

Sharper Drafts

Use focused feedback to strengthen a proposal.

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 Underline two strengths in the proposal, circle three clarity or information problems, and number each problem with its matching revision suggestion.

Reviewing a City Proposal

- ① Jordan drafted a proposal asking the city council to add shade trees near bus stops. The opening clearly named the problem: riders wait in direct sun during hot months. Jordan also included a local temperature reading from a July afternoon and a quotation from a transit rider. These details gave the proposal a focused purpose and showed why the issue matters. However, one sentence claimed that trees would "solve the heat problem" without explaining how much shade could be added, where trees could be planted, or what the project would cost. A reviewer could praise the concrete opening while asking for more precise evidence.
- ② During peer review, Mina noticed that Jordan's second paragraph moved from health concerns to funding, then to neighborhood history, without transitions. She suggested grouping the health evidence together and beginning the funding section with a sentence that explained its connection to the proposal. Mina also checked the source note beside the temperature reading. It named a weather station but gave no date or link to the full report. Rather than writing "bad source," she wrote, "Add the report date and identify whether this is the daily high or a surface reading." Her comment identified a strength, named a problem, and offered a usable revision.
- ③ Jordan reread the proposal before revising it. In the final paragraph, Jordan had written, "This plan will help everyone." Jordan replaced that vague claim with a sentence explaining that shade at selected stops could reduce direct sun exposure for riders waiting at midday. Jordan also deleted a repeated description of the July temperature because that fact appeared earlier. The revision did not promise an outcome that the evidence could not support. Before submitting, Jordan used Mina's notes and a self-check: Does each paragraph stay on one idea? Can a reader tell where each fact came from? Are claims specific enough to be credible? This process improved clarity and information quality.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What details does the passage present as strengths in Jordan’s opening?

2 Why is Mina’s source comment more useful than writing “bad source”?

3 What organization problem does Mina notice, and what revision does she suggest?

4 How does Jordan revise the vague claim in the final paragraph, and why is the new claim more credible?

3 YOUR TURN _____ Your own words

Write a four- or five-sentence paragraph that makes a claim about one improvement your school could make. Then evaluate it yourself or exchange it with a peer: write one specific strength and two specific revision suggestions, including one about clarity and one about information.

PART 1 • READ AND MARK

Underline two strengths in the proposal, circle three clarity or information problems, and number each problem with its matching revision suggestion. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What details does the passage present as strengths in Jordan's opening?	It clearly names riders waiting in direct sun, includes a local July temperature reading, and uses a quotation from a transit rider.
2	Why is Mina's source comment more useful than writing "bad source"?	It identifies what is missing, the report date and the type of temperature reading, and gives specific steps for revising the source note.
3	What organization problem does Mina notice, and what revision does she suggest?	The paragraph jumps among health concerns, funding, and neighborhood history without transitions. Mina suggests grouping the health evidence and adding a sentence connecting the funding section to the proposal.
4	How does Jordan revise the vague claim in the final paragraph, and why is the new claim more credible?	Jordan explains that shade at selected stops could reduce direct sun exposure for riders at midday. The new claim is specific and does not promise an unsupported result.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our school should add a covered bike rack near the east entrance. On rainy days, students who bike must leave wet bicycles beside the building, where they can block the walkway. A rack with a roof would give cyclists a designated place and keep the entrance clearer. The principal could ask students who ride regularly to estimate how many spaces the rack needs. Strength: The paragraph states a clear claim and explains a concrete problem. Clarity suggestion: Explain where beside the building bicycles are currently left, so readers can picture the obstruction. Information suggestion: Add the number of students who bike or a cost estimate for the rack.

Accept equivalent descriptions of the strengths, problems, and revisions when students support them with passage details. In Part 3, accept varied school-improvement claims if the response includes a specific strength and two actionable suggestions addressing clarity and information quality.