

Revision Under the Lens

Trace feedback-driven choices in a model article.

12.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 Circle each piece of feedback or self-evaluation in the passage. Underline each revision, then label it O for organization, I for ideas or information, W for word choice, or C for craft.

Cooling Willow Avenue

- ① When I reviewed my first draft about the shade project on Willow Avenue, I saw that it opened with a list of temperatures. My peer, Lena, wrote, “Start with a person who feels the heat, then explain the data.” I moved the temperature information to the second paragraph and began with Mr. Ortiz waiting at an unshaded bus stop. That change gave readers a scene before the evidence. I also cut a sentence claiming that dark pavement raises the air-temperature reading. Pavement absorbs sunlight and can increase radiant heat exposure, but an air-temperature measurement records the surrounding air, not radiation from the pavement.
- ② Next, I checked whether my evidence was specific enough. My teacher noted that the draft mentioned “many trees” without identifying a source or explaining the benefit. I replaced that vague claim with information from the city forestry inventory, which lists 18 new street trees planted along Willow Avenue in spring 2025. I added that tree canopies shade sidewalks and pavement, reducing direct solar exposure for people walking or waiting. To connect the source to the scene, I placed this information after Mr. Ortiz’s complaint instead of in a separate facts section. The revised order makes each detail answer the reader’s likely question: What could improve this stop?
- ③ Finally, I read the piece aloud and noticed that I repeated the word hot four times in two paragraphs. I kept it once in Mr. Ortiz’s quotation, where the plain word sounds natural, but elsewhere I chose more exact language: sun-baked pavement, limited shade, and a sweltering wait. I revised the ending, too. The draft ended by repeating the number of trees. After a classmate asked why the issue mattered, I ended with Mr. Ortiz imagining a shaded bench and cooler route to the library. This image returns to the opening scene and gives the article a purposeful close.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What organizational revision did the writer make after Lena’s feedback, and why does the writer say it improved the article?

2 Which claim did the writer remove for accuracy, and what is the accurate distinction the writer makes?

3 How did the writer respond to the teacher’s concern about the phrase “many trees”? Name two changes.

4 What word-choice and ending revisions did the writer make after reading aloud and receiving a classmate’s question?

3 YOUR TURN _____ Your own words

Revise this draft into an 85-105-word opening: “Gardens are good for towns. They grow food and look nice. Everyone should visit one.” Use this feedback: open with a concrete moment, include the accurate detail that flowering garden plants can provide habitat for pollinators, replace vague wording, and end with an image that shows why the garden matters.

PART 1 • READ AND MARK

Circle each piece of feedback or self-evaluation in the passage. Underline each revision, then label it O for organization, I for ideas or information, W for word choice, or C for craft. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What organizational revision did the writer make after Lena's feedback, and why does the writer say it improved the article?	The writer opened with Mr. Ortiz at the bus stop and moved the temperature data to paragraph two. This gives readers a scene before the evidence.
2	Which claim did the writer remove for accuracy, and what is the accurate distinction the writer makes?	The writer removed the claim that dark pavement raises an air-temperature reading. Pavement can increase radiant heat exposure, while an air-temperature measurement records the surrounding air.
3	How did the writer respond to the teacher's concern about the phrase "many trees"? Name two changes.	The writer cited the city forestry inventory and specified 18 new street trees. The writer also explained that canopies shade sidewalks and pavement, then placed the information after Mr. Ortiz's complaint.
4	What word-choice and ending revisions did the writer make after reading aloud and receiving a classmate's question?	The writer replaced repeated uses of hot with more exact phrases such as sun-baked pavement and sweltering wait. The writer ended with Mr. Ortiz imagining a shaded bench and route to the library, connecting the ending to the opening scene.

PART 3 • YOUR TURN (SAMPLE ANSWER)

On Saturday morning, Maya clipped basil leaves from a raised bed behind the library while bees moved among the nearby zinnias. The former empty lot now gives neighbors a place to grow fresh vegetables and herbs, and its flowering plants provide habitat for pollinators. This shared food space turns an unused corner into a working landscape. Neighbors can harvest what they need and trade growing advice beside the beds. Maya carried her basil home for soup, while the bright beds remained open for the next visitor.

Accept varied revisions that clearly respond to the feedback through improved organization, specific and accurate information, precise wording, and an effective closing image. The response should be 85-105 words and should not merely add sentences to the original draft without meaningful revision.