

Revision Has a Record

Publish a class simulation and revise it through two feedback rounds.

CCSS.ELA-Literacy.WHST.11-12.6 "Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB This is a fictional transit-writing case, not travel advice. In paragraph 1, underline the rider question and box the adviser concern. In paragraph 2, connect each to its corresponding correction. In paragraph 3, circle the new agency information and underline the later editor suggestion.

Updating a Community Guide

- ① At Roosevelt High, a student team drafted an online guide to fictional Route 14. The draft said buses came every 20 minutes after school. A rider commented, "Which stops have level boarding for wheelchair users?" The adviser questioned the schedule source: a social media post. Maya logged both comments in a shared revision table with source, change, and status columns.
- ② Maya checked the transit agency's route map and accessibility notice. The verified interval was 30 minutes, not 20; Maple Street and Library were the only stops with level boarding. She corrected the interval in response to the adviser's source concern and added the boarding information in response to the rider. She linked the official sources and replied to the rider with the two stops. The team published the corrected guide, preserving the draft in version history.
- ③ Two weeks later, an agency alert announced that construction would close the Library stop from September 9 through September 20. Oak Avenue would remain open, but the alert did not state its boarding access. Maya drafted a dated update with a link to the alert. An editor then asked her to name an open alternative. She added Oak Avenue while noting that its boarding access was unconfirmed. The team republished the guide and saved a note linking each change to the new information or feedback.

2 ANSWER WITH EVIDENCE Use the passage

1 Which two concerns started the revision process, and how did the team track them?

2 What changed in response to each concern? Distinguish their causes.

3 What two later inputs caused further changes?

4 How did the digital record make the revisions traceable?

3 YOUR TURN Your own words

Reenact the guide's revision history as a retrospective class simulation in an Internet-connected tool. Read the whole case first, then reconstruct each version using the information available at that stage. Label every version "Fictional class simulation." Publish to classmates and work with a peer editor.

1. Produce and publish an initial draft

Using paragraph 1 only, write a 50-70-word initial guide in a shared document or class page. Explicitly label the 20-minute interval as unverified. Publish to classmates and save the initial version. Record the location/time and the two unanswered concerns.

2. Respond to feedback and publish a correction

After your initial publication, your peer posts the rider/adviser comments from paragraph 1 and provides the verified facts from paragraph 2. Correct the interval, add both level-boarding stops and reply to each concern. Publish a revised 50-70-word guide. Record each input, resulting wording and saved version/time.

3. Respond to new information and further feedback

Your peer posts the agency alert and editor request from paragraph 3. Publish a 50-70-word update with closure dates, the open alternative and its access uncertainty. Add a dated change note outside the word count. Record the inputs, changes and version/time; ask your peer to verify the live text.

PART 1 • READ AND MARK

This is a fictional transit-writing case, not travel advice. In paragraph 1, underline the rider question and box the adviser concern. In paragraph 2, connect each to its corresponding correction. In paragraph 3, circle the new agency information and underline the later editor suggestion. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which two concerns started the revision process, and how did the team track them?	The rider asked about level boarding; the adviser challenged the social-media schedule source. The team used a shared table with source, change, and status columns.
2	What changed in response to each concern? Distinguish their causes.	The adviser concern led to checking official information and correcting 20 to 30 minutes. The rider question led to naming Maple Street and Library as level-boarding stops and replying to the rider.
3	What two later inputs caused further changes?	The agency alert led to the Library closure dates. The editor request led to naming Oak Avenue as open while stating that its boarding access was unconfirmed.
4	How did the digital record make the revisions traceable?	Version history preserved the draft. Source links and notes connected revisions to official information and feedback.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative saved versions of the fictional guide; version times below are classroom records, not transit announcement dates. Each guide is labeled "Fictional class simulation."

Initial guide, version 1, September 10 at 09:00: Our draft describes Route 14 for after-school riders. A social media post says buses arrive every 20 minutes, but that interval is unverified. We have not confirmed which stops offer level boarding for wheelchair users. Please treat this as an incomplete class draft while our team checks the schedule and responds to the rider question.

Corrected guide, version 2, 09:15: Official information in our case confirms that Route 14 runs every 30 minutes after school. Maple Street and Library are the only stops with level boarding for wheelchair users. We corrected the earlier interval after the adviser questioned our source, and added these boarding details to answer the rider. This guide remains a fictional class simulation.

Updated guide, version 3, 09:30: Route 14 runs every 30 minutes after school. Construction closes Library from September 9 through September 20; Oak Avenue remains open. The alert does not confirm boarding access at Oak Avenue. Maple Street remains a listed level-boarding stop. We will seek confirmed access information before describing Oak Avenue as accessible. This guide is a fictional class simulation.

Revision log: Round 1, adviser concern -> corrected interval; rider question -> named level-boarding stops and replied. Round 2, agency alert -> closure dates; editor request -> Oak Avenue with access uncertainty. Dated note: "September 10: Added the Library closure dates and open Oak Avenue alternative; boarding access there remains unconfirmed." Peer reopened version 3 and verified all changes.

TEACHER ASSESSMENT NOTES

Preparation: arrange Internet-connected shared publishing and peer access. This is a retrospective reenactment: students read the whole case, then reconstruct what could be published at each stage. Later paragraphs are not hidden or newly discovered. The peer posts paragraph 1 comments after the initial version, supplies paragraph 2 facts for the correction, then posts paragraph 3 inputs for a further revision. Reference case paragraphs; do not invent URLs. Assess actual digital versions, replies, two feedback cycles, correct facts and traceable records. Word counts cover guide prose only. Paper-only work or a description of future editing is incomplete.