

Sharper Drafts

Write, review with a partner, and make a supported revision.

11.W.3.B "Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB In the draft, underline one useful strength and circle one unclear or unsupported claim. In the case notes, mark the evidence that could help a writer revise it.

A Bike-Rack Revision Workshop

Case notes • fictional school records

A student facilities log for one rainy Tuesday recorded six bicycles beside the east entrance and two beside the gym. It did not measure pedestrian delays or typical daily use. A facilities note says rack placement must keep the walkway clear; capacity, roof design, and cost have not been estimated. These are the complete invented records for this exercise.

Draft for review

Our school needs a covered bike rack at the east entrance. Bicycles are everywhere, so nobody can get inside. A roof will solve the problem for everyone. We should buy the biggest rack immediately.

Review before editing

Reviewers check whether each claim stays within the evidence and whether the requested action is justified. Identify useful wording to preserve, then explain a problem and suggest a feasible change. Distinguish a proposed investigation from a completed measurement. Consider feedback, check it against the notes, and revise the actual paragraph. Work with a partner, or the teacher as your reviewing partner.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Name one strength in the draft and explain why it helps.

- 2 Choose any two unsupported phrases in the draft. What does the log actually establish?

- 3 Write an actionable information suggestion tied to an exact sentence.

- 4 Why should a writer evaluate feedback rather than accept every suggestion?

3 YOUR TURN _____ Your own words

Using only the supplied case notes, write your own four- or five-sentence proposal. Complete both self-review and peer review, then edit the paragraph. Preserve a strength and make at least one clarity change and one information-quality change. Keep observations separate from proposed investigations.

Your initial paragraph

Write four or five sentences proposing a bike-rack next step. Use the one-day log accurately; do not copy the draft above.

Self-review and peer feedback

Self: quote one strength and propose one clarity edit. Partner: quote one information problem and suggest a correction or needed evidence. Label whose feedback is whose; exchange roles so both writers receive feedback.

Edited paragraph

Rewrite four or five sentences after considering both reviews. Improve clarity and information while preserving your useful claim.

Explain your decisions

In two sentences, identify the clarity and information edits you made and explain how they improve the paragraph. If you reject advice, give an evidence-based reason.

PART 1 • READ AND MARK

In the draft, underline one useful strength and circle one unclear or unsupported claim. In the case notes, mark the evidence that could help a writer revise it. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Name one strength in the draft and explain why it helps.	It proposes a concrete improvement at a named entrance, giving readers a focused subject.
2	Choose any two unsupported phrases in the draft. What does the log actually establish?	Accept any two: "everywhere," "nobody can get inside," "solve the problem for everyone," or "buy the biggest rack immediately." The log counts six bikes at the entrance and two at the gym on one rainy Tuesday; it establishes neither obstruction nor a suitable rack design.
3	Write an actionable information suggestion tied to an exact sentence.	For "buy the biggest rack immediately," ask for a capacity and placement review and cost estimate before purchase.
4	Why should a writer evaluate feedback rather than accept every suggestion?	Feedback may distort evidence or change the intended claim. Keep useful suggestions that improve clarity or information accuracy; explain other choices.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Initial paragraph

Our school should consider a covered rack near the east entrance. On one rainy Tuesday, the log counted six bikes there and two by the gym. The entrance is a problem. A roof could help, so we should select a size now.

Self-review

Strength: “near the east entrance” gives a specific location, and “On one rainy Tuesday” preserves the count’s limit. Clarity edit: replace “The entrance is a problem” with the specific issue we need to investigate.

Peer feedback

Information edit: “select a size now” goes beyond the evidence. Count use on more days and check placement and cost before choosing capacity.

Edited paragraph

Our school should investigate a covered rack near the east entrance. On one rainy Tuesday, the facilities log counted six bikes there and two by the gym. Those counts suggest a location to study, but they do not establish typical use or walkway obstruction. Before selecting a rack, staff should observe access, gather counts on additional days, and estimate capacity and cost. Any proposed placement must keep the walkway clear.

Revision decisions

I replaced the vague problem sentence with a precise account of what the count can and cannot show. I used my partner’s suggestion to replace an immediate size decision with evidence-gathering steps.

TEACHER ASSESSMENT NOTES

Models illustrate one possible initial paragraph, actual feedback, and edited paragraph. Students must complete both roles; a written sample cannot demonstrate that peer review happened. Observe exchanges and compare drafts. Score useful retained ideas, clarity, accurate source scope, and reasoned choices, not automatic acceptance of every comment.