

Revision Under Review

Track how feedback strengthens a proposal.

11.P.EICC.4.g “Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text’s effectiveness. (C)”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each revision Leah makes. In the margin, label each one 1 for organization, 2 for ideas or information, or 3 for word choice or craft, then circle feedback that prompted a change.

A Proposal Takes Shape

- ① Leah drafted a proposal asking the city council to add shade trees near bus stops. Her opening listed summer temperatures, then jumped to a personal memory of waiting for a bus. A peer wrote, “I understand your concern, but I cannot tell what you want the council to do.” Leah reread the draft and noticed that her request appeared only in the final paragraph. She also relied on one unsourced claim that pavement “traps heat forever.” The draft’s urgent tone was clear, but its purpose and evidence were not.
- ② After meeting with her teacher, Leah moved her request to the opening: “Fund a pilot program for shade trees at ten high-use bus stops.” She then arranged the body in a new order: first, a city heat map; next, a county health-department report on heat-related illness; last, an account from a regular rider. She replaced “traps heat forever” with “dark pavement can absorb and reradiate solar energy, raising nearby surface temperatures.” She cited the report by name and date, but she left the rider’s account unchanged. Her teacher also asked her to test the sequence during a second read.
- ③ Leah also reconsidered how the proposal sounded. In the draft, she called officials “careless” and described the stops as “ovens.” Her teacher noted that the labels might distract from the proposal’s evidence. Leah cut “careless,” changed “ovens” to “unshaded waiting areas,” and added one measured sentence: “At 3:30 p.m., the metal bench offered no shade to passengers.” In her final version, she kept the urgent subject but used a calmer, more precise voice. Before submitting it, she asked another classmate to check whether each paragraph supported the request.

2 ANSWER WITH EVIDENCE Use the passage

1 What concern did Leah's peer raise, and what organizational change did Leah make in response?

2 How might Leah's new order of support affect a council reader? Use the heat map, health report, and rider account in your explanation.

3 Identify two changes Leah made that improved the accuracy or credibility of her proposal. Explain how each change helped.

4 How did Leah change her word choices and craft after her teacher's feedback, and what voice did those changes create?

3 YOUR TURN Your own words

Revise this draft into a 75-95-word paragraph: "Our school should make the library stay open later. Students need it. It is awful when it closes." Put the request first, use these facts, a survey of 48 students found that 31 need an after-school workspace, the library closes at 3:30 p.m., and the late bus leaves at 4:30 p.m., and replace vague or loaded language with precise wording. Then write one sentence explaining how you changed the organization, information, and word choice.

PART 1 • READ AND MARK

Underline each revision Leah makes. In the margin, label each one 1 for organization, 2 for ideas or information, or 3 for word choice or craft, then circle feedback that prompted a change. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What concern did Leah's peer raise, and what organizational change did Leah make in response?	The peer could not tell what Leah wanted the council to do. Leah moved her request to the opening.
2	How might Leah's new order of support affect a council reader? Use the heat map, health report, and rider account in your explanation.	The order can move the reader from a broad local heat pattern, to documented health concerns, to one person's experience, building a fuller case for the request.
3	Identify two changes Leah made that improved the accuracy or credibility of her proposal. Explain how each change helped.	She replaced the exaggerated, unsourced pavement claim with a more accurate scientific explanation, and she cited the health report by name and date. These changes make her information more precise and verifiable.
4	How did Leah change her word choices and craft after her teacher's feedback, and what voice did those changes create?	She removed "careless," replaced "ovens" with "unshaded waiting areas," and added a concrete observation about the bench. The changes created a calmer, more precise voice.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our school should keep the library open until 4:30 p.m. on weekdays. In a survey of 48 students, 31 said they need a quiet workspace after classes, yet the library now closes at 3:30. Extending its hours would give students time to research, meet with classmates, or finish assignments before the late bus leaves at 4:30. One additional hour would turn an unused gap in the afternoon into dependable study time for students who cannot work easily at home. I moved the request to the opening, added survey and schedule evidence, and replaced the vague complaint with a precise, practical explanation.

Accept Question 2 responses that reasonably explain the likely effect of the sequence using all three forms of support. For Part 3, accept varied claims and phrasing if the revision is 75-95 words, begins with a clear request, accurately uses the provided facts, and includes a sentence addressing organization, information, and word choice.