

GRADE 8 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
- ◆ Student Worksheet: Proofreading Lesson 5-2
- ◆ 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. Pause.

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 report. 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 for corrected passage. (page 152B)

With your pencil ready to mark errors, read the first paragraph silently. Pause long enough for students to read the first paragraph.

There are several errors in this paragraph. Let's find them together.

First sentence:

Is the sentence formation correct? Pause. (yes)

Are there any errors in usage, mechanics (punctuation, capitalization), or spelling? Pause. (Yes, a comma goes after *England*.)

Second sentence:

Is the sentence formation correct? Pause. (No, it's a run-on sentence.)

One way to correct this run-on sentence is to make it into two complete sentences. Write the following sentence on the board:

He lived to be seventy-nine years old. He died in 1871 in London, England.

Is there another way to correct it? Pause. (yes)

You can replace the period after *old* with a semicolon to correct this run-on sentence. Write the following sentence on the board:

He lived to be seventy-nine years old; He died in 1871 in London, England.

Now is this sentence correct? Pause. (no)

The semicolon combined both phrases into one sentence. The first word of a sentence must be capitalized. Since *he* does not begin a new sentence, it should not be capitalized. Can anyone find another error in this sentence? Pause. (Yes, a comma should be after the year 1871.)

Write the following sentence, now completely corrected, on the board.

He lived to be seventy-nine years old; he died in 1871 in London, England.

Third sentence:

Is this sentence correctly written? Pause. (No, it's another run-on sentence.) Ask one student to correct this sentence by making two sentences. Ask another student to correct this sentence by combining phrases and using appropriate punctuation to make one correctly written sentence.

Remember, there may be two ways to correct this run-on sentence. If we correct it by making two sentences, we need to be sure we capitalize the first word of the second sentence.

Write the following corrected sentence on the board:

Babbage's father was a banker. Most of Babbage's money was from investments.

If we correct the sentences by combining phrases into one sentence, we need to replace the period with a semicolon. *Most* should not be capitalized because it is no longer the first word of a sentence.

Write the following corrected sentence on the board:

Babbage's father was a banker; most of Babbage's money was from investments.

Fourth sentence: This sentence has no errors.

Fifth sentence:

What is wrong with this sentence? Pause. (It is not a complete sentence. It's an incomplete sentence, or sentence fragment.)

If we take out the word *when*, the sentence fragment is changed into a complete sentence. Write the following sentence on the board and read it aloud:

Later on in his life, he went to collage.

Now is this sentence completely correct? Pause. (No, collage is misspelled; it should be spelled college.)

Now carefully read the second paragraph to yourself, proofreading carefully with your pencil ready to mark errors and make corrections. After marking the errors, answer the questions on this worksheet.

⇒ Distribute Student Worksheet: Proofreading Lesson 5-2.

After students have completed the proofreading worksheet, go over the correct answers together.

Answers to Proofreading Worksheet 5-2:

1. Misspelled words:

Futur should be spelled *future* (second sentence).

Relized should be spelled *realized* (third sentence).

2. Sentence fragment (second sentence):

Because of his devotion to the future of engines and his dreams of someday having a computer.

The fragment can be combined with the first sentence:

Charles Babbage is called the “Father of Computers” because of his devotion to the future of engines and his dreams of someday having a computer.

3. Run-on sentence (fourth sentence):

He designed an engine that would function by a process of repeated additions performed by gear wheels this engine was known as the “Difference Engine.”

Corrected as two sentences:

He designed an engine that would function by a process of repeated additions performed by gear wheels. This engine was known as the “Difference Engine.”

Remember to capitalize the first word of the second sentence.

Corrected as one sentence:

He designed an engine that would function by a process of repeated additions performed by gear wheels; this engine was known as the “Difference Engine.”

Use a semicolon to combine two sentences into one sentence.

You have done a great job of proofreading. Remember to read quickly, but very carefully, when you have a proofreading exercise on a test. It is easy to overlook errors if you get in too much of a hurry and you are not concentrating.

Student Worksheet Proofreading Lesson 5-1

Charles Babbage

Charles Babbage was born in Devon, England during the late 1700's. He lived to be seventy-nine years old he died in 1871 in London, England. Babbage's father was a banker, most of Babbage's money was from investments. As a young intelligent boy, Charles taught himself mathematics. Later on in his life when he went to collage.

Charles Babbage is called the "Father of Computers." Because of his devotion to the futur of engines and his dreams of someday having a computer. Near his death he relized that he really had become the "Father of Computers." Babbage wanted to get rid of the errors in mathematical tables. He designed an engine that would function by a process of repeated additions performed by gear wheels this engine was known as the "Difference Engine." The designs were never completed but later it was proved that Babbage's design would have worked.

Note. Draft of composition written by Kristen D. Frazier, February, 1997. Reprinted with permission.

Tutor's Guide for Proofreading Worksheet 5-1

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