



Reading to revise *in color*

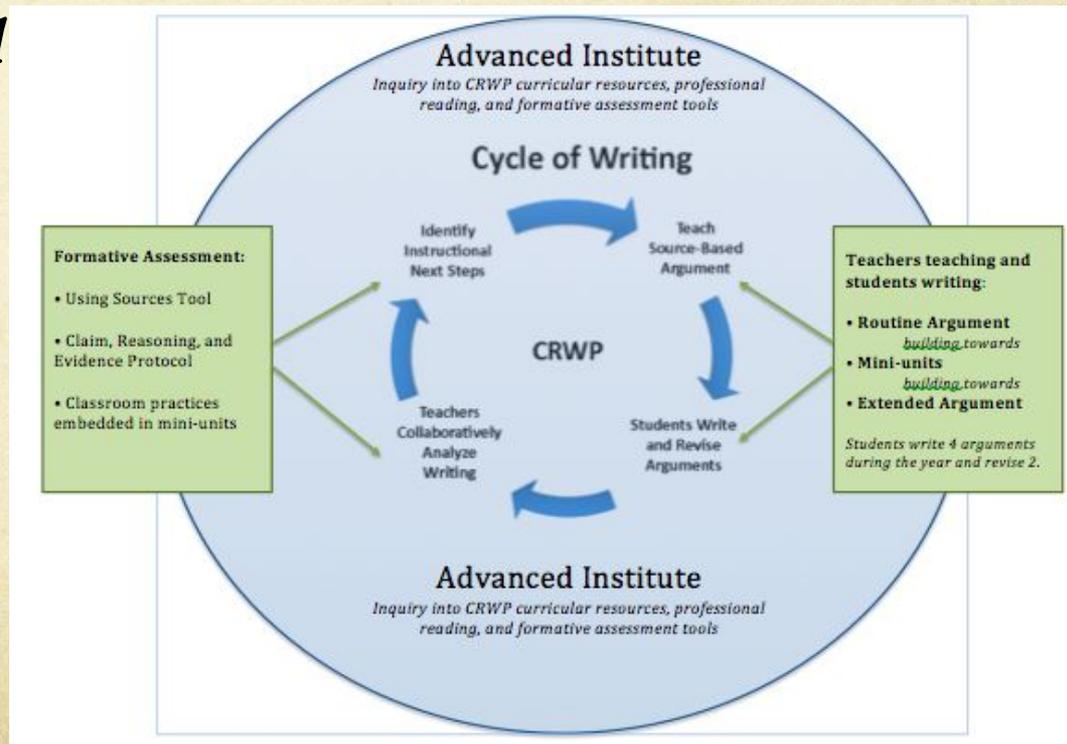
*Six steps common
across the CRWP*

Introductions



The context: CRWP

- Four cycles of writing, four arguments
- Two arguments are *revised*
- Integrity vs. Fidelity



Why revise?

- To strengthen *an* argument
- To strengthen argument writing skill(s)
- To strengthen ability to learn about argument writing -- independently and collaboratively

Inquiry: What could revision look like in the CRWP?

As it turns out, the strategies for revision emerge from the instruction.

From a mentor text...

In the mini-units, students study writer choices in mentor texts. In the process of reading and writing, they deepen understanding of specific “moves” in argument writing.

Sample mentor texts from CRWP mini-units

“Why Reality TV is the new family TV” (Making informal arguments)

“The early bird gets the bad grade.” (Jumpstarting argument)

“On the web, children face intensive packing.” (Focus on evidence)

“Washington stumped by robot-powered cars.” (Making the case in an Op-ed)

...to a student text.

When students reread their own texts closely they notice how they've used these same writing moves, strengthening their understanding of ways that argument works.

Sample student work

See sample student annotations of their Letters to the Next President.

Revision in the CRWP:

One approach in six *reading* moves

Notice

These moves are common and embedded across CRWP instructional practice.

Name

Point

They can be used when reading a mentor, peer, or one's own text.

Praise

Evaluate

Revise

They can be applied in many ways: individually, progressively, and non-linearly.

Notice

Read through the text once.

As you read, notice when you see argument writing moves you're familiar with.

Resist the urge to mark the text.

*In later units, **try noticing when multiple moves appear near each other in the text.***

Name

Reread the text with a particular move in mind. In the margin of the text, *name* the move with a word or phrase (e.g. **illustrating**; *statistic to support claim*)

Option: work together (in small groups, as a full class) to name the instances of writing moves together.

*In later units: try **naming consecutive moves**. Consider: **Are there patterns? When these moves appear together, what effect do they have?***

Point

Now highlight or underline the move from where it seems to begin to where it seems to end.

(e.g. Authorizing; expert opinion)

Praise

In the margin, write a few words praising the effect the move had on you in the context of the writer's argument.

(e.g. This **authorizing move** gave one clear reason I should believe this expert. This move forced me to reconsider my opinion.)

This **illustrating move** showed me specific evidence that directly connects to the claim. This makes me think: she has a point!)

In later units, consider jotting in the margin your thoughts about how two moves are working together.

Evaluate

In the margin where you named the move, mark with a “✓” places where the writer used a move effectively.

After you note some effective moves, use a “★” to mark 2-3 places that seem *ripe for revision*.

Revise

Return to your resources for models of how other authors have used this move. These resources include sentence stems provided in the mini-lesson powerpoints, your annotated mentor texts, and direct suggestions from your teacher or peers.

In later units, you can even return to your notebook or earlier writing pieces to find examples of the move.

Clarifying questions?

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One basic sample

There are dozens, if not hundreds of questions surrounding reality TV. Is it real and unscripted? How does it affect the actors on the show? Is it family friendly? One question that experts, parents and students ask much too often is "How is reality TV affecting our teenage girls?" Reality TV impacts our teenage girls by teaching them bad behaviors, and raises unrealistic expectations of relationships, self-image, and of the world. Now with shows like The Real Housewives and Jersey Shore being on top charts for reality TV, teenage girls cannot go a day without comparing their mundane life to the dazzling ones on TV.

Reality TV shows can really change people, especially the vulnerable young girls. It molds their mind into thinking what they see on TV is trendy and OK. Because the word *reality* is put onto the title, girls often think "ok, this is reality...I need to base my life off of it" but we all know that reality TV is not 100% accurate. According to the survey conducted by TRU, a research firm that is "the world's leader in youth research and insights", 50% of girls say that real-life shows are "mainly real and unscripted." Teenage girls are easily influenced by the actions of characters on reality TV shows. Teenage girls view these celebrities as role models and often compare outer appearance. Based on the research, 72% of girls interviewed say they spend a lot of time on their appearances compared to 42% of non-viewers. This means that girls who view reality TV regularly are more focused on the value of physical appearance. Reality TV teaches these young girls that they must achieve the unachievable by aiming for an plastic filled body like Kim Kardashian.

In shows such as The Kardashians and Jersey Shore, they often have two female characters clashing against one another. Arguments and conflicts occur from the beginning to the end of every episode. These visuals can change how young girls treat and interact with other girls. Girls will find it harder to make friends or to trust other girls. The article "Real to me: Girls and Reality TV", by TRU also mentioned that girls who watched reality TV were 24% more chance to having distrust in other girls and 63% of the girls believed it was harder to trust other females.

Another article titled "How reality TV changed our daughter." Janelle Harris, an writer and editor, wrestled the influenced these popular shows have had on her daughter. "I see a hostility and distrust of other girls that breaks my heart and makes me doubly regretful about the reality-show facade." She writes, Her daughter became lacking of sisterhood and she even refused to go to an all girl school college because she claimed "The drama would be too intense." The once free-spirited daughter also quoted "ugg, I hate Rihanna...she got Chris Brown into all that trouble." This was related to the domestic violence event that spun around the two superstars a few years ago. The daughter was only 10 years old at that time. This means that reality TV diminishes our confidence and faith in one another. For a girl that's only 10 years old to feel so passionately anti-woman, it can't be healthy.

Claims

Illustrating

Authorizing

Extending

Extension: Consider pairing the lesson "Planning and experimenting with argument moves" from the "..."

Let's try it.

Mentor texts

Work in pairs.

Read the mentor text “Why Reality TV is the new family TV.” Try out the reading moves by annotating the text.

After reading, turn to a partner and share your annotations. Then share *how* you annotated -- what were you thinking or wondering about the text as you read and wrote?

Read mentor text

What are we reading for? This text is a great one to use for studying deepening and nuanced claims.

Notice: Read through, notice claims.

Name: In the margin, place a “C” near each

Point: Underline, bracket, or highlight the separate claims

Praise: In the margin, jot about this claim.

What is the work of this claim? What is the effect?

Evaluate: “✓” = “a move well-made”

Ripe for revision. “★”

Revise

Discussion



Student samples

Work in pairs.

Take one piece of student work: try the reading and annotation moves.

After reading, turn to a partner and share your annotations. Then share *how* you annotated -- what were you thinking or wondering about the text as you read and wrote?

Read mentor text

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Notice: Read through, notice claims.

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Ripe for revision. “★”

Revise

Resources

- **Powerpoint (for teacher inquiry or classroom instruction)**
- **Basic overviews**
 - Six revision moves: One-pager (text and graphic versions)
- **Two mini-units with revision added**
 - Making informal arguments
 - Writing into the day to jumpstart argument
- **Revision focus: revising claims resource**
 - From basic to complex claims (sample student claims & revisions)
 - Guided practice handout: Revise your claim!
- **Sample student work**
 - Paired samples of student and peer annotations
 - Student reviews of and questions about this revision process

Appendix

*This is a section that may be
revised for active-engagement PD.
(Under construction)*