

GRADE 4 English Language Arts Proofreading: Lesson 1

Read aloud to the students the material that is printed in **boldface type** inside the boxes. Information in regular type inside the boxes and all information outside the boxes should **not** be read to students. Possible student responses are included in parentheses after the questions.

Any directions that ask you to do something, such as to turn to a page or to hand out materials to students, will have an arrow symbol (\Rightarrow) by them.

Purpose of Lesson 1:

In this lesson, the tutor and students will

- examine instructions for proofreading activities;
- develop strategies to use in proofreading; and
- find and correct errors in grammar, usage, and mechanics.

Equipment/Materials Needed:

- Student Worksheets Proofreading Lesson 1 – 1 and 1 – 2
- Pencils

LESSON 1: Proofreading

Following your opening remarks to students, say:

Today’s practice focuses on proofreading. You will read a passage that includes errors in sentence formation, usage, mechanics, and spelling. What does it mean to say that a passage has errors in “sentence formation, usage, mechanics, and spelling”?

Pause.

What does that question mean? For what kinds of errors are you looking?

[Responses might include capital letters, punctuation marks (comma, apostrophe, colon, semicolon, quotation marks), spelling, subject/verb agreement.]

If no one responds, tell students the answers.

Yes, there’s a lot for you to remember. Today we will develop some tricks – your teacher may call them strategies or techniques – for doing well on proofreading.

Pretend you have super-duper powers. You can just *look* at a sentence and see the errors! Your super-duper eyes help you find comma mistakes, capital letter mistakes, and spelling mistakes! Then you have this incredible ability to think and correct these errors!

That pretending may sound a little silly to you; but if you need a trick to help you be successful on the proofreading, don’t worry about how silly it sounds. You don’t really have to even tell anybody about the trick you are using.

For all we know, you may have a big magnifying glass that makes the mistakes on your paper appear HUGE. The mistakes are so big you can’t overlook them!

Do whatever it takes to be a successful proofreader.

Let’s practice some tricks or techniques that you might use when proofreading.

⇒ Distribute Student Worksheet Proofreading Lesson 1 – 1 and pencils.

Then say:

First, skim the selection. To skim the selection means read it quickly so you will have an idea what the passage is about. You need to see how all of the sentences are related and connected. Please skim the selection now.

Pause to allow time for students to skim the selection.

This letter was written by a student to thank an author who visited the school. It helps if you know what the letter is about before working with the underlined parts.

⇒ Distribute Student Worksheet Proofreading Lesson 1 – 2.

Now, look at the questions. Pause.

What do the questions all have in common?

(Response: the questions are all worded the same.)

Yes. They all say “How should you correct the error or mistake in number __?”

In question 1, what is the answer for Choice D?

Ask for a volunteer or call on a student.

(Response: “There is no error.”)

Look at question 2, what is the answer for Choice D?

(Response: “There is no error.”)

Look at question 3, what is the answer for Choice D?”

(Response: “There is no error.”)

In fact, the answer for Choice D is the same throughout the proofreading activities.

You may think the Proofreading section is easy because it is only two pages. Remember, though, to give it your full concentration. It is easy to overlook a mistake here, if you are not paying very close attention.

We are going to practice some techniques and tricks to use when proofreading.

Say:

Now we are going to look closely at the first underlined part in the letter. “Natchitoches LA 71007.” Ask yourself: is this information correct or not? Pause. (Response: it is not correct.)

Next, look at question Number one. “How should you correct the error in Number 1?”

Use your super-duper power vision and carefully examine the answer for Choice A. Pause.

Now look at the answer for Choice B very carefully. Pause.

Then look at the answer for Choice C. Pause.

I know the answer isn’t Choice D. You already said there was an error. Read all the answer choices. Examine each answer choice to see how it is different or special.

Then say:

Say to yourself: in Choice A, how is the sample changed?

(Response: A comma was added between the state and the zip code.)

Do you need a comma between the state and zip code?

(Response: no) **So, Choice A is not the correct way. Put a dot on Choice A, since we know this answer is not correct. Pause.**

Say to yourself: in Choice B, how is the sample changed?

(Response: A comma was added between the city and the state and between the state and the zip code.) **Do you need two commas in this sample?** (Response: no)

So, Choice B is not the correct way. Put a dot on Choice B. Pause.

What change was made in the answer for Choice C?

(Response: A comma was added between the city and state.)

Is this answer correct? (Response: yes, it is correct.)

The comma goes between the city and the state. Mark your answer. Pause.

This step-by-step method will help you in proofreading. Let’s practice this method on Number two.

Say:

**Look at the underlined part for Number two. “Dear Mr. Catalano,”
Is this salutation (greeting) correct? (Response: yes)**

If students are unsure, then continue through the steps in order to show them how to “figure out” an answer.

Yes, Number two is correct. *Dear* begins with a capital letter; Mr. is written correctly with a capital letter and a period; Catalano begins with a capital letter and has a comma after it. This form is the correct way to write the greeting in a friendly letter.

**Just to be safe, look at Choice A. How did Choice A change?
(Response: There’s no comma after Catalano.)**

How did Choice B change?

(Response: There is no period after Mr., Catalano begins with a lower case letter, and there is no comma after Catalano.)

What about Choice C? How is it different?

(Response: There’s not supposed to be a comma after Mr. and after Catalano.)

It is usually a good idea to look at all the answer choices. You have to use your eyes on this activity. If you get in a hurry, you will make a careless mistake!

Now we are ready to do Number three. Look at the underlined part for Number three. It is a good idea to look back at the letter, and then to read the question.

How do you correct the error in Number three?

Choice A: change “Me and my sister to My sister and me.”

Choice B: change “Me and my sister to My sister and I.”

Choice C: change “Me and my sister to My Sister and I.”

It is a good idea to read all the answer choices before marking one. Examine each answer choice to see what’s different or special.

It is very important for the students to “see” the difference in each of the choices.

Say:

Let’s look closely at Choice A. How is Choice A changed from the underlined part “Me and my sister”?

(Response: *me and my sister* becomes *my sister and me*; just switched them around; it is still incorrect.)

Then put a dot on Choice A, since we know it is incorrect.

What change was made in Choice B?

(Response: *me and my sister* became *My sister and I*.)

Is that answer correct? (Response: yes)

Okay, but let’s check out Choices C and D, just to be safe.

Choice C. This one also changed *me and my sister* to *my sister and I*.

Wait a minute! What is different in choice B and choice C?

Pause. (Response: In Choice C, *sister* is capitalized; the capitalization makes Choice C wrong.)

Students may have difficulty explaining why. Guide them to form the explanation.

Be sure you have the correct answer marked: Choice B.

Say:

Let’s do Number four. You need to look at the letter first and reread the Number four part again. Pause.

Now, look on the worksheet. “How should you correct the error in Number 4?” Look at the four answer choices. Pause.

How is Choice A different from the underlined part in the letter?

(Response: it has a comma after book.)

How is Choice B changed?

(Response: it has a period after book.)

Now, for Choice C. What is different in Choice C? (Response: it has a question mark after book.)

Which one is correct: A, B, or C? (Response: Choice C)
Choice C is correct. Who will explain why?
(Response: it is a question.)

Now say:

Please do Number five by yourself right now. Follow the steps we have been using. Pause to allow time to complete the task.

What is the correct answer for Number five? (Response: Choice B)
Yes, Choice B is correct. Why is Choice A incorrect?
(Response: You don't capitalize truly; doesn't have a comma.)

Why didn't you select Choice C? (Response: needs a capital Y in yours; needs a comma after truly.)

Then say:

You have done an excellent job of reviewing proofreading techniques today. Remember that on this activity, it really helps if you look closely and carefully at each answer.

This step in the process is not the time to get in a rush! Keep following that step-by-step pattern we used. Taking the test will be so much easier then.

Student Worksheet Proofreading Lesson 1 - 1

1100 Elm Drive

Natchitoches LA 71007

1

December 11, 2000

Dear Mr. Catalano,

2

I thought that I would write to thank you for coming to our school. I really love the books you write and draw. Me and my sister got to buy a book. I like to write and draw, but I'm not as good as you. What is your favorite book I like the way you talked about ideas. Do you draw every day? Write me back.

yours truly,

5

David Miller

Student Worksheet Proofreading Lesson 1 – 2

1. How should you correct the error in number 1?
 - A. change **Natchitoches LA 71007** to **Natchitoches LA, 71007**
 - B. change **Natchitoches LA 71007** to **Natchitoches, LA, 71007**
 - C. change **Natchitoches LA 71007** to **Natchitoches, LA 71007**
 - D. There is no error.

2. How should you correct the error in number 2?
 - A. change **Dear Mr. Catalano,** to **Dear Mr. Catalano**
 - B. change **Dear Mr. Catalano,** to **Dear Mr catalano**
 - C. change **Dear Mr. Catalano,** to **Dear Mr, Catalano,**
 - D. There is no error.

3. How should you correct the error in number 3?
 - A. change **Me and my sister** to **My sister and me**
 - B. change **Me and my sister** to **My sister and I**
 - C. change **Me and my sister** to **My Sister and I**
 - D. There is no error.

4. How should you correct the error in number 4?
 - A. change **favorite book I like** to **favorite book, I like**
 - B. change **favorite book I like** to **favorite book. I like**
 - C. change **favorite book I like** to **favorite book? I like**
 - D. There is no error.

5. How should you correct the error in number 5?
 - A. change **yours truly,** to **Yours Truly**
 - B. change **yours truly,** to **Yours truly,**
 - C. change **yours truly,** to **yours truly**
 - D. There is no error.