

GRADE 4 English Language Arts **Proofreading: Lesson 5**

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 5:

In this lesson, the tutor and students will

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

Equipment/Materials Needed:

- ◆ Chart paper on stand or chalkboard and chalk
- ◆ Student Worksheet: Proofreading Lesson 5-1
- ◆ Tutor's Guide for Proofreading Worksheet 5-1
- ◆ pencils

Introduction:

Today's lesson will focus on proofreading. You will read a passage that has errors in sentence formation, usage, mechanics, and spelling. Before we look at the passage, let's talk about the meanings of the words *sentence formation*, *usage*, and *mechanics*. I'm sure you all know the meaning of *spelling*.

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. For example, listen carefully as I read these two sentences aloud. (Write these two sentences on the board.)

- ◆ *Only girls are allowed in the gym today.*
- ◆ *Girls are allowed only in the gym today.*

Do these two sentences mean the same thing? Pause. (no)

Even though both sentences have the same words, they have different meanings because the words are not in the same order. What does the first sentence mean? (Read the first sentence aloud again.) Pause; give students the opportunity to respond.

The first sentence means that girls are the *only* ones allowed in the gym; *boys are not allowed*.

What does the second sentence mean? Pause; give students the opportunity to respond.

The second sentence means the only place girls are allowed is the gym. Can you see how changing the order of words in a sentence changes the meaning of the sentence? Pause.

Sentence Formation, Punctuation, and Capitalization (Mechanics)

Other examples of errors in sentence formation are *run-on sentences* and *incomplete sentences*. These types of errors are connected to errors in punctuation. (Write the following sentence on the board and read it aloud.)

Today is Tuesday, the day girls go to the gym only girls are allowed in the gym. Can you find an error in this sentence? Is anything wrong with this sentence? Pause. (It's a run-on sentence.)

This sentence is confusing to read because it is not punctuated correctly. One way to correct this run-on sentence is to put a period at the end of the first complete thought. Read this sentence to yourself and try to find out where the period belongs. Pause. (after the word *gym*) (On the board, mark through or erase the comma after *gym* and put a period there, as follows).

Today is Tuesday, the day girls go to the gym. only girls are allowed in the gym.

Is the sentence correct now? Pause. (no)

Now the run-on sentence problem is corrected, and we have two sentences instead of one. There is still a problem with the second sentence. Who can correct it? Pause. (The first word of the second sentence should be capitalized.) (Correct the sentence on the board by capitalizing *only*.)

Can you see how poor sentence formation is sometimes caused by incorrect punctuation and capitalization? Punctuation and capitalization errors are examples of errors in mechanics. Now let's talk about errors in usage.

Usage

Errors in *usage* are really errors in *word usage*, or the way we use words. Sometimes we may spell a word correctly, but use it incorrectly in a sentence. (Write the following sentences on the board and read them aloud.)

- ◆ They love their new house.
- ◆ They love they're new house.
- ◆ They love there new house.

Which one of these sentences has correct word usage? Pause. (first one)
In the second sentence, *they're* is incorrect. *They're* is the contraction for *they are*. In the third sentence, *there* is used incorrectly. *There* refers to location.

Another common problem in word usage is not having subject-verb agreement, or subject-predicate agreement. (Write the following sentence on the board and read it aloud.)

He don't like school.

What is wrong with this sentence? Pause. (Some students will likely see nothing wrong; others may know something is wrong, but not know how to explain the error.)

If you are not sure whether there is an error when you see a contraction, change the contraction to two words and reread the sentence. (Write the following sentence on the board and read it aloud.)

He do not like school.

**Can anyone correct this sentence? Pause. (He does not like school.)
(Mark through or erase *do not* and write *does not*.)**

***Does not* can be changed into a contraction. (Write the following sentence on the board and read it aloud.)**

He doesn't like school.

Does everyone understand subject-predicate (verb) agreement? Pause; explain this concept again, using several examples if necessary.

You should be familiar with the terms *sentence formation, usage, mechanics* and *spelling* when you see them on the LEAP.

Let's look at a sample proofreading exercise you might have on a test.

⇒ Distribute Student Worksheet: Proofreading Lesson 5-1.

This writing sample is a draft of a student's composition about Mowgli, a character from Jungle Book. First, skim the passage, or read it quickly so you will have a general idea of what it's about.

Pause long enough for students to skim the passage.

⇒ See Tutor's Guide for Proofreading Worksheet 5-1 on page 155B for the corrected passage.

Now proofread the first paragraph. There are nine errors in this paragraph. Let's find them together.

(Read the first sentence aloud.) **Is this sentence correctly written?**
Pause. (yes)

(Read the second sentence aloud.) **Is there anything wrong with this sentence?** Pause. (Yes, the first word, *he*, needs to be capitalized. **He** is always running with his friends, chasing something, or being chased.

Continue in this manner, reading each sentence in the first paragraph aloud and making necessary corrections. After giving the students the opportunity to find the errors, give the correct answers as follows:

Third sentence: This sentence is a run-on; a period should be placed after *slender*; *don't* should be capitalized.

Mowgli is small and slender. Don't be fooled by his size.

Fourth sentence: There are no errors in this sentence.

Fifth sentence: Four errors in this sentence have to do with subject/verb (predicate) agreement. The verbs (predicates) in this sentence, *run*, *jump*, *climb*, and *swim* should be changed to *runs*, *jumps*, *climbs*, and *swims*, to agree with the subject, *he*. Two more errors must be corrected to change the run-on sentence to two sentences. A period goes after *tired*, and *he* should be capitalized.

He runs, jumps, climbs, and swims all day without ever seeming to get tired. He would probably do very well playing many kinds of sports.

Now read the second paragraph silently, while using your pencil to proofread it. Look for six errors in this paragraph.

After a few minutes, ask students to tell where the errors are and explain how to correct them.

First Sentence: There two errors in the first sentence. *Mowgli* should have an apostrophe to show ownership. There should be a period after *still* to correct the run-on sentence.

To see what Mowgli's face looks like, you have to see him when he is still. The only time he is still is during the night when he is sound asleep after a long day with his friends.

Second Sentence: This sentence has three errors. *The* should be capitalized. The two misspelled words, *nite*, and *freinds*, should be spelled *night* and *friends*.

Third Sentence: This sentence, beginning with *then*, has no errors.

Last Sentence: The last sentence is a run-on sentence and can be broken up into two complete sentences. A period should follow *outside*, and *in* should be capitalized.

Like his arms and long legs, his face is very dark, brown color, partly because he spends so much time outside. In fact, he sleeps outside under the trees, or sometimes in a cave.

Student Worksheet Proofreading Lesson 5-1

NAME _____

When I think of this ten-year old boy, I see someone who always seems to be moving. he is always running with his friends, chasing something, or being chased. Mowgli is small and slender don't be fooled by his size. He is much shorter and smaller than most of his friends, but he is very strong. He run, jump, climb, and swim all day without ever seeming to get tired he would probably do very well playing many kinds of sports.

To see what Mowglis face looks like, you have to see him when he is still the only time he is still is during the nite when he is sound asleep after a long day with his freinds. Then, if his dark brown, tangled hair isn't hiding his face, you can see that his face is almost as dark as his hair. Like his arms and long legs, his face is very a very dark, brown color, partly because he spends so much time outside in fact, he sleeps outside under the trees, or sometimes in a cave.

Tutor's Guide for Proofreading Worksheet 5-1

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To see what Mowgli's face looks like, you have to see him when he is still. The only time he is still is during the night when he is sound asleep after a long day with his friends. Then, if his dark brown, tangled hair isn't hiding his face, you can see that his face is almost as dark as his hair. Like his arms and long legs, his face is very a very dark, brown color, partly because he spends so much time outside. In fact, he sleeps outside under the trees, or sometimes in a cave.