

GRADE 4 English Language Arts **Proofreading: Lesson 8**

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 8:

In this lesson, the tutor and students will

- ◆ practice proofreading and peer editing.

Equipment/Materials Needed:

- ◆ Students' descriptive paragraphs written for Writing Lesson 7
- ◆ Student Worksheet: Proofreading Lesson 8-1
- ◆ Student Worksheet: Proofreading Lesson 8-2
- ◆ chart paper on stand or chalkboard
- ◆ pencils

Introduction:

Today we will get some more proofreading practice. You have already had some practice proofreading for composing, sentence formation, usage, mechanics, and spelling. Let's quickly review these areas of proofreading.

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

Composing

- ◆ Write on the assigned topic.
- ◆ Present a clear main idea.
- ◆ Give enough details to support, elaborate a main idea.
- ◆ Present ideas in a logical order.

Style/Audience

- ◆ Write with your audience in mind.
- ◆ Use sentences that make your main idea interesting.

Sentence Formation

- ◆ Write in complete sentences.
- ◆ Use a variety of sentence patterns.

Usage

- ◆ Use appropriate subject-predicate (verb) agreement.
- ◆ Use correct verb tenses.
- ◆ Use words appropriately.
- ◆ Use correct word endings.

Mechanics/Spelling

- ◆ Use correct punctuation.
- ◆ Use correct capitalization.
- ◆ Use appropriate formatting.
- ◆ Use correct spelling.

Today we will proofread the descriptive paragraphs you wrote in an earlier lesson.

⇒ Distribute students' written stories from Writing Lesson 7.

Your papers will be proofread twice, just as they were during our last proofreading lesson. Again, you will spend time proofreading your own papers. Then, after you have proofread and corrected your own papers, you will exchange papers with one of your classmates for a second round of proofreading.

⇒ Distribute Student Worksheets: Proofreading Lessons 8-1 and 8-2.

Just as you did before, you will use these guides first to proofread your own paper, and then to proofread your classmate's paper.

Look at your proofreading guides. Notice that the first thing you do after reading your paper or your classmate's paper is to write something you like about it. Then you are asked to suggest ways to make the paper better. The rest of the proofreading guide is a checklist for writing. Be sure to complete all of these parts of the proofreading guide.

Does everyone understand what to do? Pause; explain or clarify as necessary.

Now you are ready to proofread your papers.

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

Student Worksheet: Proofreading Lesson 8-1

NAME _____

What I like best about my paper:

Ways to make my paper 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 paper:

Ways to make your paper 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