

Revision Roundtable

Share original writing, exchange real feedback, and make a choice.

12.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 Work with a partner, one packet each. Discuss the complete original scene below before drafting your own. Mark one detail that shapes your interpretation; each partner should explain a reading and listen to the other's evidence.

The Empty Hook

- ① Mira stopped at the coat hooks beside the classroom door. Her brother's red scarf had hung there every winter until he moved to another school. Today the hook was empty. She reached toward it, then used the same hand to straighten her own collar. Behind her, a new student asked where to put his wet jacket. Mira pointed to the empty hook. When he thanked her, she noticed a red thread caught on its edge. She left it there and walked him into the room.
- ② **Make workshop norms together.** Each partner proposes a norm, and together you agree on two. Consider uninterrupted reading, time to think, questions that do not assume intention, or naming a strength before suggesting a change. Discuss what Mira's actions might suggest and support your readings with details. Different interpretations can coexist when they fit the scene. Apply your agreed norms throughout the workshop rather than merely writing a list.
- ③ **Each person writes and responds.** Write a 75-100-word scene about a small object gaining a different meaning. Take turns reading your individual scenes aloud while the other listens. Exchange packets. On your partner's packet, write a 40-60-word feedback note that names a specific strength, asks a genuine question and suggests a possible revision. Return the packets. Each writer reads the real feedback, writes a 20-30-word response explaining what to change or keep and why, then makes any chosen edit on the draft. Discuss those choices briefly.

2 ANSWER WITH EVIDENCE Use the passage

1 Give one interpretation of Mira's final action and a supporting detail. Discuss it with your partner.

2 What is the difference between a genuine question and an assumption about a writer's intention?

3 Why should feedback name a detail in the actual shared draft?

4 Must a writer accept every suggestion? Explain.

3 YOUR TURN Your own words

Complete a real two-person workshop. Each person writes an individual scene, shares it aloud, listens, gives feedback on the other's packet and responds to feedback received. Do not write both sides of an imagined exchange.

1. Agree on norms

Record both names/initials and your two agreed norms. Each partner contributes a proposal.

2. Write and share your scene

Write 75-100 words. Read it aloud, listen to your partner's scene, then exchange packets.

3. Partner's feedback

Partner writes here: 40-60 words naming a specific strength, asking a genuine question and suggesting one possible revision. Then return the packet.

4. Writer's response

Write 20-30 words responding to the actual note. Explain a choice, make any chosen edit above, and discuss it with your partner.

PART 1 • READ AND MARK

Work with a partner, one packet each. Discuss the complete original scene below before drafting your own. Mark one detail that shapes your interpretation; each partner should explain a reading and listen to the other's evidence. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Give one interpretation of Mira's final action and a supporting detail. Discuss it with your partner.	She may be making room for someone new while preserving a connection to her brother: she offers the hook but leaves the red thread. Accept other supported readings.
2	What is the difference between a genuine question and an assumption about a writer's intention?	A genuine question invites the writer to explain a choice; an assumption declares a motive without checking it.
3	Why should feedback name a detail in the actual shared draft?	A precise detail makes the feedback checkable and useful to that writer; imagined details cannot guide revision of the real scene.
4	Must a writer accept every suggestion? Explain.	No. The writer should consider real feedback and justify what to change or keep in relation to the intended effect.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Possible scene: At the last rehearsal, Noor found the brass key beneath her chair. For months she had carried it to unlock the music cupboard before anyone arrived. Next week, another student would take that job. She rubbed the worn ridge with her thumb, then placed the key beside Eli's score. He asked whether the cupboard door still stuck. Noor almost answered with a warning. Instead, she showed him how to lift the handle gently. When it opened, she let him turn the key back himself.

Illustrative feedback on that scene: The worn ridge makes Noor's routine feel familiar, and letting Eli turn the key suggests she is accepting the change. What feeling makes her almost give a warning? You might add a brief physical reaction there, so the reader can sense her hesitation before she chooses to help him.

Illustrative writer response: I will add that Noor closes her hand before helping Eli. I will keep the final action because it shows trust without explaining every feeling.

TEACHER ASSESSMENT NOTES

The three models form a clearly illustrative exchange based on an actual printed model scene. Students must instead exchange their own drafts and genuine feedback. Require shared norm development, discussion of The Empty Hook, individual writing, both oral readings/listening turns, specific feedback and a reasoned writer response. Check 75-100, 40-60 and 20-30 words separately, excluding labels. A justified decision to retain a choice is valid; do not require agreement with a partner's interpretation or a fabricated revision.