Feedback Makes It Clear

Use peer feedback to make writing more precise and useful.

ELA.6.C.5 "Creating and Collaborating"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each question or suggestion from a reader, then number the matching revision Jada and Luis made.

The Depot Display Card

1. For the town history fair, Jada and Luis wrote a display card about the old train depot. Their first draft said, "The depot was important. It was important because many people used it." Jada liked the clear topic, but Luis wondered whether visitors would know why the depot mattered. They checked a local archive and found that trains carried citrus crates from nearby groves. The pair planned to add this detail, but they first asked two classmates to read the card and share comments.

2. One reader, Mina, wrote, "The citrus fact helps me understand the depot's job. Could you tell when the depot opened?" Another reader, Theo, noticed that the draft repeated the word important. He suggested replacing that word with a more exact description. Jada and Luis discussed both comments. They agreed to include the opening year because it would help visitors place the depot in time. They also decided not to mention every fact from the archive, since a display card needs to stay brief and focused.

3. After revising, their card began, "Opened in 1908, the depot helped nearby growers send citrus crates by train." The new sentence gave readers a date and explained the depot's role. Jada changed the repeated word important to useful, which fit the card's meaning better. Before printing the card, the pair read it aloud together. Luis caught a missing comma after 1908, and Jada checked the archive note one more time. Their final version was clearer because they used feedback, made choices, and edited carefully.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which reader comment asked Jada and Luis to add more information?

2. Why did Jada and Luis include the opening year but leave out some other archive facts?

3. What repeated word did Jada change, and what word replaced it?

4. What final editing check did each partner complete before the card was printed?

3 YOUR TURN

Your own words

A partner reads your school-event announcement and says, “I know when it happens, but I do not know where to meet.” Write a two-sentence revised announcement that includes a meeting place. Then write one sentence explaining how your revision uses the partner’s feedback. Actually use a school-approved word processor or digital writing tool to type and save your revised announcement and explanation. Your teacher will provide a device or arrange shared access. Show the saved writing to your teacher; identify the sentence that addresses the supplied feedback.

ANSWER KEY

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GRADE 6 · ELA.6.C.5

PART 1 · READ AND MARK

Underline each question or suggestion from a reader, then number the matching revision Jada and Luis made. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which reader comment asked Jada and Luis to add more information?	**Mina asked when the depot opened.**
2	Why did Jada and Luis include the opening year but leave out some other archive facts?	**The year helped visitors place the depot in time, but the card needed to stay brief and focused.**
3	What repeated word did Jada change, and what word replaced it?	**She changed important to useful.**
4	What final editing check did each partner complete before the card was printed?	**Luis found a missing comma after 1908, and Jada checked the archive note again.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

On Thursday at 3:30, students can join the creek cleanup behind the library. Meet at the library's east entrance to receive gloves and trash bags. I added the meeting place so readers know where to go.

This is a text example. Completion also requires the learner to type, save and show their actual revised writing using the provided digital tool.

Accept answers that accurately connect Mina's and Theo's feedback to the revisions in the final card. For Your Turn, accept any three-sentence response with a clear event announcement, a meeting place, and an explanation of how feedback led to the revision. Provide a device and school-approved writing tool, including supported shared access as needed. Check the actual saved student writing and their identification of the feedback-based revision. Written content alone or a future technology plan does not complete the task. The supplied feedback is a usable stimulus; an additional real peer comment is optional.