## Invitational Grammar and Editing

*Jeff Anderson*

### Invitation to NOTICE

Teacher displays sentence and reads aloud.  
(“What do you notice?”)

Students **NOTICE**.

Teacher **HONORs**.

If student doesn’t **NAME**, teacher does.

If appropriate, teacher **EXTENDs** by prompting student conversation  
 to collaboratively build a theory about  
 the function of the convention.  
 (“What’s the convention doing in this passage when we read it aloud?”  
 “What’s this convention doing when we read it silently?”)

Next, teacher shares  
explicit information on convention’s use  
in this situation and others.

Process repeats as needed.  
(“What else do you notice?”)

At the close, teacher renames what students noticed—referencing the student noticer as well as peppering in explicit information about the convention and its function and use.

### Invitation to COMPARE and CONTRAST

Students **ANALYZE** the text, which is paired with an imitation.  
(“Compare and contrast the model sentence with the imitation. Discuss with your partner/group how they are alike and how they are different.”)

The imitation serves as a model for how a student can imitate—  
using the writer’s structure as lens for looking at or expressing their ideas.  
At this juncture, the most important thing is the CONVERSATION students have  
as they compare and contrast the model passage and its paired imitation. This  
act deepens the understanding of structure and the choices that go along with it.
### Invitation to IMITATE

Review the model passage and the imitation.
Discuss how writers use their READER’s EYES to study the patterns and conventions the writer of the model sentence uses.
Students use their WRITER’s EYES to see the world around them through the lens of the model sentences’ structure.
(“Writers reread their writing to make sure they say what they wanted to say and to ensure they used all the necessary conventions.”)

### Invitation to CELEBRATE

Students share their imitations, reading them twice. Other students complete their imitations or listen. Students clap for fellow writers after second reading.

### Invitation to Apply Pattern…

- Through revision
- As a tool to respond to reading
- To think through or summarize content.
- By collecting

### Invitation to EDIT

Copy and paste correct sentence that has been the focus of study. Leave the first one correct, change one other thing in each of the other three sentences. Uncover them one at a time. When looking at the correct sentence, ask, “What did we learn about writing from the author?” When you reveal each of the other three with one change each, ask, “What changed? What effect does it have?"

For more information on the invitational process to teach grammar and editing, see *Everyday Editing* by Jeff Anderson (Stenhouse, 2007).

For more mentor texts and grammar and editing strategies, see *Mechanically Inclined* by Jeff Anderson (Stenhouse, 2005).

For more application and sentence combining, see *Revision Decisions: Talking Though Sentences and Beyond* (November 2014).

### Find Jeff online…

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