

GRADE 4 English Language Arts Proofreading: Lesson 7

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 the 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 (\implies) by them.

Purpose of Lesson 7:

In this lesson, the tutor and students will

- ◆ examine instructions for proofreading activities,
- ◆ practice proofreading and peer editing.

Equipment/Materials Needed:

- ◆ Students' stories written for Writing Lesson 6
- ◆ Student Worksheet: Proofreading Lesson 7-1
- ◆ Student Worksheet: Proofreading Lesson 7-2
- ◆ Student Worksheet: Proofreading Lesson 7-3
- ◆ chart paper on stand or chalkboard
- ◆ pencils

Introduction:

Today we will spend some more time practicing proofreading. You have already had some practice proofreading for errors in sentence formation, usage, mechanics, and spelling. Does everyone understand what it means for writing to have good sentence formation, word usage, and mechanics? We'll quickly review these concepts to refresh your memory.

(Briefly review the following explanations of sentence formation, usage, and mechanics to the degree necessary.)

Sentence Formation

- ◆ *Sentence formation* refers to the way we put words together to make a sentence. If the words are out of order, the sentence may not make any sense, or the meaning might be changed from what the writer intended.
- ◆ Other examples of errors in sentence formation are *run-on sentences* and *incomplete sentences*.

Usage

- ◆ Errors in *usage* are really errors in *word usage*, or the way we use words. Words that sound alike, but are spelled differently and have different meanings are often used incorrectly. For example, some of us get confused about the words *their* and *there*.
- ◆ Using the wrong tense is another example of an error in word usage: for example, *Last week, she finish school* is incorrect. Can anyone correct this sentence and explain why it is incorrect? Pause. (*Last week, she finished school* is correct. Since *last week* refers to the past, the verb should be in the past tense. *Finished* is the past tense of *finish*.)
- ◆ A very common error in word usage is using inappropriate subject-predicate (verb) agreement: for example, *He jump higher than anyone jumps when he make the hoop* doesn't have correct subject-predicate (verb) agreement. Can anyone correct this sentence? Pause. (*He jumps higher than anyone jumps when he makes the hoop.*)

Mechanics

Errors in punctuation, capitalization, and formatting, such as indenting for paragraphs, are examples of errors in mechanics.

When you see these terms on the LEAP English Language Arts Writer's Checklist, you will already be familiar with them.

Since the purpose of writing is to send a message, or communicate, you will be scored on composing. Composing is more about the message you want to send.

Composing

Composing well means that you

- ◆ write on the assigned topic,
- ◆ present a clear main idea,
- ◆ give enough details to support and elaborate your main idea, and
- ◆ present your ideas in a logical order.

Let's review these important points about composing.

Suppose the writing instructions say, *Write two paragraphs about your favorite movie, book, or story you have heard someone tell.*

Writing on the assigned topic means that you must write only on the topic given in the writing instructions, or writing prompt. You must stick to the topic: *your favorite movie, book, or story.*

Presenting a clear idea means you must focus on the main point you are trying to communicate: for example, you must tell why this book, movie, or story is your favorite one.

Giving enough details to support and elaborate your main idea means that you explain enough so that the reader can understand your point: for example, you write a few sentences about the main parts of the book, movie, or story, so the reader will know what it is about. You should also *elaborate*, or give at least two or three reasons this book, movie, or story is your favorite. The more details you supply, the more support you provide for your main idea, and the more convincing your paper will be.

Presenting your ideas in a logical order is necessary for your message to make sense. Thinking about what you want to say and developing an outline or drawing a web will help you organize your composition. You will be able to put your sentences in an order that makes sense if you take the time to think before writing.

Now we are ready proofread something you have already written.

⇒ Distribute students' written stories from Writing Lesson 6.

Your papers will actually be proofread twice. First, you will spend time proofreading your own papers. Then, after you have done the best job you can, proofreading and correcting your own papers, you will exchange papers with one of your classmates for a second round of proofreading.

⇒ Distribute Student Worksheets: Proofreading Lessons 7-1 and 7-2.

You will use these guides first to proofread your own paper, and then to proofread your classmate's paper. Let's look at the guide you will use to proofread your own paper first. Read the prompt for the first part of this proofreading guide silently while I read it aloud.

What I like best about my story:

What does this prompt mean you are supposed to do? Pause. (tell what we think is good about our writing)

Yes, find something *good* about your paper. Proofreading doesn't mean just looking for things that are *wrong*; it means looking for things that are *right* or *good* about your paper.

⇒ Distribute Student Worksheet: Proofreading Lesson 7-3.

This story is one that you have already proofread. Now pretend that this story is your own writing and that you have to write something that you like about it. Pause.

Can anyone think of something good you could say about this story, *My Future Plans*? Pause. (Generally, students are exposed to feedback focusing on the negative and are not accustomed to looking for positive aspects of writing; they will likely have difficulty responding to this prompt. Provide as many examples as necessary to emphasize the importance of acknowledging what students do *right*, particularly in regard to writing.)

Even though there are a few errors in this paper, I can still understand the message that Kristen wrote. I think there are many good things about her paper. I like the way she wrote about the assigned topic and didn't get sidetracked; but most of all, I like reading about all of the exciting things she wants to do when she grows up. Reading her paper makes me think of all the choices we have when we think about the future.

The next part of the proofreading guide says *Ways to make my story better*. Can you think of something to write about in this section? Pause. (Students will likely have much to say about using correct spelling or punctuation, etc. Encourage students to think also about improving the message, or the content of the story.)

I can see lots of punctuation and spelling errors, but I'll just make a note of these on the checklist below this part of the proofreading guide. (Point out this section on the proofreading guide.)

In this section, I want to write my suggestions for making the message of the paper better: for example, I would like for Kristen to *elaborate* or give a few details about her plans. Perhaps she could talk about what she wants to study in college and explain why she wants to live in Tennessee.

Now take a few minutes to skim your own papers and think about what you will write on the first part of your proofreading guide. Pause; allow students a few minutes to skim their papers. Then have volunteers to share what they would write. If students cannot think of something good to write about their papers, read one of them and offer a positive comment as an example. You may need to help some students with this activity. If necessary, model finding something positive to write about for each student. *It is critical that students understand the concept that it is just as important to find the positive aspects of their work as it is to find ways to improve it.)*

The third part of your proofreading guide is a checklist for writing. You have already practiced proofreading with this kind of checklist.

Look at the second guide for proofreading your classmate's writing. Notice that it is almost identical to the one you use for your own writing. At the top of the paper are two blanks. One blank is for the author's name. Who is the author? Pause. (the person who wrote the paper you are proofreading; your classmate)

Who is the proofreader? Pause. (the person who does the proofreading; *you*) **Be sure to complete this part carefully so there will be no confusion.**

Are there any questions? Pause; clarify instructions as necessary.
Now you are ready to proofread.

For the remainder of the lesson, circulate among students and give assistance as needed.

Student Worksheet: Proofreading Lesson 7-1

NAME _____

What I like best about my story:

Ways to make my story better:

Composing/Style/Audience:

◆ Written on an assigned topic	yes	partly	no
◆ Clear main idea	yes	partly	no
◆ Enough details to support the main idea	yes	partly	no
◆ Ideas in a logical order	yes	partly	no
◆ Written with the audience in mind	yes	partly	no

Sentence Formation:

◆ Complete sentences	yes	partly	no
◆ Variety of sentence patterns	yes	partly	no

Usage:

◆ Correct subject-predicate (verb) agreement	yes	partly	no
◆ Correct verb tense	yes	partly	no
◆ Appropriate vocabulary words	yes	partly	no
◆ Correct word endings	yes	partly	no

Mechanics/Spelling:

◆ Correct punctuation	yes	partly	no
◆ Correct capitalization	yes	partly	no
◆ Appropriate formatting (indenting, margins)	yes	partly	no
◆ Correct spelling	yes	partly	no

Proofreading My Classmate's Writing

Author: _____ **Proofreader** _____

What I really like about your story:

Ways to make your story even better:

Composing/Style/Audience:

◆ Written on an assigned topic	yes	partly	no
◆ Clear main idea	yes	partly	no
◆ Enough details to support the main idea	yes	partly	no
◆ Ideas in a logical order	yes	partly	no
◆ Written with the audience in mind	yes	partly	no

Sentence Formation:

◆ Complete sentences	yes	partly	no
◆ Variety of sentence patterns	yes	partly	no

Usage:

◆ Correct subject-predicate (verb) agreement	yes	partly	no
◆ Correct verb tense	yes	partly	no
◆ Appropriate vocabulary words	yes	partly	no
◆ Correct word endings	yes	partly	no

Mechanics/Spelling:

◆ Correct punctuation	yes	partly	no
◆ Correct capitalization	yes	partly	no
◆ Appropriate formatting (indenting, margins)	yes	partly	no
◆ Correct spelling	yes	partly	no

Student Worksheet: Proofreading Lesson 7-3

Original Version of *My Future Plans*

MY FUTURE PLANS
BY KRISTEN FRAZIER

My furture plans or to rich ,get a pet monkey,cat ,and a dog
Get a good edition in collage. Live in Tensise I want to be
a perfesnol baseball player. Always hit home runs. Teach first
grade . And be a writer. Play the pione or do gemince on my
spare time.

Note. Written by Kristen D. Frazier, September, 1989. Reprinted with permission.