Talk That Revises

Read how feedback supports a writing community.

8.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 Underline the group norms, circle each specific feedback comment or question, and number Jalen's responses to feedback in order to trace how writers and listeners share responsibility.

The Writing Circle

1. At Harbor Middle School, Ms. Vega's writing circle began with norms the students had chosen together. Speakers could finish a thought without interruption, listeners kept phones and side conversations away, and every response named a specific part of the draft. During a meeting about a personal narrative, Jalen read a scene about missing the last bus after soccer practice. Before anyone commented, the group took a minute to reread the page and jot notes. This quiet pause helped them listen to the writing, not rush to judge its author.

2. Nora began her feedback by saying, "The bus schedule detail made the problem feel real because I could picture Jalen checking the sign." She then asked, "Could you add one sentence about what he thought when he saw the bus leave?" Her comment pointed to evidence and offered a usable next step. Jalen could reject a suggestion. He said he wanted to keep the scene focused, but he wrote down Nora's question and asked whether adding an inner thought would slow the pacing. The group discussed that choice instead of deciding for him.

3. At meeting's end, Ms. Vega asked each writer to name one revision they might try and one question still open. Jalen decided to test Nora's idea in a new version, then compare the pacing with his original. He thanked her for noticing the schedule detail, which showed that she had read closely. Later, Nora shared a poem draft. Jalen listened without planning his reply while she read. When he spoke, he identified an image he remembered and asked a question about its meaning. The circle's norms made both writers responsible for the conversation.

2 ANSWER WITH EVIDENCE

Use the passage

1. Name two norms that the writing circle used during sharing.

2. How did Nora make her feedback useful to Jalen? Give two details from her response.

3. How did Jalen respond to Nora's suggestion instead of simply accepting it or rejecting it?

4. What did Jalen do while Nora shared her poem that showed active listening and close reading?

3 YOUR TURN

Your own words

Join a real partner or teacher-supported writing circle. Choose an existing short piece you wrote, or write two or three original sentences first. Agree on a listening norm. Each participant actually shares a short piece, listens or reads the other's work, gives one specific comment or question, and responds to the feedback received. A response may test a revision, ask a clarifying question, or explain why you kept a choice. Then write four to six sentences recording your participants, piece, norm, a specific comment you gave, and your actual response to feedback. Attach or point to the writing discussed; spoken, written or supported exchange is welcome.

Talk That Revises

PART 1 · READ AND MARK

Underline the group norms, circle each specific feedback comment or question, and number Jalen's responses to feedback in order to trace how writers and listeners share responsibility. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Name two norms that the writing circle used during sharing.	**Any two: let speakers finish without interruption; keep phones and side conversations away; name a specific part of the draft in each response.**
2	How did Nora make her feedback useful to Jalen? Give two details from her response.	**She named the bus schedule detail and explained its effect, then suggested adding Jalen's thought when he saw the bus leave.**
3	How did Jalen respond to Nora's suggestion instead of simply accepting it or rejecting it?	**He said he wanted to keep the scene focused, wrote down her question, and asked whether an inner thought would slow the pacing.**
4	What did Jalen do while Nora shared her poem that showed active listening and close reading?	**He listened without planning his reply, identified an image he remembered, and asked about its meaning.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I shared my three-sentence mystery opening with Mei in our writing circle. We agreed to let each reader finish before commenting. Mei said my locked-door detail created suspense and asked where the narrator was standing. I tested adding “beside the stairwell” because it clarified the setting without revealing the mystery. After reading Mei’s garden scene, I said the rattling leaves helped me imagine the wind and asked why the character waited at the gate.

Accept equivalent evidence-based answers to the passage questions. For the open task, look for 4 to 6 sentences that include all four requested elements and feedback that identifies a specific detail with a useful response. For Part 3, assess actual sharing/listening, specific peer feedback and a real response linked to the identified writing. The four-to-six-sentence record must report completed participation rather than a would-use plan. Existing writing is welcome; justified no-change decisions and clarifying questions count as responses. Provide an accessible circle/partner without requiring an entire new story or publication.