Make a PLAN

• Select a pattern of power (convention) for your grade level. (Use experience and standards documents.)
• Connect the convention (grammar or mechanic principle) to an aspect of writer’s craft (How?) or author’s purpose (Why?).
• Brainstorm a kid-friendly focus phrase (Thompson, Stenhouse 2015) that focuses on function and use of the pattern of power (convention).
• Write focus phrase (The conversation and revisions that lead to the phrases commitment to print are crucial.)
• Find a sentence or two in literature or nonfiction that demonstrates the merging of the author’s purpose and craft with the accurate use of the convention.

Invitation to NOTICE

Teacher displays the sentence or sentences, reading them aloud twice. Teacher asks, “What do you notice?”

Students NOTICE or wonder about any aspect of the sentence or sentences displayed—questions, punctuation identification, whatever they observe, they say. (Wait time for responses will be necessary. I count to fifteen in my head).

Teacher HONORS all responses, looking for ways in which their response points to craft and the convention’s principle in action.

If student doesn’t NAME the convention, the teacher may.

If appropriate, teacher EXTENDS by prompting student conversation to collaboratively build a theory about the function of the convention and its craft or author’s purpose implications.
(“What’s the __________ doing in this passage when we read it aloud?”)
“What’s this __________ doing when we read it silently?”

Or the teacher may extend on student responses, sharing explicit information on the convention’s use in this situation and others.

After the convention is discovered, teacher works in focus phrase as appropriate. At times students repeat as they look at its application in context—within the sentence or sentences.

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

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 (i.e. repeat focus phrase with students).

Invite students to continue to notice the conventions discussed as they read and write today. Encourage them to point out what they see and discuss when beneficial.

**Invitation to COMPARE and CONTRAST**

Students ANALYZE the mentor text, which is paired with a modeled imitation. Teachers says, “Compare and contrast the model sentence with the imitation. Discuss with your partner/group how they are alike and how they are different.” (This may be oral or written. This conversation deepens the understandings of the patterns and allows students to collaboratively use and understand the concepts.)

The imitation serves as a model for how a student can imitate—Students will use the writer’s structure as lens for looking at or expressing their ideas about their own lives and experiences.

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. Their use of the language about language is essential for owning and understanding and using the concept.
Continue to use and encourage the repetition of the focus phrase.

**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 twice, so their reader only has to read it once.”)

VARIATION: Teacher may guide imitation through a shared or interactive writing experience OR students may create imitation with a partner first.

Repeat focus phrase as appropriate. This could take a few days of ten-minute slots.

**Invitation to CELEBRATE and CONNECT**

Students share their imitations, reading them twice. Class celebrates. Other students complete their imitations or listen. Students clap for their fellow writers after second reading. Teacher and students continue to use the focus phrase. Student creations may be posted on wall charts or published in other ways to encourage the conventions’ use.

**Invitation to Apply Pattern Across the Day and Curriculum**

- Rapid Revision and Quick Edits
- Response to reading
- Think through or summarize content
- Wall charts
- Collections
- Editing checklist by community decision
**Invitation to EDIT**

Type sentence or sentences you’ve been studying. Copy and paste correct sentence three more times, giving you four duplicate sentences lined up one on top of the other.

Leave the first sentence correct. In the next three sentences, change one thing in each. Change things to review past concepts or introduce new ones. We are developing an editor’s eye to see how small changes affect meaning.

Uncover the four versions of the sentence 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 the change have?”

For more information on the invitational process to teach grammar, see these resources

- *Everyday Editing* by Jeff Anderson (Stenhouse, 2007).
- *Patterns of Power: Inviting Young Writers into the Conventions of Language, Grades 1-5* (With Whitney La Rocca) (Stenhouse, 2017).

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

For more application for the upper grades (5-11) with sentence combining, see *Revision Decisions: Talking Though Sentences and Beyond* (Stenhouse, 2014).

For application of the invitational method to larger hunks of writing (like explanatory writing, cohesion, leads and conclusions, detail, organization, etc) and motivating students to write, see *10 Things Every Writer Needs to Know* (Stenhouse, 2011). “You can’t make kids writer, but you can inspire them to.”

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