

GRADE 8 English Language Arts Proofreading: Lesson 2

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 2:

In this lesson the tutor and students will

- examine the proofreading section of the test;
- proofread for errors in capitalization, end punctuation, and commas; and
- develop strategies for proofreading.

Equipment/Materials Needed:

- Student Worksheets Proofreading Lesson 2 – 1, 2 – 2, 2 – 3, 2 – 4
- Pencils

Preparations before beginning Lesson 2:

- A passage on page 183 will be read aloud to students. This passage has no punctuation marks and should be read as one long sentence. Try not to pause or stop for the conventional units of thought.

LESSON 2: Proofreading

After your introductory remarks to students, say:

Today we will practice Proofreading. You will read a passage that has mistakes in sentence formation, usage, punctuation, and spelling.

On the activity sheet, you will find a part of the sentence underlined. You will answer multiple-choice questions that require you to choose the correct way to write each underlined part. Sometimes, the underlined part may be written correctly and there may not be an error.

Today you will use many of the rules you have learned about capital letters, punctuation marks, spelling, agreement of subject and verb, and parts of speech. You will also need to use your eyes and study the underlined parts very closely. It is easy to make a careless mistake when proofreading a selection.

⇒ Distribute Student Worksheet Proofreading Lesson 2 – 1 and pencils.

Let’s review using capital letters. Look at number one on your worksheet.

“Monday, Tuesday, Wednesday”

Why are those words capitalized? Pause.

(Response: the names of the days of the week)

Yes, they are capitalized because these are days of the week; they are proper nouns.

On your paper by number one, write the words *the days of the week*.

Pause to allow students time to write.

Go to number two: “January, February, March”

Why are these words capitalized? Pause.

(Responses: the months of the year)

Yes, they are capitalized because these are months of the year; they are also proper nouns.

On your paper by number two, write the words *months of the year*.

Pause to allow students time to write.

Then say:

Go to number three: Baton Rouge, Alexandria, Shreveport.

Why are these words capitalized? Pause.

(Response: the names of cities)

Yes, they are capitalized because they are names of cities. By number three on your paper, write the words *names of cities*.

Pause to allow students time to write.

Let's continue with number four: Louisiana, Texas, Mississippi

Why are these words capitalized? Pause.

(Response: names of states)

Correct. They are names of states. Write the words *names of states* on your paper.

Pause to allow students time to write.

Go to number five: River Road, Highway 109, Interstate 49

Why are these words capitalized? Pause.

(Response: names of streets, roads, and highways)

These are names of streets, roads, and highways.

There are lots of capitalization rules to remember. Let's see how you do with number six.

This time you have a sentence "Today is my sister's birthday." The word *today* is underlined. Why is *today* capitalized?

(Response: It is the first word in the sentence.)

Yes, it is the first word of the sentence. On your paper, write the words *the first word of the sentence*.

Read number seven to yourself. Pause to allow students to read.

The word *what* is underlined. Why is *what* capitalized?

(Response: It is the first word in a direct quotation.)

***What* is the first word in the direct quotation.**

A direct quotation is enclosed in quotation marks to indicate the person's exact words. The first word of the quote begins with a capital letter.

On your worksheet for number seven, write the words *the first word of a direct quotation*.

Spell *quotation* to help struggling students.

Now look at the last sentence: “My all-time favorite book is *Charlotte’s Web*.” Why is *Charlotte’s Web* capitalized?

(Response: It is the title of a book.)

Yes. On your paper write the words *the title of a book*.

Allow time for students to write.

Then say:

You have completed a brief review of some capitalization rules. Now, let’s focus our attention on punctuation marks.

This first passage is written without punctuation and should be read as one long sentence. The second passage is written with punctuation and should be read correctly. Students need to *hear* the difference in the two passages.

Passage One

When I talk you hear the punctuation marks sometimes my voice indicates a period when I come to a complete stop other times you hear commas when I pause however in writing I have to be sure to put in those stops and pauses so the reader can understand my thoughts.

Pause to allow time for students to “catch on” to what you just did.

As you read passage two, stop just a second longer than normal for the periods. Pause a second longer for the commas to be sure that the students “hear” the punctuation marks.

Now say:

Passage Two

When I talk, you hear the punctuation marks. Sometimes my voice indicates a period when I come to a complete stop. Other times, you hear commas when I pause. However, in writing, I have to be sure to put in those stops and pauses.

Which was easier for you to understand? The first reading or the second reading?

(Response: the second one)

Yes, the second one was easier for you to understand. It was also easier for me to read, since it had punctuation marks!

**Let's review some of the punctuation marks that are used in writing.
What is the most common use of a period?**

Pause. (Response: the end of a sentence)

**Yes, the end of a sentence. That period is like a red light. It says,
“STOP! You are at the end of an idea.”**

What mark must you use if the sentence asks a question?

Pause. (Response: a question mark)

Yes, the question mark.

**If you are excited and write a sentence that expresses strong feeling,
what mark do you use?**

Pause. (Response: an exclamation mark)

Don't forget that a period can also be used after an abbreviation.

⇒ Distribute Student Worksheet Proofreading Lesson 2 – 2.

Now say:

**We are going to review rules for using commas now. Look at
number one on your Punctuation worksheet.**

**The cafeteria menu included hamburgers comma hot dogs comma
and tuna sandwiches.**

Why are commas needed in this sentence? Pause.

(Response: to separate words in a series)

**On your worksheet by number one, write the words *to separate
words in a series*.**

Pause to allow students time to write. Spell *separate* if a student is
struggling, emphasizing the a – rat.

**Go to number two. I looked for my English book in my desk comma
in my locker comma on the bus comma and even under my bed.**

Why are commas needed in this sentence? Pause.

(Response: to separate phrases in a series.)

On your worksheet, write the words *to separate phrases in a series*.

Pause to allow students time to write.

**Let's continue our review of commas with some more examples.
"December 27 comma 1995"**

Why do you need a comma in number three?

(Response: to separate items in the date.)

On your paper, write the words *to separate items in the date.*

Pause to allow students time to write.

Look at number four: Lake Charles comma Louisiana

What rule tells you to put a comma in this example?

(Response: to separate the city and state)

Write on your paper the words *to separate the city and state.*

Number five comes from a friendly letter. Dear Aunt Sara comma. You use a comma in the greeting of a friendly letter.

On your worksheet, write the reason for the comma after Dear Aunt Sara.

Pause to allow time for students to write. Repeat the reason for the comma if a student is struggling.

The last example also comes from a friendly letter. Yours truly comma.

Why do you need a comma here?

(Response: A comma is used in the closing of a letter.)

On your paper by number six, write the words *the closing of a letter.*

Pause to allow students time to write.

You have done a good job today of reviewing some very important punctuation skills. Now you will practice proofreading a business letter. Focus on the use of capital letters and punctuation marks. You also need to watch for spelling errors!

⇒ Distribute Student Worksheet Proofreading Lesson 2 – 3.

Say:

Read through the letter quickly so you will have a general idea what the piece is about. You need to read the entire letter first in order to see how all the sentences are related and connected.

Pause to allow time for students to read.

⇒ Distribute Student Worksheet Proofreading Lesson 2 – 4.

Then say:

Pay close attention to this activity. If you get in a hurry, you will make a mistake. Work this page by yourself. Sit quietly when you finish.

Allow students time to complete page.

Say:

Let's begin with number one. How should you correct the error in number one?

(Response: There is no error.)

Number one is written correctly. The comma is used to separate items in a date.

What is the correct way to write number two?

(Response: Choice B)

Yes, Choice B is correct. The comma goes between the city and the state. Why didn't you choose Choice A?

(Response: The comma is between the state and the zip code; it goes between the city and state.)

Why didn't you select Choice C?

(Response: You don't put a comma between the city and state and the state and the zip code.)

This activity requires you to look closely at the answer choices!

Say:

How should you correct the error in number three?

(Response: Choice C)

Why did you select Choice C?

(Response: You capitalize the names of buildings, schools.)

Number four was a spelling error. How should you correct the error in number four?

(Response: Choice A.)

Yes, the word is *wrote*, w-r-o-t-e.

How should you correct the error in number five?

(Response: Choice C)

That error is another one that makes you use your eyeballs to look closely! Why isn't Choice B the correct response?

(Response: B has a period and the sentence is asking a question.)

The last one? What is the answer?

(Response: Choice A.)

What is the difference in Choice A and Choice B? Look closely.

(Response: Choice B has a lower case "s" in *sincerely*.)

Now you can see why you need to go slowly on an activity like this!

Student Worksheet Proofreading Lesson 2 – 1

NAME _____

1. Monday, Tuesday, Wednesday

2. January, February, March

3. Baton Rouge, Alexandria, Shreveport

4. Louisiana, Texas, Mississippi

5. River Road, Highway 109, Interstate 49

6. **Today** is my sister's birthday.

7. Matt asked, "**What** time is our game?"

8. My all-time favorite book is **Charlotte's Web**.

Student Worksheet Proofreading Lesson 2 – 2

NAME _____

1. The cafeteria menu included hamburgers, hot dogs, and tuna sandwiches.

2. I looked for my English book in my desk, in my locker, on the bus, and even under my bed.

3. December 27, 1995

4. Lake Charles, Louisiana

5. Dear Aunt Sara,

6. Yours truly,

Student Worksheet Proofreading Lesson 2 – 3

6653 Lincoln Ave.
Alexandria, Louisiana 70005
October 12, 2000

1

Mr. Donald Wolf
Birdsong Publishing Company
P.O. Box 130
New Orleans Louisiana 77683

2

Dear Mr. Wolf:

I am a student in the 8th grade at Madison middle school. My English teacher
3
made us read a story by a Louisiana author, and I read the book

you wrote called *Louisiana's Finest Fishing Holes*. It's a great book. Did it
4
take you a long time to write it Do you ever take kids fishing with you? My

5

friends and I would like to go with you sometime. Fishing is my favorite thing to
do, and it would be fun to go with a real expert.

Sincerely

6

Jake Rhodes

Student Worksheet Proofreading 2 – 4

NAME _____

1. How should you correct the error in number 1?
 - A. change **October 12, 2000** to **October 12 2000**
 - B. change **October 12, 2000** to **october 12, 2000**
 - C. change **October 12, 2000** to **october 12 2000**
 - D. There is no error.

2. How should you correct the error in number 2?
 - A. change **New Orleans Louisiana 77683** to **New Orleans Louisiana, 77683**
 - B. change **New Orleans Louisiana 77683** to **New Orleans, Louisiana 77683**
 - C. change **New Orleans Louisiana 77683** to **New Orleans, Louisiana, 77683**
 - D. There is no error.

3. How should you correct the error in number 3?
 - A. change **Madison middle school** to **madison middle school**
 - B. change **Madison middle school** to **Madison Middle school**
 - C. change **Madison middle school** to **Madison Middle School**
 - D. There is no error.

4. How should you correct the error in number 4?
 - A. change **you wrode** to **you wrote**
 - B. change **you wrode** to **you writted**
 - C. change **you wrode** to **you write**
 - D. There is no error.

5. How should you correct the error in number 5?
 - A. change **to write it Do you** to **to write it, do you**
 - B. change **to write it Do you** to **to write it. Do you**
 - C. change **to write it Do you** to **to write it? Do you**
 - D. There is no error.

6. How should you correct the error in number 6?
 - A. change **Sincerely** to **Sincerely,**
 - B. change **Sincerely** to **sincerely,**
 - C. change **Sincerely** to **Sincerely.**
 - D. There is no error.