

A person with long hair, wearing a black jacket and light blue jeans, is performing a handstand on a city street. They are balanced on one hand, with their legs raised high in the air. The background shows a busy urban street with cars, pedestrians, and buildings. There are traffic lights and signs visible on the street. The overall scene is a mix of urban life and acrobatic performance.

# **Bust a Writing Move with**

# **Narrative Revisions**

**Michael Ziegler @Zigthinks**

# What Rubrics Do

- **Provide clear, common language**
- **Categorize feedback to help students self-reflect**
- **Reduce “subjectivity”**





# What Rubrics Don't

**Rubrics and written feedback don't...**

- 0 Speak to student authors' experiences as writers**
- 0 Speak to the reader's coherent experience of the writing**



# **Feedback as a Story**

**Make feedback verbal:**

- **Flipgrid**
- **Turnitin.com**
- **Voxer**
- **Face-to-Face**





# **The Reader's Story**

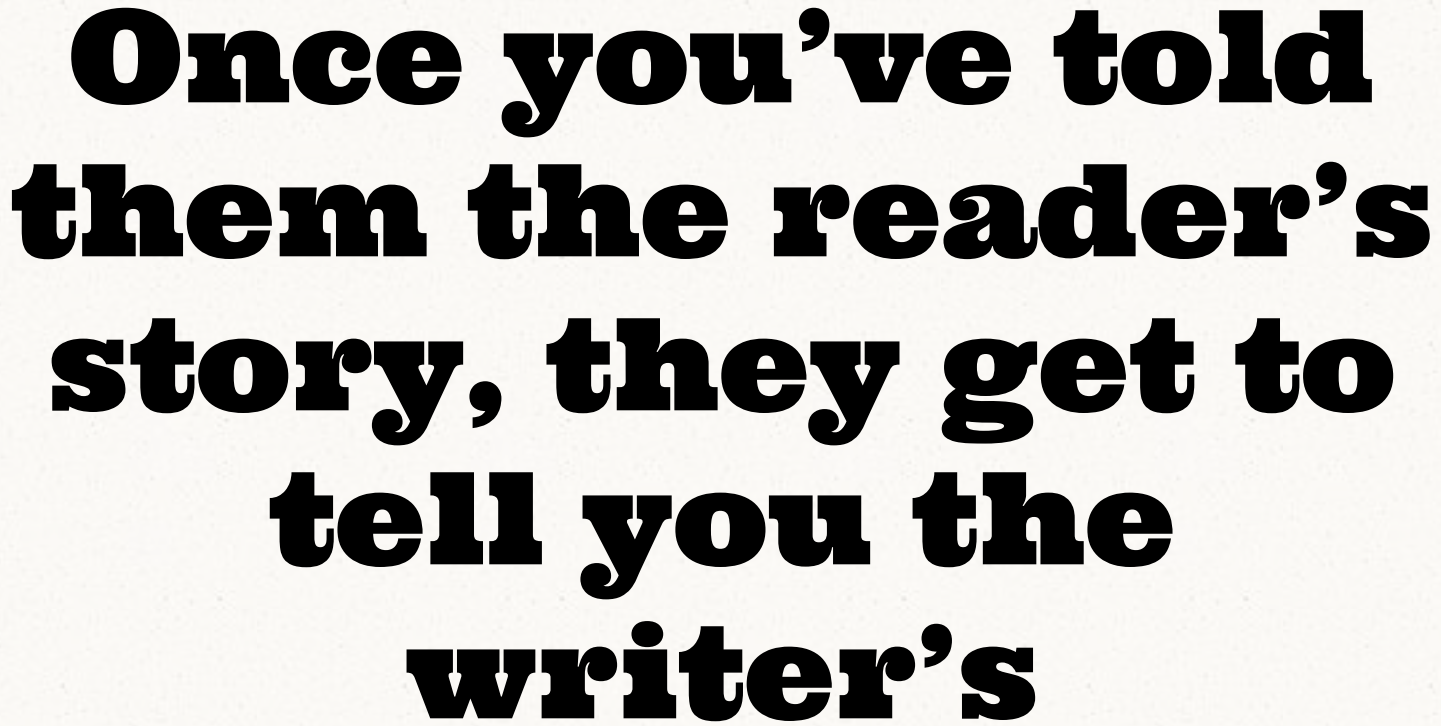
- **Tell the story of how you experienced their paper**
- **Help them see through the eyes of their audience**

**“I was really swept up in the opening imagery you used to establish the setting--I had a strong sense of place. I wish I'd had that experience recreated when you changed scenes late in the story.”**

**“I really found your opening arguments compelling--your first statistic was so powerful that I wanted to hear more about that. I actually missed that intensity as I moved on in the paper!.”**

**“Your conclusion revisited a phrase from your second paragraph which helped me tie it all together--I wonder if it would have been even more powerful to revisit some of your other diction choices in your closing.”**

**“When you suddenly added this aside, I got really distracted and thought you were going to change topics.”**

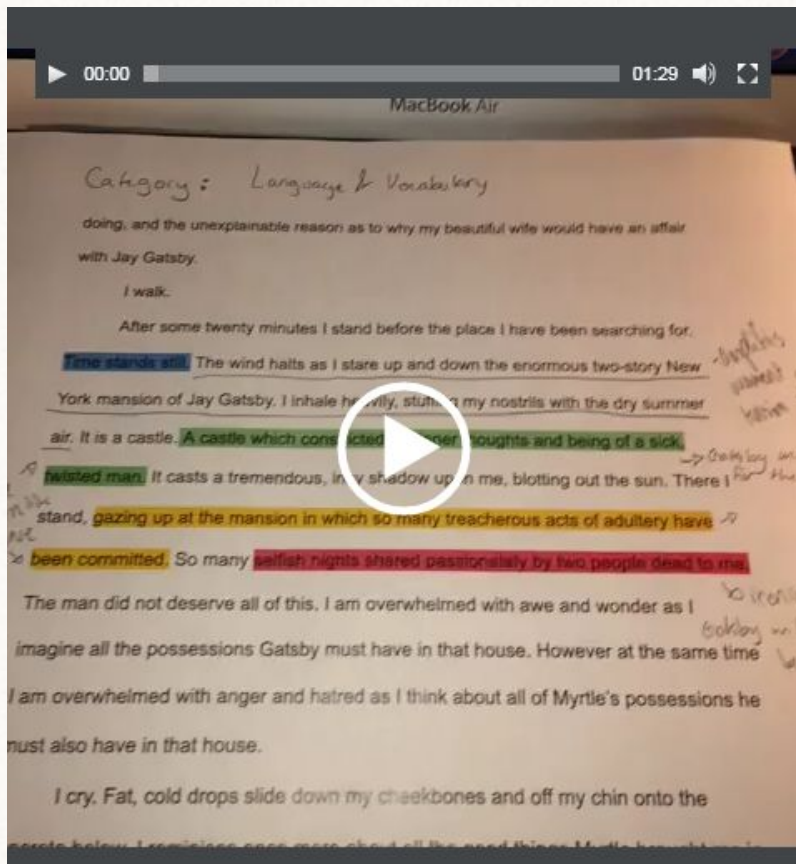


**Once you've told  
them the reader's  
story, they get to  
tell you the  
writer's**



# Annotation

- 0 Revisions must be visible
- 0 Color-code based on your rubric--help me see the what and why

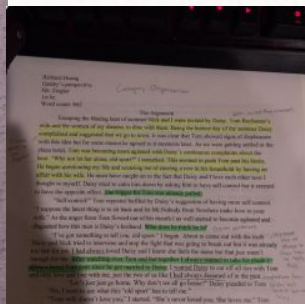




# Revision Rubric

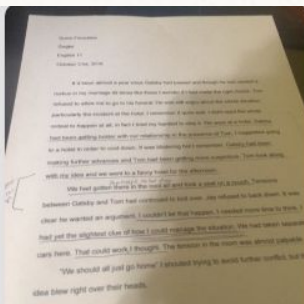
- clearly explain specific and **meaningful changes** to the text
- outline **why** the changes were made, using the **language of the rubric**
- includes **visible and thorough annotation** of the revised section to help guide viewers
- Demonstrate that the author **understands how to use writing tools to improve future pieces**

# The Writer's Story



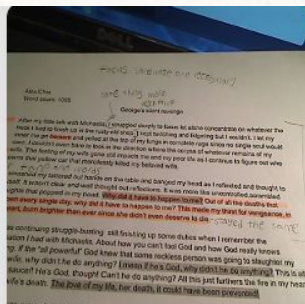
Richard H

Dec 8



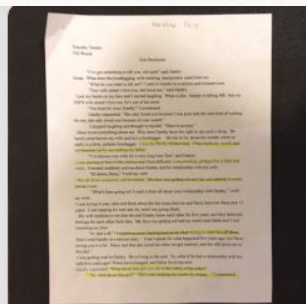
Quinn F

Dec 8



Alex C

Dec 8



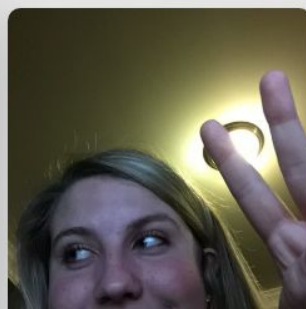
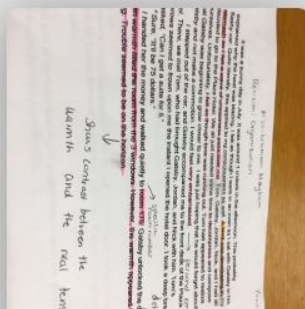
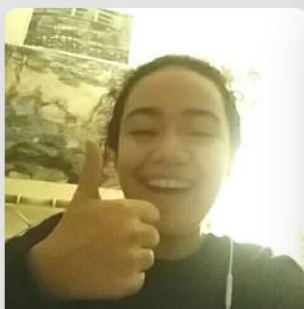
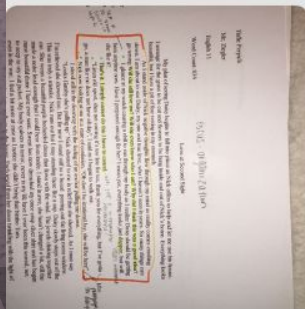
Timothy T

Dec 8



Val W

Dec 8





# **Narrating The Remix**

## **Score the “story” not the changes**

- 0 Struggling writers tell “flawed” stories:**
  - 0 Cliches about writing**
  - 0 Meandering plots about their writing experience**
  - 0 No main character (the *author*)**
- 0 Effective Writers tell compelling ones:**
  - 0 Narrative voice: “I, The Author”**
  - 0 Tell the Tale of Process--their writing usually proves to be a pretty riveting adventure plot!**