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Summary

Editing is often seen as one item on a list of steps in the writing process—usually put somewhere near the end, and often completely crowded out of writer’s workshop. Too many times, daily editing lessons happen in a vacuum with no relationship to what students are writing.

In *Everyday Editing*, Jeff Anderson asks teachers to reflect on what sort of message this approach sends to students. Does it tell them that editing and revision are meaningful parts of the writing process, or just a hunt for errors with a 50/50 chance of getting it right—comma or no comma?

Instead of rehearsing errors and drilling students on what’s wrong with a sentence, Jeff invites students to look carefully at their writing alongside mentor texts and to think about how punctuation, grammar, and style can best be used to hone and communicate meaning.

Everyday Editing is a practical guide that offers an overview of Jeff’s approach to teaching editing within the writing workshop as well as ten detailed sets of lessons covering everything from apostrophes to verb choice to serial commas. These lessons can be used throughout the year to replace oral language or error-based editing strategies with a more effective method for improving student writing.

The following are suggestions to help groups of educators read, discuss, and extend the ideas from *Everyday Editing* into their classrooms. These ideas will come to life as teachers are given opportunities to put them into practice with students. With that in mind, we have developed discussion questions, pulled provocative quotes, highlighted video clips, and offered professional development ideas from each chapter that will enable participants to reflect on the text.

The guide is set up with video links so that readers can view video that complements the text. As video is viewed, readers are encouraged to jot down their thinking on a two-column note (What Do You Notice/What Do You Wonder). The notes can then be used to launch discussions around the video viewing. If you are interested in more video with Jeff on crafting grammar, see his DVD, *The Craft of Grammar: Integrated Instruction in Writer’s Workshop*.

This guide is formatted as a study group. It could be used either with a group of teachers or individually as a reflective structure for those reading the book

alone. The suggestions offered in the guide are designed to foster collaboration, spark new thinking, and support the transfer of new ideas into the classroom.



Getting Started

Introduction: Why Do My Students Hate Grammar and Editing?

Discussion/Sharing (10 Minutes)

- What are you most happy with in your grammar instruction? What needs work?
- How confident are you about your own grammar usage and editing?
- How do you teach grammar and editing?

Reading Excerpt (15 Minutes)

- Read “Introduction,” pages 3–5.
- How is this thinking about teaching grammar and editing similar to yours? Different?

Video Viewing (15 Minutes)

- View “Our Histories as Grammar Teachers.” This is also an introduction to Jeff.
- As you view the video clip jot down your thinking on a two-column note (What Do You Notice?/What Do You Wonder?).

Quotes Worth Discussing (10 Minutes)

Most adults aren't drawn to things that they don't do well; neither are kids. If you know you have a strong possibility of being corrected, isn't it easier to quit while you're ahead? Do students simplify their writing to avoid making errors, writing only simple sentences (2)?

Yes, students need the ability to spot errors. Yes, they need to develop the visual acuity and an ear for the flow of language to do so. But how can we do that without making students hate grammar (2)?

We actually teach students to edit by building concepts through immersion in models, applying the concepts to their own writing while students edit their attempts along the way (5).

Putting Ideas into Practice (5 Minutes)

What is one idea/concept that you will continue to think about after today and might integrate into your writer's workshop?



Part 1: What Is Everyday Editing?

Chapter 1: What Is Editing Instruction?

Discussion/Sharing (10 Minutes)

- What is your definition of editing instruction?
- How are editing checklists used within your classroom?
- How is editing incorporated within your writing workshop?

Reading Excerpt (15 Minutes)

- Read pages 10–14, “My Definition of Editing.”
- How is Jeff’s definition of the editing process similar to yours? Different?

Quotes Worth Discussing (10 Minutes)

I want students to walk out of my classroom with deep structures and patterns etched in their minds—building pathways, making connections, discovering a way of “thinking” about mechanics’ meaning. I want them to celebrate all that what we call editing can do (10).

Part of editing is listening to our writing, making it feel right (11).

This is how editing begins in my classroom—with the vision of success and then working backward from there. How do we get to success? How will I welcome students into the world of editing to experiment, play, and learn (14)?

Toolbox Strategy (15 Minutes)

- Jeff talks about teaching editing as an invitational process. He infuses his classroom with rich literature and shows students powerful sentences.
- Distribute copies of award-winning or recently published children’s and young adult novels.
- Have everyone in the group browse through the books and write down sentences that could serve as good mentor sentences.
- As a group, talk about what makes a good mentor sentence. What do you notice? What else? What does it sound like when we read it? What would you change if we removed this or that? Which do you prefer? Why?

Putting Ideas into Practice (5 Minutes)

What is one idea/concept that you will continue to think about after today and might try out in your classroom?



Part 1

Chapter 2: Why Invite Students into an Editing Process?

Discussion/Sharing (10 Minutes)

- How do you include students as part of the editing process?
- How might you use short mentor texts and sentences to enhance editing instruction?
- What part of the editing process in your writer's workshop is working well? What are the areas that you would like to tweak?

Reading Excerpt (15 Minutes)

- Read the four core beliefs that shaped Jeff's ideas around editing instruction on pages 17–18.
- How are these ideas similar to yours? Different?

Video Viewing (15 Minutes)

- In this video, Jeff uses a mentor text: an excerpt from *The House on Mango Street* by Sandra Cisneros. Notice the mentor sentence posted on the board. He then has students do a focused freewrite in their writer's notebooks. Watch the video and try out the strategy. What do you notice? What do you wonder?
- As you view the video clip, jot down your thinking on a two-column note (What Do You Notice?/What Do You Wonder?).

Quotes Worth Discussing (10 Minutes)

It's far more inviting for students to concentrate on what works in a sentence than to rip one to shreds (19).

The secret is to let students delve into the sentence. The power comes from students telling you what they see, exactly what is potent, and answering the question: How did the author do that (20)?

Part of the success comes when the students try out possible patterns, fiddling with their own sentences and those of others to see what effects they can have on writing (23).

Putting Ideas into Practice (5 Minutes)

What is one idea/concept that you will continue to think about after today and might try out in your classroom?



Part 1

Chapter 3: What Do Editing Invitations Look Like in the Classroom?

Discussion/Sharing (10 Minutes)

- How much time is designated for editing within your writing workshop block?
- How do you decide what gets put on the wall as resources for editing?
- Is your thinking changing at all in regard to the role of editing within writing workshop?

Reading Excerpt (15 Minutes)

- Read pages 26–46, “An Annotated Lesson Set: Don’t Leave Me Hanging! Teaching the Use of the Comma After an Introductory Element.”
- How might this process that Jeff describes work within your writing process?

Video Viewing (15 Minutes)

- View the segment on AAWWWUBBIS.
- As you view the video clip, jot down your thinking on a two-column note (What Do You Notice?/What Do You Wonder?).

Quotes Worth Discussing (10 Minutes)

If I want to teach a concept such as using a comma after an introductory phrase, I display powerful models on the whiteboard, chart paper, or overhead, starting with one and adding others as appropriate with time and student need (26).

I always start with an invitation to notice (28).

A large portion of everyday editing instruction can take place in the first few minutes of class that, in the past, were reserved for single-sentence corrections on the overhead. Starting every class period with invitations to notice, combine, imitate, or celebrate is an easy way to make sure editing and writing are done every day (46).

Putting Ideas into Practice (5 Minutes)

What is one idea/concept that you will continue to think about after today and might try out in your classroom?



Part 2:

Everyday Editing Invitations: Ten Lesson Sets

Part 2 of the text, “Everyday Editing Invitations,” is a series of lesson invitations. Each section provides a list of what you want students to know and a list of misunderstandings that you may need to clarify, followed by a series of invitations.

For this next session, participants reflect on their own shift in thinking around editing instruction. It’s always an opportunity for the group to choose a series of invitations to try out.

Discussion/Sharing (10 Minutes)

- How has your thinking about editing instruction been changed by the readings and videos?
- What tweaks have you made to editing instruction within your writer’s workshop?
- What’s the biggest adaptation you’ve made to Jeff’s ideas or methods?

Toolbox Strategies: Try Out Some Invitations

Section 4 Possession or Contraction—You be the Judge: Teaching Apostrophes (79–86)

- Read “Introduction” (79) and “Invitation to Notice 4.1” (80–81).
- Building Our Background: View “Apostrophe-thon.”
- As you view the video clip, jot down your thinking on a two-column note (What Do You Notice?/What Do You Wonder?).
- Try It Out: Work through and reflect on each invitation as a group.
- What went well? Were there any challenges?

Section 9 Do We Have Chemistry? Teaching Compound Sentences (127–141)

- Read “Introduction” and “Invitation to Notice 9.1.”
- Building Our Background: View “FANBOYS.”
- As you view the video clip, jot down your thinking on a two-column note (What Do You Notice?/What Do You Wonder?).

- Try It Out: Work through and reflect on each invitation as a group.
- What went well? Were there any challenges?

Putting Ideas into Practice (5 Minutes)

What do you plan to try in the future but haven't attempted yet?

