

# Revision Under the Lens

Turn feedback into changes that improve a draft's accuracy, organization and craft.

**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** Read this fictional writer's reflection. Underline each change and circle the feedback or self-review that prompted it. Then revise the supplied garden draft; describing changes you might make is not enough.

### Cooling Willow Avenue

- ① In my first draft, I opened with temperature data and left Mr. Ortiz waiting at a bus stop until paragraph three. Lena's feedback was, "Start with a person, then explain the data." I moved his scene to the beginning and put the measurements next. Self-review also exposed a problem: I had treated a pavement-surface reading as if it were an air-temperature reading. I revised that sentence to name what the sensor measured. Sun-warmed pavement can release heat that warms nearby air, but the two temperatures are different quantities. My data did not measure both.
- ② My next revision addressed evidence. In this fictional classroom case, a planting record lists 18 new street trees on Willow Avenue. I had written that the record proved the bus stop was now well shaded. It did not. A planting count does not show canopy size or shade at a particular place and time. I replaced the claim with a narrower one: the record documents new planting, while the shade at the stop still needs to be checked. That change made my proposal less sweeping and more credible.

- ③ Finally, I examined my word choices and ending. I had used “hot” four times in one paragraph. Instead of swapping in dramatic synonyms everywhere, I kept the technical term where I discussed temperature and used “sunlit bench” to describe the scene. I ended by asking the city to assess shade at the stop and consider feasible improvements. The image of Mr. Ortiz waiting returned in the final sentence. Repetition now connected the opening and closing rather than filling space, and the ending asked for an investigation instead of promising a result I could not prove.

## 2 ANSWER WITH EVIDENCE Use the passage

- 1 How does the reorganization in paragraph 1 serve a reader differently from the original opening?

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- 2 What was wrong with the temperature claim, and why would “pavement cannot warm the air” be another error?

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- 3 Explain how the revised tree claim improves the relationship between evidence and conclusion.

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- 4 Identify two craft changes in paragraph 3 and explain the purpose of each.

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### 3 YOUR TURN

## Your own words

Revise this weak opening into 85–105 words for the school newsletter: “Gardens are good for towns. They grow food and look nice. Everyone should visit one.” Fictional scene notes: Maya visits a community garden on Saturday; she sees basil and flowering plants beside a path. Feedback: begin with a concrete moment, explain that flowering plants can provide pollinator habitat, use precise wording and end with a memorable image. You may invent sensory scene details, but do not invent measured benefits, harvest permissions or research findings.

## Make the revision

Write the complete 85-105-word newsletter opening. Apply all four pieces of feedback to the supplied weak draft. Keep the accurate pollinator detail and distinguish an imagined scene from measured evidence.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

**PART 1 • READ AND MARK**

Read this fictional writer's reflection. Underline each change and circle the feedback or self-review that prompted it. Then revise the supplied garden draft; describing changes you might make is not enough. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                                                  | ANSWER                                                                                                                                                                                                                                                          |
|---|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | How does the reorganization in paragraph 1 serve a reader differently from the original opening?          | <b>Beginning with a person gives readers a concrete situation and a reason to care before they encounter the measurements. Accept an equivalent explanation of the shift from data-first to scene-first organization.</b>                                       |
| 2 | What was wrong with the temperature claim, and why would "pavement cannot warm the air" be another error? | <b>The draft confused surface temperature with air temperature even though only one was measured. These are different quantities, but sun-warmed pavement can release heat that warms nearby air.</b>                                                           |
| 3 | Explain how the revised tree claim improves the relationship between evidence and conclusion.             | <b>The record supports a count of new plantings, not a conclusion about canopy size or current shade at the stop. The revision preserves the supported fact and identifies the missing observation.</b>                                                         |
| 4 | Identify two craft changes in paragraph 3 and explain the purpose of each.                                | <b>Possible choices: keep technical language for measurements to preserve precision; replace vague repetition with a concrete bench image; return to Mr. Ortiz to connect opening and ending; replace an unsupported promise with an investigation request.</b> |

### **PART 3 · YOUR TURN (SAMPLE ANSWER)**

On Saturday, Maya pauses beside a community garden path and rubs a basil leaf between her fingers. Its sharp scent follows her toward a patch of flowers. This small space offers more than a pleasant view: flowering plants can provide habitat and food for pollinators. A visitor can notice those relationships without claiming that every garden has the same effect. Look closely at the plants beside a familiar path, and consider what they offer living things. Even an ordinary morning can begin with a leaf and open into a larger world.

Count only the revised opening against 85–105 words. The model is an invented scene, not a field observation or a claim about a specific garden’s measured effects. Look for actual changes in organization, ideas/information, wording and craft responsive to the feedback. Accept varied scenes that preserve the supplied facts and scientific qualification. For the passage, different temperature measurements do not imply that surfaces and air cannot exchange heat; a tree count does not establish shade coverage. Heat background: EPA, What Are Heat Islands?, <https://www.epa.gov/heatislands/what-are-heat-islands>. No external diagram or local data collection is needed.