Feedback in Action

Notice how a writing group listens, responds, and makes revision choices.

7.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 one specific feedback comment, circle Jordan's response to feedback, and number the four sharing norms. Your marks should show how the group helps a writer improve while keeping the writer in charge.

A Revision Circle

1. At the start of Riverbend Writers Club, the students made four norms for sharing work. A reader would listen without side conversations, point to a precise line before giving praise, ask questions with respect, and let the writer decide which suggestions to use. Maya posted the norms beside the circle of chairs. Then Jordan read his opening paragraph about repairing a bicycle for his younger brother. Everyone kept their copies face down so Jordan could finish before comments began.

2. After a quiet pause, Lina said, "The detail about the loose chain helped me picture the problem." She named the exact detail instead of simply saying the piece was good. Omar asked, "What did your brother say when the bike moved again?" His question showed Jordan where a reader wanted more information. Priya offered a suggestion: "You could add a sentence about how you felt when he smiled." Jordan listened, wrote the ideas on his draft, and said, "I will consider adding that feeling."

3. During the discussion, Jordan did not have to accept every idea. He chose Omar's question because his brother's words would make the ending clearer. He also decided to keep the opening as it was, explaining that he wanted readers to discover the broken chain slowly. Before the next meeting, Jordan revised his paragraph and prepared to read it again. The group agreed that feedback should help a writer make choices, not take control of the writer's voice. At the next meeting, Jordan would explain which feedback he used and why.

2 ANSWER WITH EVIDENCE

Use the passage

1. Identify one sharing norm from the group. How did the group follow that norm while Jordan read?

2. What makes Lina's feedback more useful than simply saying that Jordan's writing was good?

3. What information did Omar's respectful question show Jordan that a reader wanted?

4. Which feedback did Jordan choose to use, and which part of his draft did he choose to keep?

3 YOUR TURN

Your own words

After listening to a classmate read, write a four-sentence feedback exchange. Name one exact detail that works, ask one respectful question, offer one suggestion that leaves the choice with the writer, and write one sentence the writer could say in response.

ANSWER KEY

Feedback in Action

GRADE 7 · 7.P.EICC.1.e

PART 1 · READ AND MARK

Underline one specific feedback comment, circle Jordan's response to feedback, and number the four sharing norms. Your marks should show how the group helps a writer improve while keeping the writer in charge. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Identify one sharing norm from the group. How did the group follow that norm while Jordan read?	**One norm was to listen without side conversations. The group kept their copies face down so Jordan could finish reading before comments began.**
2	What makes Lina's feedback more useful than simply saying that Jordan's writing was good?	**Lina pointed to the exact detail about the loose chain and explained that it helped her picture the problem.**
3	What information did Omar's respectful question show Jordan that a reader wanted?	**Omar showed that a reader wanted to know what Jordan's brother said when the bike moved again.**
4	Which feedback did Jordan choose to use, and which part of his draft did he choose to keep?	**Jordan chose to use Omar's question by adding his brother's words. He chose to keep the opening because he wanted readers to discover the broken chain slowly.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The image of rain tapping the bus window made the setting feel real. What does the narrator notice when she steps off the bus? You could add one sentence that shows why she is nervous, if that matches what you want readers to understand. I will consider adding that thought because it may clarify her feelings.

Accept accurate evidence from the passage and explanations that connect specific feedback to a writer's revision choice. For the open response, accept varied topics if all four required parts are present and the suggestion respects the writer's control.