

The 5x5 Revision Game

Encouraging, Differentiating, and Scaffolding the Writing Process

Prepared by Elsa Pla (www.writecook.com). Based on lessons on revising for style developed by Mary Aflague and Elsa Pla at Grant Beacon Middle School (2009-2012).

Questions that prompted this lesson:

- How could we encourage all students to develop a writing process?
- How could we differentiate and scaffold the writing process?
- How could students acquire tools and strategies to revise for voice, fluency, and style?
- How could students develop writing enjoyment and stamina?
- How could we easily and consistently provide feedback to students and assess (formative assessments) their progress?

Common Core Standards Addressed:

Production and distribution of Writing

- Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Range of Writing

- Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Objectives:

- Students will discover, develop, and practice their own writing process.
- Students will analyze, acquire, and practice skills and strategies for the development of voice, fluency, and style.
- Students will develop writing enjoyment and stamina.
- Students will receive specific feedback on their writing progress.

Reading like a writer:

- Students examine and analyze exemplary paragraphs (mentor texts) that contain skill(s) to be acquired and practiced.

Lesson Structure:

- See attached plan.

Modifications:

- Extend time allotments for longer or more complicated tasks.

Connections to other content areas:

- Connect topics to other content areas.

Recommended Resources:

- Fletcher, Ralph. *Pyrotechnics on the Page – Playful Craft That Sparks Writing*. Stenhouse Publishers, www.stenhouse.com, 2010.
- Horsfield, Alan. *Fiction Writing – Strategies That Work*. Westminster: Teacher Created Resources, 2008.
- Kempner, Dave, Patrick Sebranek, and Verne Meyer. *Write Source*. Wilmington: Great Source Education Group, 2005.
- Ledbetter, Mary. *All About Me!* Friendswood: Baxter Press, 2005.

LESSON STRUCTURE

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Weekly or Bi-weekly Formative Assessment of the Writing Process

BEFORE WRITING (30-45 minutes):

1- Teacher teaches and models the voice, style, or fluency skill to be acquired and assessed (through direct instruction and/or other teaching methods).

2- Teacher and students analyze the exemplar(s)/mentor text(s) (whole or small-group discussion) and discuss possible revision processes.

WRITING PROCESS:

3- Students brainstorm and organize ideas (guided or independent work – approx. 15 min.). It's important to let students explore different planning strategies and try different graphic organizers. Examples: Lists, Circle Maps, Webs, Diagrams, T-Charts, Pictures, Outlines, etc.

4- 5x5 Revision Game (approx. 30 minutes):

5 minutes – rough draft (independent work) (skip lines to allow for revision)

5 minutes – revise for style (apply skill learned) (independent work)

5 minutes – share with partner / get feedback (small-group work)

5 minutes – share with partner / get feedback (small-group work)

5 minutes – revise/edit (independent work)

5- Students create a final copy (optional: add an illustration) and complete a self-assessment (a rubric or checklist). This step is independent and could take place at home (homework).

AFTER WRITING:

6- Teacher scores assessment and gives students specific feedback.

7- Students share their work with the class and/or post/publish their work.

8- Teacher uses scores/observations to guide his/her instruction.

5x5 Revision Game

Example of 1) Author Mentor Text and 2) Teacher Mentor Text

Prompt: Describe (using sensory details and at least one simile) an encounter with a villain or a monster.

1) Through the mist in front of him, [Harry] saw, with an icy surge of terror, the dark outline of a man, tall and skeletally thin, rising slowly from inside the cauldron. (...) The thin man stepped out of the cauldron, staring at Harry... and Harry stared back into the face that had haunted his nightmares for three years. Whiter than a skull, with wide, livid scarlet eyes and a nose that was flat as a snake's with slits for nostrils...

Lord Voldemort had risen again.

Voldemort looked away from Harry and began examining his own body. His hands were like large, pale spiders; his long white fingers caressed his own chest, his arms, his face; the red eyes, whose pupils were slits, like a cat's, gleamed still more brightly in the darkness. (...) Voldemort turned his scarlet eyes upon Harry, laughing a high, cold, mirthless laugh."

From *Harry Potter and the Goblet of Fire* by J.K. Rowling

2) When I first glimpsed the creature, I was terrified. It was one ugly monster. Then my fear turned to revulsion. Finally, I just felt sorry for the guy. Who was the fool who came up with the notion that vampires are good-looking? This thing was as handsome as a plate of moldy leftovers. Its skin looked like a flaky leather bodysuit, and its nails were grubby and absurdly long. A rotten vegetable stench wafted from its desiccated body – I bet it hadn't taken a bath in a long, long time. Its eyes were bloodshot, like it hadn't slept in decades. And its teeth were... let's just say the thing was in dire need of dental work. It had obviously tried to trim its ridiculous hair, but of course, not in front of a mirror. I could tell it was seriously peeved, though granted, I would feel the same way if I were stuck wearing that dorky tweed coat and that silly red scarf.

"Pathetic," I muttered as I deftly unsheathed my wooden sword.

The vampire scrunched its leathery brow and hissed. Then it made the same mistake they all make: it attacked me.

I lunged forward like lightning and yelled, "Die, you filthy animal!"