The EDIT Strategy
An essential element of the writing process

Charles Hughes, Penn State University and Julie Tollefson, KU-CRL

The *EDIT Strategy: An Essential Element of the Writing Process* is the newest addition to the Learning Strategies Curriculum. Published by the University of Kansas, the strategy combines elements from the *Error Monitoring Strategy* and the *InSPECT Strategy* with new components such as goal setting and elaboration. The result is a strategy designed specifically to meet the needs of the many students who now compose written assignments on a computer rather than writing by hand on paper.
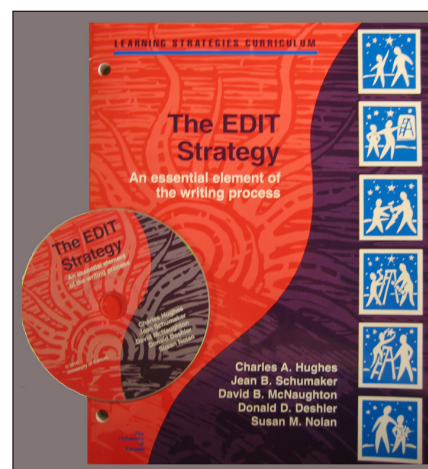
The impetus behind the development of the *EDIT Strategy* was students' increasing use of word processors to compose their written assignments. Though proven to help students detect and correct errors in their written work, the *Error Monitoring Strategy* was not developed with word processing in mind. The new strategy builds on the success of *Error Monitoring* in a way that better meets the needs of students today, especially those in middle and high schools.

The *EDIT Strategy* helps students find and correct mechanical errors—spelling, capitalization, sentence completeness, formatting, and punctuation—made on assignments they have written using a word processor. It also prompts students to add needed details and elaborate on their statements.

The *EDIT Strategy* instructional materials consist of a manual and a CD. The manual describes the instructional methods for teaching the strategy and provides guidelines for scoring student products and recording progress. It also includes cue cards, score sheets, and answer keys. The CD contains electronic copies of two types of controlled practice passages in Word format for students. The first type of passage has a variety of spelling errors embedded in them so students can practice detecting and correcting them with their spellcheckers. There are three sets of passages written at three different reading levels: fourth-, seventh-, and tenth-grade.

The second type of controlled practice passage contains embedded spelling errors as well as errors in capitalization, formatting, and punctuation. There are two sets, one written at the fifth- to sixth-grade reading level and the other at the eighth- to ninth-grade level. The Teacher Materials section of the CD includes model passages in Word format as well as portable document format (pdf) versions of charts, checklists, and overhead transparencies.

HOW IT WORKS

Teachers use the proven instructional procedures of the Strategic Instruction Model® to teach the *EDIT Strategy*. Advance organizers, describing, modeling, practice with feedback, verbal practice, controlled practice, and mastery criteria are all included in *EDIT Strategy* instruction. However, unlike the eight stages of

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SIM
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instruction structure of many previous strategy manuals, the *EDIT Strategy* manual has been organized into a lesson format. A pretest lesson assesses whether students need to learn the strategy, and five subsequent lessons focus on students' learning and practicing the strategy.

Pretest Lesson

During the Pretest Lesson, students write and edit an essay in class using word-processing software. The teacher scores the essay based on the presence of different types of errors. If the results indicate a need for editing instruction, students begin Lesson 1.

Lesson 1: Introduction

In this lesson, the teacher leads students in a discussion about why editing their own work may be difficult for them, the problems they have during the editing process, and the current strategies they use to overcome their difficulties. The

AN OVERVIEW OF THE EDIT STRATEGY	
Lesson	**Purpose**
Pretest	• To measure students' ability to edit a product that they create with a word-processing program
Lesson 1	• To discuss difficulties that students have with editing • To provide a rationale for learning the *EDIT Strategy* • To provide an overview of the *EDIT Strategy*
Lesson 2	• To model the "E" and "D" Steps of the *EDIT Strategy* • To have students practice the "E" and "D" Steps
Lesson 3	• To model the "I" and "T" Steps of the *EDIT Strategy* • To have students practice the "I" and "T" Steps
Lesson 4	• To ensure that each student understands the concepts and process involved with the *EDIT Strategy* • To ensure that students can name the steps of the *EDIT Strategy*
Lesson 5	• To ensure that students master the *EDIT Strategy* with their own writing • To provide opportunities for students to apply the strategy to other settings

teacher then describes the purpose of the *EDIT Strategy* and how it might help them with their self-identified difficulties. This is followed by a preview of the steps of the strategy and the mnemonic devices "EDIT,"

EDIT Strategy Video Trailers

To celebrate the release of the new *EDIT Strategy*, we have created two promotional videos that give viewers a peek into how the strategy works. One video is a straight-forward walk-through of the strategy. The other views the strategy through a student's eyes. Watch both on the Center's YouTube channel, http://www.youtube.com/kucrl, then share one or both of them with teachers, administrators, and others with whom you work.

WHERE TO FIND KU-CRL VIDEOS

• Follow the **MULTIMEDIA** link on our home page to the KU-CRL Media Archives, where you will find the **EDIT STRATEGY COMMERCIALS** link under Recent Additions. (http://media.kucrl.org/archives/550)

OR

• Visit KU-CRL's **YouTube channel**: http://www.youtube.com/kucrl

START A CONVERSATION ON SIMTRAINER-L

• Post your ideas for using these videos in workshops or as promotional tools on SIMTRAINER-L
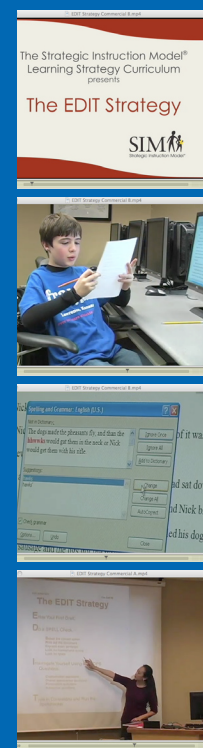
MODIFICATIONS FOR HANDWRITTEN PRODUCTS

Though developed for word processing, the *EDIT Strategy* can be easily modified to use with handwritten products. The main change would be to eliminate the "Do a SPELL Check" substeps that require using a word processor spellchecker. For example, the second step could be "Do a substance scan" and the checking for spelling errors could be the last letter of the COPS mnemonic (as it is in the *Error Monitoring Strategy*).

"SPELL," and "COPS." The discussions in this lesson are geared toward helping students see the benefits of learning and using the strategy.

Lesson 2: Mastering Steps 1 and 2

In this lesson, students learn the first two steps of the strategy: "Enter Your First Draft" and "Do a SPELL Check" as well as the SPELL Substeps. Most students reach mastery after two or three practice attempts.

Enter Your First Draft. In this step, students type their passage, double spacing to make it easier to find and correct errors. The teacher emphasizes that students should concentrate on writing during this step, because editing as they write will interrupt the flow and slow the composition process.

Do a SPELL Check. Using model passages from the *EDIT Strategy* CD, the teacher demonstrates how to place the cursor at the beginning of a draft and run the word processor's spellchecker. The step includes five substeps:

• *Select the Correct Option.* This substep prompts students to choose the correctly spelled word from the list presented by the spellchecker. If the correct choice is not provided or the student is unsure, a strategy for "helping" the spellchecker is used.

• *Print Out the Document.* Some research indicates that people edit better on paper. However, if it is appropriate for students to complete their editing on the computer screen, this substep may be modified by using another phrase, such as Pass Over the Document or Peruse the Document, to indicate that students should review the passage for spelling errors that the spellchecker did not detect.

• *Express Each Sentence.* Students read the passage out loud, starting from the end, to hear any errors. They are especially looking for words that are spelled correctly but are not used correctly.

• *Look for Homophone Errors.* Students look for words they may have misused that sound the same but are spelled differently (e.g. "their" for "there").

• *Look for Typos.* Students look for words that are spelled correctly but are not the correct word for the context, such as the use of "tame" when the student meant to type "game."

The first letters of each substep form the word SPELL, a mnemonic device to help students remember each substep.

After the teacher explains and models Steps 1 and 2, students practice using passages on the *EDIT Strategy* CD. Students reach mastery by correcting 80 percent (16 out of 20) of the errors embedded in the practice passages.

Lesson 3: Mastering Steps 3 and 4

In this lesson, students learn the last two steps of the strategy: "Interrogate Yourself Using the COPS Questions" and "Type in Corrections and Run the Spellchecker."

Interrogate Yourself Using the COPS Questions. This step prompts students to ask themselves a series of questions to help identify errors of capitalization, overall appearance, punctuation, and substance (missing words, areas that need more details or clarification). The mnemonic device COPS helps students remember these questions:

• *Capitalization.* Is the first word capitalized? Are proper nouns capitalized?

• *Overall Appearance.* Are the margins

correct? Are paragraphs indented correctly? Is spacing between words, sentences, and paragraphs correct?

- *Punctuation.* Is the end punctuation correct? Is the internal punctuation correct?
- *Substance.* Is the sentence complete? Are any words missing? Can I add any more details or examples?

The teacher again uses passages from the *EDIT Strategy* CD to model how to complete this step and answer the COPS Questions.

Type in Corrections and Run the Spellchecker. In this step, students transfer the corrections written on their papers to their word processing files. They then run the spellchecker one last time to make sure they did not introduce any new typos while making their corrections.

After the teacher introduces and models Steps 3 and 4, students practice the SPELL Substeps and the COPS Questions on passages from the *EDIT Strategy* CD. Students achieve mastery when they are able to correct 23 out of 25 errors (92 percent) in the practice passages.

Lesson 4: Verbal Practice

This lesson focuses on ensuring that students know how to complete each step of the strategy and know why using the strategy is important. Instruction prompts students to explain the strategy in their own words and practice saying the names of the strategy steps, the SPELL Substeps, and what the COPS acronym stands for in a rapid-fire exercise.

Lesson 5: Putting It All Together

In this lesson, students write short essays and apply the strategy to their writing. The purpose is to ensure that students have mastered use of the **entire** strategy as it applies to their own writing. Mastery means students can write passages that are 96 percent error free. After students have achieved mastery, teachers should continue to make assignments that promote use of the *EDIT Strategy* and to acknowledge when their students use the strategy to reinforce generalization.

RESEARCH ON THE EDIT STRATEGY

A randomized control study was conducted with 22 upper elementary and middle-school students with learning disabilities and documented writing problems to establish the effectiveness of the *EDIT Strategy.* All participants in the experimental group learned the *EDIT Strategy* to mastery in four hours or less of instruction spread over two to three weeks (Carranza & Hughes, in prep.).

Upon mastering the strategy, students were able to detect and correct 80 percent of the errors embedded in a written passage, compared to 28 percent of the errors before learning the strategy. When editing their own writing, students who did not learn the strategy had five times more errors than students who learned the strategy.

Researchers also compared the strategy group's performance on post-tests to the performance of a sample of students without disabilities who had been identified by their teachers as "average" writers. No significant differences were found between the two groups' performance on either the error-embedded passage created by the researchers or passages written by the students. Several weeks after instruction ended, researchers administered another set of posttests to the two groups and found the same pattern of results.

In a related study of high school students with learning disabilities (McNaughton, Hughes, & Ofiesh, 1997), instruction in the "Do a SPELL Check" step of the strategy helped high school students with learning disabilities detect more than 80 percent of their spelling errors, almost four times as many as they corrected before learning the strategy.

REFERENCES

Carranza, M., & Hughes, C.A. (in prep.). The effectiveness of an editing strategy with upper-elementary and middle school students with learning disabilities.

McNaughton, D., Hughes, C., & Ofiesh, N. (1997). Proofreading for students with learning disabilities: Integrating computer and strategy use. *Learning Disabilities Research and Practice, 12,* 16-28.

EDIT STRATEGY DETAILS

The *EDIT Strategy*, which is available now, replaces the *Error Monitoring Strategy* and the *InSPECT Strategy.* Authors are Charles Hughes, Jean Schumaker, David McNaughton, Don Deshler, and Susan Nolan.

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SIM® Professional Developers may purchase *The EDIT Strategy: An Essential Element of the Writing Process* from the University of Kansas Center for Research on Learning, 785.864.4780. Cost is $18.50 per manual plus $4 shipping/handling.

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The *EDIT Strategy* will be featured during the 2010 International SIM Conference. A half-day in-depth preconference workshop will give participants an opportunity to learn about the strategy, how it was developed, and the research behind it and will provide opportunities to practice with the materials. This workshop will be especially beneficial for new professional developers or those who want a hands-on experience with professional development techniques.

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Manuals for *Error Monitoring* and *InSPECT* will be available until current stock is depleted.

SIM TREK
Voyage to School Change

The 2010 International SIM Conference will be July 14-16 in Lawrence, Kan., with preconference sessions on July 13. Registration forms can be found at http://sim2010.kucrl.org.

Keynote speaker

We are fortunate to have as our keynote speaker Timothy Shanahan, professor of urban education at the University of Illinois at Chicago. Dr. Shanahan possesses a wealth of expertise in reading instruction and has written or edited 200 publications on the topic. Learn more about Dr. Shanahan and his work at his blog, www.shanahanonliteracy.com.

Timothy Shanahan

Reading assignment

During this year's conference, we will continue our exploration of disciplinary literacy. Across the country, researchers and practitioners hold many perspectives on what constitutes literacy. How each defines literacy has direct implications for who within a school is responsible for it and what is involved in teaching it. Two articles available on the conference web site will help you prepare for these discussions:

• *Rethinking SIM, Literacy, and Professional Development*, by Don Deshler.

• *Using the Content Literacy Continuum® as a Framework for Implementing RTI in Secondary Schools*, by Barb Ehren and Don Deshler.

Both of these articles are available by selecting the **About** link in the right column of the conference web site. Look for the "DO THIS BEFORE THE CONFERENCE" information.

Strands

We will break into five "strands" for most of the first day of the conference. These intense sessions allow you to think deeply about SIM, the needs of educators today, and your role in bringing about lasting school change.

2010 International SIM® Conference:
July 14-16, 2010
Preconference: July 13, 2010
Oread Hotel • Lawrence, Kan.

We will post an online survey this spring to gauge your interest in these strands. THIS IS VERY IMPORTANT. In this survey, we will ask you to rank the strands in the order you are most interested in attending. The strands that have the greatest interest—AS REFLECTED IN THE SURVEY RESULTS—will be assigned to larger rooms. This does not mean that you are locked in to a choice you make on the survey. We just ask that you think carefully before making your choice on the survey and understand that these choices do affect accommodations during the conference. It is very important that you participate in this survey when we announce that it is posted. Watch *Stratenotes* and Twitter (@StrateTweets) for announcements.

Conference web site

Complete conference information will be posted on the conference web site (http://sim2010.kucrl.org) as soon as it's available. Be sure to check back frequently or subscribe to updates using one of the options listed in the SIM2010 Interactive column of the home page. We believe active participation in the site before the conference will be beneficial to you. We strongly encourage you to take advantage of this opportunity, especially if this is your first time at a SIM conference.

Stratepubs now available to download from SIMville

Each year, active members of the Strategic Instruction Model® International Professional Development Network receive two research articles— *Stratepubs*—as one of the benefits of their *Strateworks* memberships. In the past, you have received paper copies of these articles. This year, in our continuing effort to "green" SIM®, we are making *Stratepubs* available as downloadable pdfs in SIMville. To get your copies, log on to SIMville (using the user name and password below), and follow the links to SIM General Information >> *Stratepubs* Archives. Don't miss your 2010 *Stratepubs* articles:

- **Reviewing Adolescent Literacy Reports: Key Components and Critical Questions** by Michael N. Faggella-Luby, Sharon M. Ware, and Ashley Capozzoli, University of Connecticut, Center for Behavioral Education and Research

This article reviews some of the many recent reports related to adolescent literacy to identify key components and critical questions that will direct improvement in reading for older students. The article presents "common threads across the reports related to core instruction for all students, supplemental instruction for adolescent struggling readers, the infrastructure necessary to support improved outcomes, and critical questions for moving forward as a field."

- **Literacy Instruction in Career and Trade Education: Professional Development in Content Enhancement Routines for Job Corps Instructors** by Patricia Sampson Graner, Belinda Mitchell, and Daryl Mellard, Center for Research on Learning, University of Kansas

This article explores the question of how Content Enhancement Routines can be successfully integrated into a trade curricula in a Job Corps setting. Introducing an adolescent literacy intervention into a vocational training setting requires adaptations on the part of professional developers, instructors, and institutions.

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Did you know you can download pdf copies of *Stratenotes* from SIMville in full color? Sign in today and explore your options!

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CONFERENCE NOTES

Attention, First Timers!

We will offer an orientation session for all first-time conference participants at 6 p.m. Tuesday, July 13, at the conference hotel. We'll answer your questions, and you'll have the opportunity to meet researchers and staff from the Center for Research on Learning. Watch the conference web site for further details.

One-on-one

Schedule a meeting during the conference with any researcher or staff member at the Center for Research on Learning. E-mail Mona Tipton (mkatz@ku.edu) or use the contact form on the conference web site. Let Mona know which staff member you want to meet with and what topic you want to discuss.

Twitter: @StrateTweets

Follow conference plans, provide feedback, and make suggestions for the 2010 SIM Conference using Twitter. Use the hashtag **#SIM2010** to tag your tweets.

May 4-5, 2010
Louisiana SIM Update (Open to all)
Baton Rouge, La.
Contact: Joyce Russo,
joyce.russo@la.gov

May 23-28, 2010
Learning Strategies Potential Professional Developer Institute Palmer, Alaska (Hosted by Matanuska-Susitna Borough School District) Contact: Lee Schwartz, friedalee@aol.com. Application deadline April 1; space is limited

June 1-5, 2010
SIM Learning Strategies Class for Preservice Educators
Lawrence, Kan.
http://kucrl.org/classes

June 1-5, 2010
Teaching Content to All: Effective College Teaching
Lawrence, Kan.
http://kucrl.org/classes

June 9-10, 2010
Iowa SIM Update, Des Moines, Iowa
Contact: Kara Krohn, kara.krohn@iowa.gov

June 15-18, 2010
SIM Reading and Writing Strategies
Lawrence, Kan.
http://kucrl.org/classes

June 15-18, 2010
More SIM Strategies, Lawrence, Kan.
http://kucrl.org/classes

June 21-25, 2010
Institute for Potential SIM Professional Developers in Learning Strategies
Lawrence, Kan.
http://kucrl.org/classes

June 21-25, 2010
Institute for Potential SIM Professional Developers in Content Enhancement, Lawrence, Kan.
http://kucrl.org/classes

June 21-25, 2010
Florida Potential Professional Developer Institutes for Learning Strategies and Content Enhancement, Orlando, Fla.
Contacts: Mary Ann Ahearn, ahearnm@nefec.org, and Valerie Watson, watsonv@nefec.org
Non-Florida residents register through KU-CRL.

June 22-25, 2010
Introduction to Teaching with Content Enhancement
Lawrence, Kan.
http://kucrl.org/classes

June 23-25, 2010
SIM for Administrators
Lawrence, Kan.
http://kucrl.org/classes

July 13-16, 2010
International SIM Conference and Preconference, Lawrence, Kan.
http://sim2010.kucrl.org

Aug. 9-11, 2010
Instructional Coaching Institute, Level 1, Lawrence, Kan.
http://instructionalcoach.org

Aug. 12-14, 2010
Instructional Coaching Institute, Level 2, Lawrence, Kan.
http://instructionalcoach.org

Oct. 4-6, 2010
Instructional Coaching Institute, Level 1, Lawrence, Kan.
http://instructionalcoach.org

Oct. 7-9, 2010
Instructional Coaching Institute, Level 2, Lawrence, Kan.
http://instructionalcoach.org

Oct. 11-13, 2010
Instructional Coaching Conference
Lawrence, Kan.
http://instructionalcoach.org

2010 International SIM® Conference Tentative Schedule
July 14-16, 2010 • Oread Hotel • Lawrence, Kan.

Tuesday, July 13, 2010

6 p.m.	Orientation for first-time participants

Wednesday, July 14, 2010

7:30 a.m.	Registration
8 a.m.-8:45 a.m.	Welcome
8:45 a.m.-10 a.m.	Keynote: Timothy Shanahan
10:15 a.m.-Noon	Strand breakout sessions
Noon-1:15 p.m.	Lunch on your own
1:15 p.m.-4 p.m.	Strand breakout sessions, cont.
4:15 p.m.-5 p.m.	Certificate ceremony
5 p.m.-6:30 p.m.	Social

Thursday, July 15, 2010

7:30 a.m.	Registration
8 a.m.-9 a.m.	Welcome, SIM awards program
9:15 a.m.-11:15 a.m.	Breakout sessions
11:15 a.m.-12:30 p.m.	Lunch on your own
12:30 p.m.-4:45 p.m.	Breakout sessions

Friday, July 16, 2010

8 a.m.-8:45 a.m.	Poster session
8:45 a.m.-9:15 a.m.	Welcome
9:15 a.m.-10:15 a.m.	General session
10:15 a.m.-Noon	Affinity groups, "Grab & Go" lunch
Noon-12:30 p.m.	Closing session