**Revision Writing Strategy – April 2014**

 **“Story Surgery” & “Spider Legs”**

**Common Core Standards:**

***CCSS.ELA-Literacy W10***

Write routinely, over extended time frames (time for research, reflection, and revision) and shorter time frames, for discipline specific tasks, purposes, and audiences.

***CCSS.ELA-Literacy W5:***

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**Purpose:**

* To allow students to analyze and revise their writing, by clarifying meaning, evolving ideas, and inspecting the emergence of new ideas.
* To assist students in exploring the true meaning of revision, that it is different from the editing process of checking spelling, grammar, or changing a word.
* To empower students by providing them a process to critically and reflectively read their work from a different perspective, assisting them in maintaining the intended voice in their writing.
* To engage students in the writing process in a way that is meaningful and fun, especially for kinesthetic learners.

**Directions:**

1. If possible, have your class view the following 5 minute video on revision. It’s a great video of one student showing another student the purpose and process of revision. <http://www.youtube.com/watch?v=RBKqgOvmJ8w>
2. Discuss the purpose of revision with your students. It literally means to “See again”. It is reading one’s writing with a different perspective, the perspective of the reader. Where might the reader want clarification? What new ideas might emerge? What might need further explanation?
3. After students have written a draft (for this strategy, only write on the front of the paper), ask them to put on their revision glasses and read their own paper from the perspective of the reader. (I knew a teacher once that actually had fake glasses for her students to do this!)
4. Have students identify areas where they could add a sentence or two, or a few, and maybe even a paragraph. What was unclear as they read it as the “reader”? Where could more details be added? What needs to be re-explained or clarified?
5. Once the student identifies areas to revise, have them cut open their paper in the selected places and perform “surgery”.
6. On a separate piece of paper students will write their additions, revision, or explanations.
7. Students then tape their revision “organ” between the open spaces of the original draft.
8. This strategy can be adapted into **“Spider Legs”,** where students add a sentence or two by writing the revision on a strip of paper and then taping it to the original, creating a spider-leg. Challenge students to add 8 “Spider Legs”!

**Note:**

You might have students read one another’s papers and make revision suggestions on post-it notes. The author can have a different perspective, or **“Second Opinion”**, before performing story surgery.

Attached, you will find an example of the strategies.

Adopted From: <http://www.smekenseducation.com/fun-revision-strategy-story-surgery.html#sthash.fbxlK6Fo.dpuf>