

THE EDIT STRATEGY

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SESSION OVERVIEW

1. Rationale for the strategy
2. Purpose of the strategy
3. Overview of the strategy steps
4. Recent research study
5. Overview of the instructional lessons

RATIONALE/PURPOSE

- Provide a routine to follow when editing/revising essays/papers generated by word-processor
- Detect and correct mechanical errors
- Add needed elaboration/details

EDITING AND STUDENTS WITH LD

- Make more mechanical and spelling errors
- Fail to detect and correct many errors
(e.g., spelling: 96% vs. 82%)
- Avoid using vocabulary - use "safe" words
- Spend less time in the editing process
- Strategy instruction in revising/editing
identified as "key" to effective writing
instruction.

STEPS OF THE EDIT STRATEGY

Enter a Rough Draft

Do a Spell Check

Initiate the SCAN steps

Type in Corrections

Enter a Rough Draft

Double Spaced

Don't fixate on perfection

Do a Spell Check (SPELL)

Select Correct Option

- read sentence then look at suggestion
- if sure, make the change
- if not sure/no options, say word aloud and add letters
- if still not sure, use another word

Do a Spell Check

Print out document

Emit the sentence

- out loud, last sentence first

Look for homophone errors (their/there)

Look for typos (an/and; tame/game)

* (write corrections on hard copy)

INITIATE THE "SCAN" STEPS

*Search for Punctuation Errors

- end and internal

*Check Capitalization, Indentation, & Spacing

- first word, proper nouns
- extra space (word, sentence, paragraph)

* Performed concurrently; backwards reading; change on hard copy

INITIATE THE "SCAN" STEPS

Analyze for Meaning

- read one more time from beginning
- after each sentence ask:
 - *did it say what I wanted it to?
 - *did it relate to my topic?
 - *should I say more?
- set a goal - at least two changes

Note any Changes

TYPE IN CORRECTIONS

- Enter corrections
- Run the spell checker one more time
- Read it over one more time

The Study

Overall Questions

1. Will students with LD taught the strategy detect and correct more errors than control?
2. Will differences maintain over time?
1. Will students with LD taught the strategy do as well as nondisabled peers on the posttest?

Study Participants

- 37 students with LD in 5th, 6th & 7th grade
 - 19 treatment; 18 control (random assignment)
- 25 general ed. students (same grades/schools) for social validity comparison
- 2 schools, urban school district

Dependent Measures

- Percentage of errors corrected in experimenter developed, error-embedded passages.
- Ratio of errors to total word count in student-generated passages.
- Administered at Pretest, Posttest, & Maintenance (3 weeks later)

RESULTS

1. Significant difference between treatment and control for posttest measure on embedded error passage ($p < .01$; ES .84). (80% corrected vs. 29%)
2. Significant difference between treatment and control for posttest measure on student generated passage ($p < .01$; ES .8) . (.04 ratio vs .21)

STUDY RESULTS

1. Significant difference between treatment and control for maintenance measure on embedded error passage ($p < .01$). (78% corrected vs. 19%)
2. Significant difference between treatment and control for maintenance measure on student generated passage ($p < .01$); (.06 ratio vs .28)

STUDY RESULTS

- Posttest comparison between control, treatment and gen. ed. group showed differences between gen. ed. and control but no differences between gen. ed. and treatment groups.

error embedded: 80% vs 67%

student generated: .04 vs .03

Instructional Lessons

Lesson 1: Intro to the Edit Strategy

- Student-teacher discussion of current difficulties and strategies related to editing
- Purpose and rationale for editing
- Brief description of the EDIT strategy

Lesson 2: Using the "SPELL" Sub steps

- Describe and Model
- Practice and Feedback: Passages with spelling errors
- Mastery: Correct 75% of errors

Lesson 3: Using the "SC" steps of SCAN

- Review "SPELL" sub steps
- Describe and Model "SC"
- Practice and Feedback: Passages with spelling, punctuation, capitalization etc. Errors
- Mastery: 75% spelling; 90 percent punct., capitalization, etc

Lesson 4: Using "AN" in SCAN and "T"

- Review previous lesson
- Describe and Model "AN" and "T"
- Practice and Feedback: Student generated short essays
- Mastery: addition of 3> changes/elaborations

Lesson 5: Verbal Practice

- Memorize steps and sub steps
- Answer questions (what and why)
- Mastery: 100% - no prompts - fluent

Lesson 6: Putting it all Together

- Review
- Model entire strategy
- Practice and feedback on student generated passages (30 min/10min)
- Mastery: 75%; 90%; 3 or more changes

THOUGHTS?
COMMENTS?
QUESTIONS?
SUGGESTIONS?

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I'm Proud to be an American

My cuntry the United States of America. The United States is made up of fitty different states? the states are like smaller countries within a great big nashun. Some states are very small, like Rhode Island. Some are very large, like alaska. The United States has deserts mowntens rivers plains forests and oceans. It has citys with skyscrapers and vilujes without any stoplights. All of us in the united states are Americans, no matter where we live. We just don't al look the same. Americans come in every color and race. English is hour official language but many of us spear different languages. some people even speak sign language. We have manny different customs and traditions. Sometimes we celebrate differentholidays.

Some Americans have ancestors who have livedhere for thowsunds of years, like the Native Americans. Some Americans have ancestors who came here on ships from other lands looking for new homes, and a plac to be free. Some Americans were born in other countries and arrived just a few months ago.

Our country is so big I'll probably never get to visit it all. So far i've been to six dffnt states. On our next family drip I hope to visit too more states. Even though every was different, all of the peepull we met were proud of their homes and their heritage. I'm proud that I'm an American.

I'm Proud to be an American

My **(country)** **(is)** the United States of America. The United States is made up of **(fifty)** different states(.) **(T)**he states are like smaller countries within a great big **(nation)**. Some states are very small, like Rhode Island. Some are very large, like **(A)**laska. The United States has deserts(,) **(mountains)**(,) rivers(,) plains(,) forests(,) and oceans. It has **(cities)** with skyscrapers and **(villages)** without any stoplights(.)

()All of us in the **(U)**nited **(S)**tates are Americans, no matter where we live. We just don't **(all)** look the same. Americans come in every color and race. English is **(our)** official language but many of us **(speak)** different languages. **(S)**ome people even speak sign language. (**Possible addition.) We have **(many)** different customs and traditions. Sometimes we celebrate different()holidays. (**Possible addition.)

Some Americans have ancestors who have lived()here for **(thousands)** of years, like the Native Americans.()Some Americans have ancestors who came here on ships from other lands looking for new homes, and a **(place)** to be free(.) Some Americans were born in other countries and arrived just a few months ago.

Our country is so big I'll probably never get to visit it all. So far **(I)**'ve been to six **(different)** states. On our next family **(t)**rip I hope to visit **(two)** more states. (**Possible addition.) Even though every **(state)** was different, all of the

Lesson 3 – Practice Passage – 1 – Answer Key

(people) we met were proud of their homes and their heritage.(.) I'm proud that I'm an American.

I Belong to a Big Family

I belong to a big family. My three brothers, two sisters, and grandma all in our house. That makes nine in our family! You can bet it gets pretty busy sometimes. We have rules because we such a big family and my parents want to make sure no one gets left out.

Our rules are not the same kind of rules we have at, like sitting in your seat before the bell rings. We have rules about homework, TV, housework, and keeping our rooms clean. My parents say we need to be organized and everybody has to do their part.

This is how our rules work. If all of us (john, michael, joe, susie, jill, and me) finish our homework by suppertime, we can watch TV together. children who have not finished their homework have to stay in their rooms without the radio on.If all of us do our share helping with the laundry and housework, we get to watch a video together If we all eat our dinner, we can have dessert. Grandma usually bakes a pie a cake or cookies. My dad says being in a big family is like having a job. We all have to be Responsible and do our part.When all the work is finished, we get to relax and have fun together. My favorite time is when the chores are done and we play games? we have lots of games to choose from. The game I like best of all is checkers

I Belong to a Big Family

I belong to a big family. My three brothers, two sisters, and grandma all **(live)** in our house. That makes nine **(people)** in our family!

(*Possible addition: This includes me, my mom, and my dad.)** You can bet it gets pretty busy sometimes. We have rules because we **(have/are)** such a big family and my parents want to make sure no one gets left out.

Our rules are not the same kind of rules we have at **(school)**, like sitting in your seat before the bell rings. We have rules about homework, TV, housework, and keeping our rooms clean. **(***Possible addition: The most important rule is that we are not allowed to watch TV until after our homework is finished.)** My parents say we need to be organized and everybody has to do their part.

This is how our rules work. If all of us **((J)ohn, (M)ichael, (J)oe, (S)usie, (J)ill, and me)** finish our homework by supertime, we can watch TV together. **(C)hildren** who have not finished their homework have to stay in their rooms without the radio on. **()**If all of us do our share helping with the laundry and housework, we get to watch a video together **(.)** If we all eat our dinner, we can have dessert. Grandma usually bakes a pie **(,)** a cake **(,)** or cookies.

Lesson 3 – MODEL – Answer Key

()My dad says being in a big family is like having a job. We all have to be (r)esponsible and do our part.()When all the work is finished, we get to relax and have fun together. My favorite time is when the chores are done and we play games.(.) (W)e have lots of games to choose from. The game I like best of all is checkers.(.)

VERBAL REHEARSAL CHECK LIST

	<u>Attempts</u>				
Enter Your Rough Draft	_____	_____	_____	_____	_____
Do a Spell Check	_____	_____	_____	_____	_____
Select the Correct Option	_____	_____	_____	_____	_____
Print Out the Document	_____	_____	_____	_____	_____
Emit the Sentence	_____	_____	_____	_____	_____
Look for Homophones	_____	_____	_____	_____	_____
Look for Typos	_____	_____	_____	_____	_____
Initiate the SCAN Steps	_____	_____	_____	_____	_____
Search for Punctuation Errors	_____	_____	_____	_____	_____
Check for Capitalization Errors	_____	_____	_____	_____	_____
Analyze for Meaning	_____	_____	_____	_____	_____
Note Any Additions	_____	_____	_____	_____	_____
Type in Corrections	_____	_____	_____	_____	_____
Questions:					
Why double space?	_____	_____	_____	_____	_____
What if spellchecker gives no options?	_____	_____	_____	_____	_____
What kinds of errors does spellchecker not pick up?	_____	_____	_____	_____	_____
Why read last sentence first?	_____	_____	_____	_____	_____
Why read sentences outloud?	_____	_____	_____	_____	_____
Why important to add detail?	_____	_____	_____	_____	_____
Why important to edit?	_____	_____	_____	_____	_____

is an example of a
~~these~~ are practice activities for lesson 2 - using 'SPELL' substeps

These are from *Inspect* - There are currently 4 of these for each of 3 ~~grades~~ ^{writing} ~~grades~~

Lesson 1A

(Reading) Levels: These would be on CD as would "Answer keys" for teachers to use when scoring. This one is at 4th grade level. The other 2 sets at 7th + 10th grade levels

There once was a boy named Nick. He had a twin brother named Matthew.

They lived in Minnesota. They were excellent deer and pheasant hunters.

Matthew and Nick also were great fishermen. He and his brother had won many fish contests.

Matthew had two dogs. One was a girl and the other was a boy. They were two of the best dogs around. Their names were Becky and Frank.

Nick had two hawks. Their names were Tim and Tom. Tim and Tom lived in the woods behind their house. Whenever Matthew or Nick whistled, they came to them. The dogs and the hawks made a great team. The dogs made the pheasants fly, and then the hawks would get them in the neck or Nick would get them with his rifle.

Matthew and Nick's parents owned a 95-acre farm. One fourth of it was woods. It had two ponds where Matthew and Nick could get bait for fishing.

One night, after a busy day, Matthew, Nick, and their mom and dad sat down for dinner. They had eggs, sausage, buttered bread and milk. After dinner Matthew and Nick brought out treats for Becky, Frank, Tim, and Tom. Matthew whistled and Nick called his dogs. They all came. The hawks got the sausage and the dogs got the milk and the eggs.

Misspelled Words (S) Misused Words (U)

$$\begin{array}{r}
 12 \\
 - \\
 \hline
 \end{array}
 \qquad
 \begin{array}{r}
 8 \\
 - \\
 \hline
 \end{array}$$

↓ ↓

$$\frac{12}{12} + \frac{8}{8} = \frac{\quad}{20} \times 100 = \quad \%$$