

GRADE 4 English Language Arts Proofreading: Lesson 6

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 6:

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:

- ◆ Student Worksheet: Proofreading Lesson 6-1
- ◆ Tutor's Guide for Proofreading Worksheet 6-1
- ◆ Chart paper on stand or chalkboard
- ◆ pencils

Introduction:

Today we will spend some more practice proofreading. You have had some practice proofreading for errors in sentence formation, usage, mechanics, and spelling. Let's quickly review the meaning of *sentence formation, usage, and mechanics* to be sure you understand these concepts.

Briefly review the following explanations of sentence formation, usage, and mechanics.

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 that are spelled differently and have different meanings, are often used incorrectly. For example, students may get confused about using the words *to, too, and two*.**
- ◆ **Using the wrong tense is another example of an error in word usage. For example, *Yesterday, I go to the ball game* is incorrect. Can anyone correct this sentence and explain why it is incorrect? Pause. (*Yesterday, I went to the ball game* is correct. Since *yesterday* refers to the past, the verb (predicate) should be in the past tense. *Went* is the past tense of *go*.)**
- ◆ **One of the most common examples of incorrect word usage is using inappropriate subject–verb (predicate) agreement. For example, *Some fourth graders knows more about computers than their teachers do* does not have correct subject-verb (predicate) agreement. Can anyone correct this sentence? Pause. (*Some fourth graders know more about computers than their teachers do.*)**

Mechanics

Errors in punctuation, capitalization, and formatting, such as indenting correctly 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 talk about each of these important points about composing. For example, suppose the writing instructions say, *write a letter to your teacher to convince her to take your class on a field trip to New Orleans.*

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, convincing your teacher to take your class to New Orleans. You should not get distracted and write about anything else.

Presenting a clear idea means you must focus on the main point you are trying to communicate. For example, you must include a sentence that tells why you are writing the letter. You may write all about the New Orleans Zoo and the Aquarium of the Americas; but if you don't explain your reason for writing the letter, your idea will not be clear.

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, to convince your teacher to take your class to New Orleans for a field trip, your main point is that the trip will be educational. Writing, "Going to New Orleans will be educational," does not give enough details. Can anyone give a sentence that will provide more details? Pause. (We can learn about fish by visiting the Aquarium of the Americas.)

It is important to *elaborate*, or give reasons for your main idea. You should give a few specific ways that a trip to New Orleans would be educational. Learning about fish is one way; you should add two or three other ways the trip will be educational. For example, you might mention the zoo or the wax museum as other places that would be educational to visit. The more details you supply, the more support you provide for your main idea, and the more convincing your composition 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 to practice a proofreading exercise that is like one you might find on a test.

⇒ Distribute Student Worksheet: Proofreading Lesson 6-1.

This passage was written by a student who had an assignment to write about her future plans. Since this passage has several misspelled words, I will read it aloud so that you can understand what the writer intended.

⇒ Using the Tutor's Guide for Proofreading Worksheet 6-1 on page 165B, read the composition aloud.

Now we are ready to proofread. First let's skim the composition quickly to check for good composing. Pause long enough for students to read the composition to themselves.

Look at the first item on the checklist. Do you think Kristen did a good job writing on the assigned topic? Pause. (Yes; she wrote about her future plans and stuck to the topic.)

Circle *yes* on the checklist.

Did she present a clear main idea? Pause. (Yes; she wrote about all of the professions she wanted to have and ways she wanted to spend her spare time.)

Circle *yes* on the checklist.

Did Kristen provide enough details to support her main idea? Pause. (Partly; she wrote about many goals for her future plans, including professional goals and things she wanted to have; but she didn't tell much about each one.)

Her composition would be stronger if she had mentioned fewer goals and given more details for each one. Since she did give some details, we will circle *partly* on the checklist.

Overall, does Kristen's composition make sense? Pause. (yes)

Did you receive the message you think Kristen wanted to send? Pause (Yes, she wants to do many things in the future.)

Now I'd like for you to proofread the composition for sentence formation, usage, mechanics, and spelling. I will help you get started. Let's look at sentence formation first. Can anyone find any errors in this area? Pause. (There are many run-on sentences and incomplete sentences.)

How many complete sentences can you find? Pause. (none)

We will need to make corrections so that each sentence is a complete one. When we change run-on sentences and incomplete sentences, we have to change punctuation.

Let's start with the first sentence. (On the chalkboard, write the first sentence as it is written on the student copy; read it aloud.)

Can someone help correct this sentence? Pause; acceptable sentences will vary. Accept complete sentences that are written correctly.

There are several ways to correct this sentence. It can be rewritten with correct punctuation as one or more sentences. (Write the following choices on the board and read each one aloud.) **Which of the following examples would be acceptable?**

A. My future plans are to get rich, get a pet monkey, a cat, a dog, and get a good education in college.

Choice A is a complete sentence.

B. My future plans are to get rich, get a pet monkey, a cat, a dog, a good education in college, and live in Tennessee.

Choice B is a complete sentence.

C. My future plans are to get rich. Get a pet monkey, a cat, a dog, a good education in college, and live in Tennessee.

Choice C is incorrect. The first sentence is a complete statement. The second sentence, *Get a pet monkey, a cat, a dog, a good education in college, and live in Tennessee*, is incomplete. How can we change this incomplete sentence to a complete sentence? Pause. (add some words)

I also want to live in Tennessee.

Are there other ways to rewrite these sentences so there are two or three complete sentences? Pause. (There are several ways to rewrite these sentences appropriately. Accept sentences that are written correctly.)

My future plans are to get rich, and to get a pet monkey, a cat, and a dog. I want to get a good education in college and live in Tennessee.

My future plans are to get rich, and to get a pet monkey, a cat, and a dog. I also want a good education in college. I want to live in Tennessee.

Does everyone understand that there are several ways to revise a composition? As long as the sentences make sense, are complete, and are correctly punctuated, they are acceptable.

Check the rest of the composition for correct sentence formation and rewrite as necessary. You may combine incomplete sentences to make complete ones, or you may divide run-on sentences into two or more complete sentences.

Remember to use correct punctuation and capitalization, or correct *mechanics*, when you rewrite these sentences. When you break up one sentence into two or more sentences, you will have to capitalize the first word of each new sentence.

While you are proofreading for sentence formation and mechanics, check for correct usage also.

Finally, proofread for correct spelling. There are many misspelled words in this composition. Circle the misspelled words and try the best you can to spell them correctly. Some of these words might be difficult to spell. I will write a couple of them on the board. (Write *professional* and *gymnastics* on the board.) Encourage students to contribute to the *Spelling Word Bank* by writing some of the correct spellings on the board. Be sure that you check these words for accuracy and correct them as needed.

I see a few other words that are misspelled. If any of you know how to spell these words correctly, please write them on the chalkboard so your classmates can use them if they can't remember how to spell some of the words. Of course, we cannot get this kind of help when we are taking a test, because that would be considered cheating. However, we can help each other now, while we are learning together to become better writers and readers.

When you have completed proofreading and correcting your compositions, bring them to me. If I am busy checking another student's work, exchange compositions with your classmates who have also finished. This way you will see other ways to revise as well as get more practice proofreading. This practice will not only help you become stronger readers and writers, but also will pay off when it comes time to take standardized tests.

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

Student Worksheet Proofreading Lesson 6-1

MY FUTURE PLANS BY KRISTEN FRAZIER

My future plans are to be rich, get a pet monkey, cat, and a dog

Get a good education in collage. Live in Tennessee. I want to be

a professional baseball player. Always hit home runs. Teach first

grade. And be a writer. Play the piano or do gymnastics on my

spare time.

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

Checklist for Composing:

- | | | | |
|---|-----|--------|----|
| ◆ Write on the assigned topic. | yes | partly | no |
| ◆ Present a clear main idea. | yes | partly | no |
| ◆ Give enough details to support main idea. | yes | partly | no |
| ◆ Present ideas in a logical order. | yes | partly | no |

Tutor’s Guide for Proofreading Worksheet 6-1

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 perfesol baseball player. Always hit home runs. Teach first
grade . And be a writer. Play the pione or do gemince on my
spare time.

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Checklist for Composing:

- | | | | |
|---|-----|--------|----|
| ◆ Write on the assigned topic. | yes | partly | no |
| ◆ Present a clear main idea. | yes | partly | no |
| ◆ Give enough details to support main idea. | yes | partly | no |
| ◆ Present ideas in a logical order. | yes | partly | no |

Revised Version of *My Future Plans*

My Future Plans
→ by Kristen Frazier
→

My future plans are to get rich, get a pet monkey, a cat, a dog, get a good education in college, and live in Tennessee. I want to be a professional baseball player and always hit home runs. I also want to teach first grade, be a writer, play the piano, or do gymnastics in my spare time.

- ◆ Highlighted words are misspelled in the original composition.
- ◆ *Italicized words* are left out in the original composition.
- ◆ Underlined words are substitutes for words used incorrectly in the original composition: are replaces *or*; in replaces *on*.
- ◆ Arrows indicate words that are inappropriately capitalized in the original composition.