

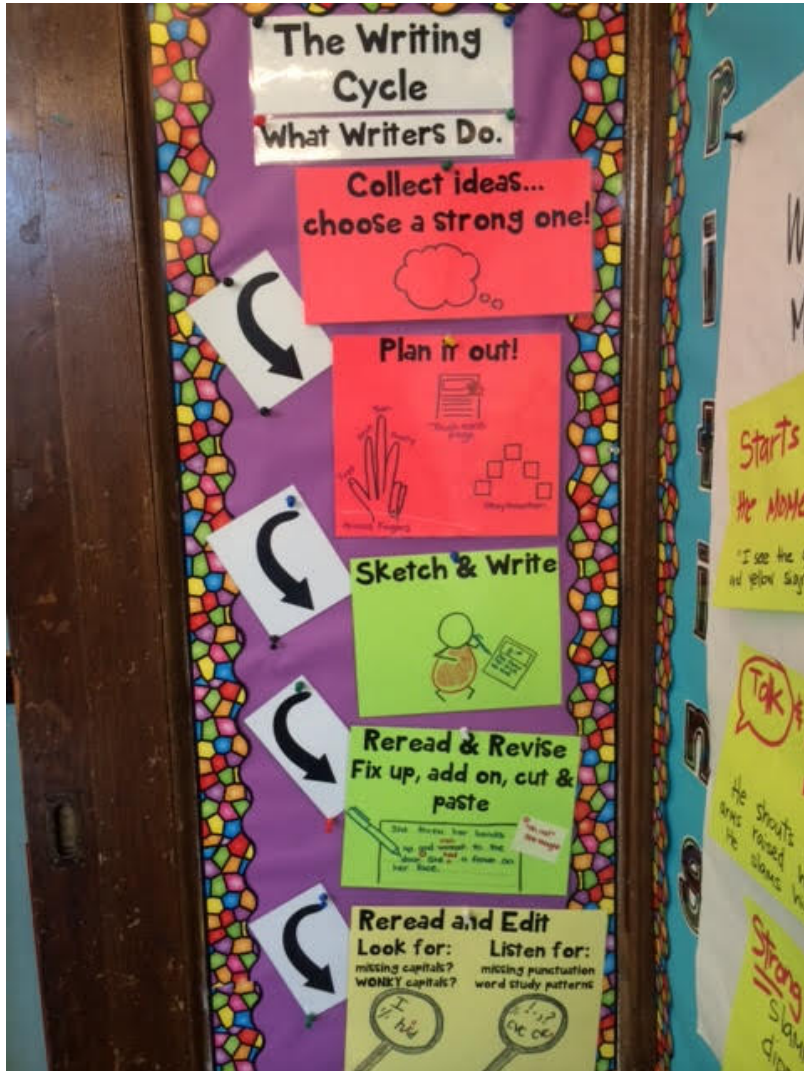
Showing GRIT Through the Writing Cycle with a Focus on Revision Strategies



Revising
I can develop and strengthen my writing by choosing the best words, phrases and sentences to give the reader a clear picture of my ideas.



The Writing Cycle



- Collect ideas
- Plan it out
- Sketch & Write

Revision (Zoom in to make the story come to life)

- Reread and Revise
- Reread and Edit

The **Buzz Words** in Narrative Writing

- * September vs. June Writing Continuum *
- Dialogue : what the characters are saying
- Small Action: what the characters are doing
- Inner Thinking: what the characters are thinking
- Show Not Tell Feelings: describe how the characters are feeling.

Purpose of Mentor Text

- A tool we can use during class or at home in order to **expose the students to several different strategies** they are expected to use in their writing piece.

Annotating Our Mentor Piece

*While reading our mentor piece, think about the four buzz words: dialogue, small actions, inner thinking, and “show not tell feelings.”

*Your job is to mark up our mentor text by thinking about where this student used the following craft moves: dialogue, small action, inner thinking, show not tell feelings.

Sample Annotated Text

Dialogue
↳ "Mitzi, it's time for your bath! Where are you?" I called. I went around the house looking for her. I checked under the couch. No Mitzi. I checked under the table. No Mitzi. "Where could she be?" I thought. Finally, it hit me. "I know where she is!" I screamed. I ran into the bedroom and looked under the bed. "There you are!" I yelled. "Mitzi, come here now!" Mitzi did not budge. She just sat there, staring back at me. I tried to reach my arm

← Action
← inner thought
← dialogue
↳ action
← dialogue
↳ action

What can we do at home?

- Helping students study the craft moves their authors are using in their independent reading books.
- Having students practice storytelling to you while using talking prompts such as:
 1. “What did you say in that moment?”
 2. “What exactly were you doing in that moment?”
 3. “How were you feeling in that moment?” “Can you show me what that looked like?”
 4. “What were you thinking about in that moment?”
- Having students act out their story using detailed actions, dialogue, inner thinking and show not tell feelings.