

Revision With Purpose

Use feedback to change focus, evidence, wording, and the reader's next step.

9.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 This school case, survey and dates are fictional. Underline three revisions Lena makes. Circle the reason each change helps the audience. Notice how she limits what the survey can support.

A Clearer Invitation

- ① For the school newsletter, Lena drafted an announcement proposing a student art display. Her first version opened, "Everyone is desperate for better hallways." It repeated that the walls looked dull and ended, "The school must fix this now." When Lena reread it, she noticed that her complaints did not explain what readers could do. She wrote a self-evaluation note: "Name a specific proposal, support interest with the evidence we have, and invite a useful response." She wanted the text to start a discussion about student artwork, not claim that all students agreed.
- ② Her editor, Malik, suggested moving the invitation to a planning meeting into the opening. He also asked for the source and scope of the interest claim. Lena checked a class survey: eighteen of twenty-five respondents favored discussing an art display. She replaced "everyone" with that result and named the class survey. The result described those respondents, not the whole school. She combined two complaints into one image of an empty display board, then explained that the meeting would consider location, review of submissions and responsibilities before anyone promised an exhibition.

- ③ Finally, Lena changed the ending to “Bring a question or a proposed theme to the planning discussion on October 6 in the art room.” The new ending gave interested classmates a specific action and connected to the meeting named at the start. Malik said the revision made the purpose easier to follow because its details supported discussion without treating the display as approved. Lena could now trace three kinds of improvement: organization put the invitation first, evidence replaced an unsupported claim, and a direct closing helped readers decide how to participate.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① What problem did Lena find in her first draft, and what plan did she make?

- ② Which revision changes the organization, and how does it help readers?

- ③ How does Lena replace “everyone” with more precise evidence?

- ④ How does the revised ending make the announcement more useful?

3 YOUR TURN

Your own words

Write a three- or four-sentence announcement about a school improvement. Add one self-evaluation or peer-feedback note, then write a three- or four-sentence revision making at least three purposeful changes. Explain how the changes help your audience.

Write the first version

Name your audience, then write three or four sentences. Use known information or clearly label a fictional scenario; do not present invented survey results as real.

Evaluate the draft

Write a self-evaluation or peer-feedback note that identifies something readers need and suggests a change.

Revise and explain

Write a revised version of three or four sentences. Then list three changes and their effects on the audience. These explanations are separate from the revised announcement.

PART 1 • READ AND MARK

This school case, survey and dates are fictional. Underline three revisions Lena makes. Circle the reason each change helps the audience. Notice how she limits what the survey can support. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What problem did Lena find in her first draft, and what plan did she make?	The draft repeated complaints without a useful action. She planned a specific proposal, evidence with its limits and an invitation to respond.
2	Which revision changes the organization, and how does it help readers?	Moving the planning-meeting invitation into the opening makes the announcement's purpose and opportunity clear sooner.
3	How does Lena replace "everyone" with more precise evidence?	She reports that eighteen of twenty-five respondents in a class survey favored discussing a display. She limits the result to those respondents, not the whole school.
4	How does the revised ending make the announcement more useful?	It tells readers to bring a question or theme to the October 6 discussion in the art room, giving an action, date and place consistent with the opening.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Original announcement: Our class should share book ideas. We have books to recommend. We should do something soon.

Self-evaluation: Classmates need a clear activity, a way to join and a specific next step.

Revision: Classmates, let's discuss a short book-recommendation exchange during Friday's advisory period. Bring a book title and one reason another reader might enjoy it, or come ready to listen. Please tell our class representative by Thursday whether you want to help plan the exchange.

Changes and effects: The opening names an activity and time, making the proposal concrete. The middle gives both speaking and listening roles, clarifying participation. The closing names a contact and response deadline, helping classmates take a next step. This model is fictional.

Check that the student creates both versions and uses evaluation or feedback to make at least three meaningful changes. Both model announcements contain three sentences; labels, note and change explanations are outside that count. Assess effects on organization, ideas, evidence, wording or craft, not just replacement of individual words. No numerical word range is required.