literary magazine, the editors made a short agreement before anyone read aloud. They would name a strength before suggesting a change, ask questions rather than guess at a writer’s intention, and keep draft details within the group. Maya added that speakers should be able to finish a passage without interruption. The group also decided that silence after a reading was useful, because listeners needed a moment to notice images, questions, and places where their attention shifted. Everyone signed the agreement and placed it beside the stack of drafts.
- ② During the first critique, Jordan read a scene about a bus stop at night. Afterward, Lena said, “The repeated streetlight image made the setting feel watchful.” She then asked why the narrator left without speaking to the stranger. Omar did not agree with Lena’s reading of the ending, but he responded, “I saw the final line as relief, not fear, because the narrator notices the morning.” Jordan wrote down both responses. Instead of defending every choice, he said he wanted time to consider whether the stranger needed a clearer detail. The group waited while Jordan finished speaking.
- ③ At the next meeting, Jordan brought a revised scene and began by explaining one choice he had kept. He had not added more description of the stranger, because he wanted the narrator’s uncertainty to remain. He had changed the final sentence so the morning sound arrived sooner. When Lena heard the revision, she said the new order made the relief easier to follow. Omar replied that he still felt some fear, but he could now point to the empty bus pulling away. Jordan thanked them and wrote, “Keep the uncertainty, clarify the turn,” at the top of his draft. The editors then invited another writer to share.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Choose two workshop norms from paragraph 1. Explain how each norm supports respectful participation.

2 How does Lena follow the group’s feedback agreement? Include the strength she names and the question she asks.

3 How does Omar disagree with Lena in a useful way? Use the detail he gives from the draft.

4 What does Jordan keep, and what does he change after hearing feedback? What does this show about responding to feedback?

3 YOUR TURN _____ Your own words

Imagine that a peer has shared a poem or short scene. Write a 50 to 70 word feedback note that names one specific strength, asks one genuine question, and suggests one possible revision. Then write a 20 to 30 word writer response that explains what you may revise or keep and why.

PART 1 • READ AND MARK

Underline each group norm in paragraph 1. In paragraphs 2 and 3, circle feedback moves and writer responses, then number the moves in the order they happen. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Choose two workshop norms from paragraph 1. Explain how each norm supports respectful participation.	Answers may include naming a strength before suggesting a change, asking questions instead of guessing intention, keeping drafts private, letting speakers finish without interruption, or allowing silence for listeners to think. Each supports respectful, focused sharing and response.
2	How does Lena follow the group's feedback agreement? Include the strength she names and the question she asks.	She says the repeated streetlight image makes the setting feel watchful, then asks why the narrator leaves without speaking to the stranger.
3	How does Omar disagree with Lena in a useful way? Use the detail he gives from the draft.	He presents a different interpretation rather than attacking Lena's view. He reads the ending as relief, not fear, because the narrator notices the morning.
4	What does Jordan keep, and what does he change after hearing feedback? What does this show about responding to feedback?	Jordan keeps the stranger's uncertainty but changes the final sentence so the morning sound arrives sooner. This shows that a writer can consider feedback and make selective revision choices.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Feedback note: Your opening image of quarters turning in the machine gives the poem a steady, restless sound. I was especially interested when the speaker watches the empty chair beside her. Could you add one detail about who usually sits there? That detail might help readers understand why the speaker leaves the laundromat before the clothes are dry. Writer response: I will keep the chair image and add a memory of my grandmother waiting there. I may leave the reason partly unstated to preserve the speaker's hesitation.

Accept feedback that is specific, respectful, and connected to a clear detail in the imagined draft. The writer response should show independent decision-making, whether the student chooses to revise, keep a choice, or do both.