

Workshop Voices

Read how a writing group uses norms, discussion, and feedback to revise.

12.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, circle words or phrases that make feedback specific and respectful, and number the moments when the group moves from discussion to feedback to response.

A Revision Round

- ① On Thursday, Ms. Ibarra’s senior English workshop began with a two-minute agreement, not a lecture. Students placed phones in a basket, opened the same printed essay, and named the norms posted beside the door: speak from the text, leave room for silence, challenge an idea rather than a person, and let the writer finish before anyone responds. Malik volunteered to facilitate. He asked each person to point to one line from Elena’s essay about waiting for a late bus. The group first discussed what the scene suggested about responsibility, uncertainty, and neighborhood routines.
- ② After the discussion, Elena read a revised middle section aloud. Her classmates used response stems that separated observation from advice: “I noticed...,” “I wondered...,” and “Have you considered...?” Priya said that the repeated image of the blinking route sign made the narrator’s worry visible. Then she asked whether Elena could add one sensory detail from inside the shelter. Elena did not defend the draft while people spoke. She wrote notes in the margin, waited until the round ended, and said, “I hear that the setting feels distant. I will try adding the cold metal bench and the diesel smell.”
- ③ Before leaving, Malik asked the group to assess its own conversation. Several students noticed that the discussion had stayed close to specific lines, but two people had spoken much more than others. They revised a norm for the next meeting: after a comment, the facilitator would invite a voice that had not yet entered. Elena later sent the group a short note explaining which suggestion she would use and which she would postpone. She thanked Priya for identifying a gap in the setting, but explained that she would keep the uncertain ending because it matched the narrator’s limited knowledge. The exchange made revision respectful, not a vote on Elena’s choices.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Which posted norm helps keep criticism focused on the writing rather than on the writer? Explain how it does this.

2 How did Malik structure the group's first discussion of Elena's essay?

3 What specific strength did Priya identify, and what revision did she ask Elena to consider?

4 How did Elena respond to feedback during and after the workshop round?

3 YOUR TURN _____ Your own words

Write a 90-110 word response to a peer's draft you have read. Include one specific observation, one question, one optional revision suggestion, and an invitation for the writer to explain a choice. Keep your comments focused on the draft, not the writer.

PART 1 • READ AND MARK

Underline each group norm, circle words or phrases that make feedback specific and respectful, and number the moments when the group moves from discussion to feedback to response. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which posted norm helps keep criticism focused on the writing rather than on the writer? Explain how it does this.	“Challenge an idea rather than a person.” It directs comments toward the draft’s ideas, not toward the writer personally.
2	How did Malik structure the group’s first discussion of Elena’s essay?	He asked every person to point to one line from the essay, then the group discussed what the scene suggested.
3	What specific strength did Priya identify, and what revision did she ask Elena to consider?	Priya said the blinking route sign made the narrator’s worry visible. She asked Elena to consider adding a sensory detail from inside the shelter.
4	How did Elena respond to feedback during and after the workshop round?	She took margin notes and waited rather than defending the draft. Later, she explained which suggestion she would use, which she would postpone, and why.

PART 3 • YOUR TURN (SAMPLE ANSWER)

I noticed that your essay becomes most vivid when you describe tightening the loose chain with your grandfather. The short sentences in that moment match the careful work and slow your pace. I wondered what you felt when the bicycle finally moved again, because that reaction could show why the repair mattered. Have you considered adding one detail about the sound or grease on your hands near the ending? You might also explain why you chose to end with the empty driveway. I would like to hear whether that image represents relief, distance, or something else.

Accept equivalent descriptions of the norms, discussion process, and feedback exchange when supported by passage details. For the writing response, look for all four required feedback moves, a respectful tone, and attention to features of the draft.