

Proofreading

Proofreading

Read the following rough draft of a student’s essay, and then answer questions that follow. Choose the best way to revise each underlined part.

Blackie Bear

When I was little, I had a big stuffed animal bear that my father won¹ at the State Fair for me. When my dad first gave me the bear, it was bigger then me², with a big mouth and two huge oval eyes. I took him to bed with me almost every³ night. Because I lacked imagineation⁴ for naming things as a child, I asked my mom to help me we called⁵ him Blackie because he was all black except for his eyes and mouth.

I will never forgot that day when⁶ my mom and dad said we could have a picnic; they let me bring⁷ Blackie. After I ate my peanut butter and jelly sandwich, I asked if I could give Blackie some. They must have thought I was going to feed him imaginary food. When they said that I could, I poured milk down the front of him and spread peanut butter on his hand. My mother thought it was funny and started to laugh, and dad just looked⁸ at me kind of strangely. Because I was only three, they didn’t get mad at me.

Grade/Subject	Content Standard	Lesson No.
8 ELA	3.3 Demonstrating standard English structure and usage.	1.1
<p>Introduction to Students:</p> <p>Homonyms are words that are spelled differently and have different meanings but sound the same. A writer often misuses the same homonyms over and over. The best way to use these words correctly is to memorize the ones that give you the most trouble and underline or circle them when you use them in writing. That way, you'll know to go back to recheck them.</p>		

Proofreading: Blackie Bear

1. How should you correct number 1?
 - A. change **that** to **which**
 - B. change **that** to **who**
 - C. change **won** to **one**
 - D. There is no error.

If you answered A, B, or C, your answer is incorrect. Let's look at why.

- A. In order to use the word *which*, you would also need to add a comma after the word *bear*.
- B. The word *that* is used correctly in this sentence. Reread the sentence with the word *who* to see how it sounds. Normally, *who* is only used when it refers to a person.
- C. The homonyms *won* (w-o-n) and *one* (o-n-e) sound alike, but the word *won* (w-o-n) is used correctly used in this sentence.
- D. Correct. There is no error in this sentence. The word *that* without a comma after the word *bear* introduces a clause that adds essential meaning to the sentence and is used correctly. The word *won* is the past tense of *win* and also is used correctly.

Grade/Subject	Content Standard	Lesson No.
8 ELA	3.3 Demonstrating standard English structure and usage.	1.2
<p>Introduction to Students:</p> <p>Many times when you are writing, you may write one word when you mean another, which is one reason that proofreading is so important. When words get confused in sentences, it may take the reader some time to figure out what you meant to say. Look at the following sentence and see if you notice the confusion that these kinds of errors can cause. (Write the following sentence on the board.) My aunt took my brother in me to the store.</p> <p>Which word needs to be changed here? (in) Which word did the writer mean to use? (and)</p>		

2. How should you correct number 2?

- A. change **then me** to **then, me**
- B. change **then me** to **than I**
- C. change **then me** to **then I**
- D. There is no error.

If you answered A, C, or D, your answer is incorrect. Let's look at why.

- A. Reread the sentence. Remember that *then* means "after that."
 - C. You got part of the answer correct. The word *me* should be changed to *I*. Remember that *then* and *than* have very different meanings.
 - D. There is an error. Reread the sentence carefully to notice which word, *then* or *than*, you should use. Also check the pronoun.
- B. Correct. The word *then* should be changed to *than* to show that a comparison is being made, and the pronoun *me* should be changed to *I* because that part of the sentence literally means "it was bigger than I was." If you left the word *me* in that part of the sentence, it would read "it was bigger than me was," which seems silly.**

Grade/Subject	Content Standard	Lesson No.
8 ELA	3.3 Demonstrating standard English structure and usage.	2.1
<p>Introduction to Students:</p> <p>It is important to choose the correct word when you proofread. One wrong word can change the meaning of what you have written.</p> <p>Sometimes, when you are trying to make an editing or proofreading choice, even words that you use often and know how to spell can get confusing. The best way to deal with this is to circle or underline the word and move on. You will be able to return to it with more confidence after you finish.</p>		

Proofreading: Blackie Bear

1. How should you correct number 3?
 - A. change **almost** to **allmost**
 - B. change **almost** to **all most**
 - C. change **every** to **each**
 - D. There is no error.

If you answered A, B, or C, your answer is incorrect. Let's look at why.

- A, B, C. The word *almost* is spelled correctly, and the word *every* is used correctly in this sentence.
- D. Correct. There are no errors. The word *almost* is correctly spelled as one word. If you wanted to use the word *each* instead of *every*, you would need to delete the word *almost*. Therefore, the word *every* is also used correctly.

Grade/Subject	Content Standard	Lesson No.
8 ELA	3.5 Spelling accurately using strategies when necessary.	2.2
<p>Introduction to Students:</p> <p>If your spelling is not clear, you may leave the reader confused about what you meant to say.</p> <p>Try to sound out the words in your head while working on this proofreading exercise. Also, remember the rules that go with adding suffixes to words that end with <i>e</i>.</p>		

2. How should you correct number 4?
- A. change **imagineation** to **imagination**
 - B. change **imagineation** to **imigination**
 - C. change **imagineation** to **imagination**
 - D. There is no error

If you answered B, C, or D, your answer is incorrect. Let's look at why.

The word *imagination* is misspelled.

- A. **Correct. To make this word, you drop the *e* at the end of imagine and add the suffix *-ation*.**

Grade/Subject	Content Standard	Lesson No.
8 ELA	3.2 Demonstrating use of punctuation, capitalization, and abbreviations in final drafts of writing assignments.	3.1
<p>Introduction to Students:</p> <p>Punctuation helps us read in an orderly manner. However, too many ideas joined together can confuse the reader and make your writing seem awkward. Compound and complex sentences help vary your sentence structure, but always proofread carefully to ensure you have clearly related your ideas.</p>		

Proofreading: Blackie Bear

1. How should you correct number 5?
 - A. change **me we called** to **me, we called**
 - B. change **me we called** to **me. We called**
 - C. change **me we called** to **me: we called**
 - D. There is no error.

If you answered A, C, or D, your answer is incorrect. Let's look at why.

- A, C, D. Read from "Because I lacked..." to the end of the paragraph to help you find the answer. Remember that colons are usually used to introduce lists.
- B. Correct. This sentence was a run-on and by placing a period after *me*, the two sentences were successfully divided.

Grade/Subject	Content Standard	Lesson No.
8 ELA	3.2 Demonstrating use of punctuation, capitalization, and abbreviations in final drafts of writing assignments.	3.2
<p>Introduction to Students:</p> <p>Imagine trying to read a book without any punctuation. How would you know where sentences ended, lists began or stopped, or what belonged to whom?</p> <p>Making the right choices about your punctuation can make a big difference in your writing. When proofreading your papers in class, it is a good idea to use a grammar textbook to look up how to use punctuation that you may not know. Your teacher and classmates are also great places to seek information.</p>		

2. How should you correct number 6?
- A. change **forget that day when** to **forget that day: when**
 - B. change **forget that day when** to **forget, that day when**
 - C. change **forget that day when** to **forget; that day when**
 - D. There is no error.

If you answered A, B, or C, your answer is incorrect. Let's look at why.

- A. You do not need to add a colon after the word *day*. Colons usually introduce lists. For example, "You need three ingredients to make a milkshake: ice cream, milk, and chocolate syrup."
- B. You do not need to add a comma after the word *forget*. Commas help divide ideas in a sentence; however, this is not a space where they should be divided.
- C. You do not need to add a semicolon after the word *forget*. A semicolon is used to join two independent clauses or complete sentences.
- D. Correct. There is no additional punctuation needed.

Grade/Subject	Content Standard	Lesson No.
8 ELA	3.3 Demonstrating standard English structure and usage.	4.1
<p>Introduction to Students:</p> <p>Some words that we use in everyday speech actually have very different meanings. We think they mean the same thing, but they don't. The words <i>bring</i> and <i>take</i> are often confused. You should use the word <i>bring</i> when referring to movement <u>toward</u> the speaker's point of reference ("Would you please bring me a pencil?"). The word <i>take</i> is used for movement <u>away</u> from a speaker's point of reference ("Please take out the trash.").</p>		

Proofreading: Blackie Bear

1. How should you correct number 7?
 - A. change **bring** to **brought**
 - B. change **bring** to **take**
 - C. change **bring** to **have taken**
 - D. There is no error.

If you answered A, C, or D, your answer is incorrect. Let's look at why.

- A. **The verb tense of the underlined word is correct. Reread the text to decide in what tense the verbs should be.**
- C. **The verb tense of the underlined word is correct. Go back and read the passage again. Ask yourself, "Does *have taken* match the other verbs?"**
- D. **Try again. There is a mistake with the word *bring*. Think about the word in a directional or movement sense. Which way would *bring* move an object: to you or away from you?**
- B. **Correct. *Take* indicates that the speaker wants the object to be moved away.**

Grade/Subject	Content Standard	Lesson No.
8 ELA	3.3 Demonstrating standard English structure and usage.	4.2
<p>Introduction to Students:</p> <p>Deciding whether to capitalize parents', grandparents', and relatives' names doesn't have to be confusing. A good rule of thumb is to capitalize the relative's name only when you are using that title as a name. For example, in the sentence "I went to my grandpa's house," "grandpa" isn't capitalized. However, in the sentence "I went to the store with Grandpa," "Grandpa" is capitalized as a proper name because that is what you call him.</p>		

2. How should you correct number 8?
- A. change **dad just looked** to **Dad just looked**
 - B. change **dad just looked** to **dad just looks**
 - C. change **dad just looked** to **dad, just looking**
 - D. There is no error.

If you answered B, C, or D, your answer is incorrect. Let's look at why.

- B. The past tense verb *looked* agrees with *thought* and *started*, both also in past tense. Go back and reread the passage to decide which tense is correct.**
 - C. A comma should not be inserted between the subject and verb in a sentence.**
 - D. There is a mistake in *dad just looked*. Think about the rules of capitalizing proper nouns.**
- A. Correct. The word *Dad* needs to be capitalized because it is being used as a proper noun. If the student had written "my dad just looked at me" instead, the word *dad* would not need to be capitalized.**

Proofreading

Read the following rough draft of a student’s letter, and then answer questions that follow. Choose the best way to revise each underlined part.

January 5, 2001

Gulf Coast Shrimp co

1

1240 Harbor Road

New Iberia, Louisiana 70530

Dear Sirs:

2

Last week I perchased a package of shrimp produced by your

3

company. They contained seven pieces of clam shells and several globs of

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what I can only describe as sludge. My children and me could have broken

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our teeth on these shells or gotten food poisoning from the sludge.

Not only was the manager of the store where I bought the shrimp
rude to me, she also ignored my complaints. Then refused to refund my

6

money. She suggested that I contact you.

Please send me a refund for the full amount I paid for the shrimp.

My reciept is enclosed I look forward to hearing from you.

7

8

Sincerely yours,

Theodore Lind

Grade/Subject	Content Standard	Lesson No.
8 ELA	3.2 Demonstrating use of punctuation, capitalization, and abbreviations in final drafts of writing assignments.	5.1
<p>Introduction to Students:</p> <p>Always double-check proper names and abbreviations to ensure you have capitalized and punctuated them correctly.</p>		

Proofreading: Shrimp

1. How should you correct the error in number 1?
 - A. change **Gulf Coast Shrimp co** to **Gulf Coast shrimp co**
 - B. change **Gulf Coast Shrimp co** to **Gulf Coast Shrimp Co.**
 - C. change **Gulf Coast Shrimp co** to **Gulf Coast shrimp Co**
 - D. There is no error.

If you answered A, C, or D, your answer is incorrect. Let's look at why.

- A, C, D. Remember that the names of companies are proper nouns that should be capitalized. Try to remember what the abbreviation *co* stands for.**
- B. Correct. You remembered the rules for proper nouns and the abbreviation for *company*.**

Grade/Subject	Content Standard	Lesson No.
8 ELA	3.2 Demonstrating use of punctuation, capitalization, and abbreviations in final drafts of writing assignments.	5.2
<p>Introduction to Students:</p> <p>Of course, there are other differences between the more formal business letter and a friendly letter, but the difference in the way the salutation is punctuated is one. A business letter's salutation is punctuated with a colon. (Write the following on the board.)</p> <p>Dear Sir or Madam:</p> <p>A friendly letter uses the comma in the salutation. (Write the following on the board.)</p> <p>Dear Jane,</p>		

2. How should you correct the error in number 2?

- A. change **Dear Sirs:** to **Dear Sirs,**
- B. change **Dear Sirs:** to **dear sirs,**
- C. change **Dear Sirs:** to **Dear sirs:**
- D. There is no error.

If you answered A, B, or C, your answer is incorrect. Let's look at why.

A, B, C. In a business letter, a colon is used in the salutation.

D. Correct. There is no error in the salutation.

Grade/Subject	Content Standard	Lesson No.
8 ELA	3.5 Spelling accurately using strategies when necessary.	6.1
<p>Introduction to Students:</p> <p>This may sound like a silly way to proofread for proper spelling, but it works. Begin reading your paper from the last word to the first word. This forces your brain to focus on each word instead of the ideas. Try it—it works!</p> <p>In the English language, many words have the same sounds but are spelled with different vowel-consonant combinations. It is a good idea to remember that <i>-er</i> and <i>-ur</i> can often sound the same.</p>		

Proofreading: Shrimp

1. How should you correct the error in number 3?
 - A. change **I** purchased to **i** purchased
 - B. change **I** purchased to **I** purchased
 - C. change **I** purchased to **i** purchased
 - D. There is no error.

If you answered A, C, or D, your answer is incorrect. Let's look at why.

A, C, D. The word *perchased* is not spelled correctly. Think of all of the ways that the sound *-er* can be spelled. Try writing the word on another piece of paper using all of the letter combinations you think of. *I* is *always* capitalized as a word.

B. Correct. You noticed that *purchased* is spelled correctly.

Grade/Subject	Content Standard	Lesson No.
8 ELA	3.3 Demonstrating standard English structure and usage.	6.2
<p>Introduction to Students:</p> <p>Pronoun-antecedent agreement is important in writing. The subject of the sentence, if it is referred to later by a pronoun, must be matched by that pronoun in case, number, and gender. For example, look at the following two sentences on the board.</p> <p>I received an award from my principal. They shook my hand after I picked it up.</p> <p>Notice that <i>principal</i> and <i>they</i> do not match. What is the proper pronoun to use here? (He or she)</p>		

2. How should you correct the error in number 4?

- A. change **company**. **They contained to company, they contained**
- B. change **company**. **They contained to Company. They contained**
- C. change **company**. **They contained to company. It contained**
- D. There is no error.

If you answered A, B, or D, your answer is incorrect. Let's look at why.

- A. **If you add a comma between these two sentences without adding a coordinating conjunction (for example, *and*), you will be creating another mistake—a run-on sentence or comma splice.**
- B. **Capitalizing company is a mistake here since it is not used as a proper noun.**
- D. **There is an error. Read the first two sentences again, and find what *they* refers to; this will help you see the mistake. Also, only proper nouns are capitalized.**
- C. **Correct. You noticed that *They* is a plural pronoun that refers back to *package*. Since *package* is singular, its antecedent must also be the singular pronoun *it*.**

Grade/Subject	Content Standard	Lesson No.
8 ELA	3.3 Demonstrating standard English structure and usage.	7.1
<p>Introduction to Students:</p> <p>When you have a compound subject in which one of the subjects is a pronoun and you would like to make sure that you are using the subjective and not the objective case of the pronoun, consider the following handy trick. Take out the part of the subject that is not the pronoun, and then read the sentence. For example, look at this sentence on the board.</p> <p>Mark and me went to P.E.</p> <p>What is the compound subject? (Mark, me) Which is the pronoun? (me) Let’s use just the pronoun as the subject of the sentence. (Me went to P.E.) What should the pronoun be? (I. Mark and I went to P.E.)</p> <p>Often, this will answer any questions you have.</p> <p>When you are proofreading, read your paper, sentence by sentence, at least one time to see if each sentence makes sense.</p>		

Proofreading: Shrimp

1. How should you correct the error in number 5?
 - A. change **My children and me** to **my children and me**
 - B. change **My children and me** to **My children and I**
 - C. change **My children and me** to **My children and myself**
 - D. There is no error.

If you answered A, C, or D, your answer is incorrect. Let’s look at why.

- A, C, D. One answer choice does not follow a basic rule of capitalization: begin a sentence with a capital letter. Now, ask yourself whether *me* or *myself* can be used as the subject of this sentence.**
- B. Correct. When the first person pronoun is the subject of the sentence, it is always *I* and never *me*.**

Grade/Subject	Content Standard	Lesson No.
8 ELA	3.3 Demonstrating standard English structure and usage.	7.2
<p>Introduction to Students:</p> <p>When we read dependent clauses and phrases, sometimes it is difficult to see why they cannot stand alone. In everyday speech, we use these as sentences all the time. For example, if someone asks “Where are you going?” you may respond “To lunch.”</p> <p>When you are proofreading, a good rule of thumb is to question whether a sentence seems to need something else to make it more complete or to make more sense. Consider the sentence by itself, as if the others weren’t around it.</p> <p>When working on a proofreading test like this one, it is helpful to read the selection more than once. Read it the first time for content and then again for errors. Ask yourself while you are reading, “How would I fix that?” Reading twice and looking for errors helps you to stay focused when looking at the choices.</p>		

2. How should you correct the error in number 6?
- A. change **complaints. Then to complaints; then**
 - B. change **complaints. Then to complaints then**
 - C. change **complaints. Then to complaints and then**
 - D. There is no error.

If you answered A, B, or D, your answer is incorrect. Let’s look at why.

- A, B, D.** *Complaints and then cannot be connected by a semicolon. A coordinating conjunction (for example, *and*) and a subject are needed to make a complete sentence. Can “Then refused to refund my money” stand alone as a sentence? (No; there is no subject.)*
- C.** **Correct. You must add a coordinating conjunction between the independent and dependent clauses.**

Grade/Subject	Content Standard	Lesson No.
8 ELA	3.5 Spelling accurately using strategies when necessary.	8.1
<p>Introduction to Students:</p> <p>Using correct spelling is important to help a reader understand your writing. If your spelling is not clear, you may confuse the reader—or give readers a bad impression of yourself.</p>		

Proofreading: Shrimp

1. How should you correct the error in number 7?
 - A. change **reciept** to **receipt**
 - B. change **reciept** to **receit**
 - C. change **reciept** to **recept**
 - D. There is no error.

If you answered B, C, or D, your answer is incorrect.

- A. **Correct. You remembered the simple rhyme:**
“I before e except after c.”

Grade/Subject	Content Standard	Lesson No.
8 ELA	3.2 Demonstrating use of punctuation, capitalization, and abbreviations in final drafts of writing assignments.	8.2
<p>Introduction to Students:</p> <p>A compound sentence joins two independent clauses using a comma and a coordinating conjunction.</p> <p>Joining two sentences with a comma and coordinating conjunction can be easy if you remember a few simple rules. First, always make sure to find the subject and verb in both clauses on either side of your comma and conjunction. Next, make sure that the sentences are closely related.</p>		

2. How should you correct the error in number 8?

- A. **change** enclosed I **to** enclosed, I
- B. **change** enclosed I **to** enclosed, and I
- C. **change** enclosed I **to** enclosed, although
- D. **There is no error.**

If you answered A, C, or D, your answer is incorrect. Let's look at why.

- A. **Think about how to punctuate a compound sentence. Two complete sentences should not be connected by only a comma.**
- C. **Think about how to punctuate a compound sentence. Two sentences should not be connected by only a comma. Also, think about the word *although*. It typically indicates that the next statement will be in contrast to the first.**
- D. **There is an error. If you want to create a compound sentence, you need to use a coordinating conjunction (for example, *and*, *but*, *so*) with a comma.**
- B. **Correct. You remembered that when you are joining two closely related sentences together, a comma and a coordinating conjunction are used.**

Proofreading

Read the following rough draft of a student’s essay, and then answer questions that follow. Choose the best way to revise each underlined part.

My Dad as a Teenager

If I could go back in time and spend a day with any person, I would most like to spend it with my dad when he was a teenager. The things he has told me he and his buddies did sound like alot of fun. If I could spend a day with my dad as a teenager, we could play baseball in the park across from his house, be working on his ’61 Corvette, or just hang out at the local restaurant. This is what I imagined we did on this perfect day.

First, we invited a bunch of guys down to the park to play baseball. The national pastime. Can’t you hear the sweet sound of a baseball smacking a wooden bat? It sounds nothing like the “ping” of today’s aluminum bats. Even though the game had to end because of the hot noonday sun, the day with my dad continued.

After we ate lunch we headed out to his storage garage where my dad and a friend worked on their cars. Their project for the day was re-tuning the carburetor of the Corvette and getting everything to run smooth, and in the process, my dad taught me about tune-ups.

That night we took his Corvette down to the local hang out. There we met all of my dad’s friends who drove their cars. Some guys kept their hoods open, others raced their prize possessions. Around 11 P.M., everyone started to head home. Despite the day’s ending too soon, my memory of this day will last forever, just hanging out and having fun with my dad.

Grade/Subject	Content Standard	Lesson No.
8 ELA	3.3 Demonstrating standard English structure and usage.	9.1
<p>Introduction to Students:</p> <p>Commonly misspelled and/or misused words are easily overlooked when you proofread.</p> <p>When working on a proofreading test like this one, it is helpful to read the selection more than once. Read it the first time for content and then again for errors.</p>		

Proofreading: My Dad as a Teenager

1. How should you correct number 1?
 - A. change **like alot of** to **as alot of**
 - B. change **like alot of** to **like allot of**
 - C. change **like alot of** to **like a lot of**
 - D. There is no error.

If you answered A, B, or D, your answer is incorrect. Let's look at why.

A, B, D. The word *like* is used correctly in this sentence. However, the word *allot* is spelled incorrectly.

C. Correct. The phrase *a lot* should always be written as two words, not one.

Grade/Subject	Content Standard	Lesson No.
8 ELA	3.4 Using knowledge of the parts of speech to make choices for writing.	9.2
<p>Introduction to Students:</p> <p>The tense of a verb tells us when something happens—whether in the past, present, or future. Look for consistency in verb tenses. Consistency means that the reader can tell at exactly what time the action in your writing is taking place because the verb tenses “match.” For example, listen to these sentences: “Yesterday, my mom bought me an ice cream cone. It melts.”</p> <p>Because the verbs are not consistent, the reader is not sure when your mom bought the cone and when it melted. How can we make the verbs in those two sentences consistent? (Change “It melts” to “It melted” to match the past tense of the verb “bought.”)</p>		

2. How should you correct number 2?
- A. change **be working on** to **work on**
 - B. change **be working on** to **having been worked on**
 - C. change **be working on** to **working on**
 - D. There is no error.

If you answered B, C, or D, your answer is incorrect. Let’s look at why.

- B. **Make sure the underlined phrase agrees with the rest of the sentence. Find all of the verbs in the sentence and compare them to *working*.**
 - C. **Make sure the underlined phrase agrees with the rest of the sentence. Try reading the sentence again to notice any differences between the underlined portion and the rest of the sentence.**
 - D. **There is an error in be working on. Look at the other verbs in the sentence. Do they match? There are three verb phrases in this sentence that must agree with each other; that is, they must all be in the same tense.**
- A. **Correct. The verb tense matches the rest of the sentence.**

Grade/Subject	Content Standard	Lesson No.
8 ELA	3.2 Demonstrating use of punctuation, capitalization, and abbreviations in final drafts of writing assignments.	10.1

Introduction to Students:

Appositives are used to clarify nouns. Generally, they are set apart by commas. One way to tell whether you have an appositive in a sentence is to remove the appositive phrase. If your sentence still makes sense, then it is an appositive. An example of this is: “I am dreading tomorrow because I have to go see my dentist, Dr. Phillips.” Notice if we take out “Dr. Phillips,” the sentence still makes perfect sense; it just isn’t as specific.

Remember, when the appositive is in the middle of the sentence, commas go on either side to set it apart.

Proofreading: My Dad as a Teenager

1. How should you correct number 3?
 - A. change **baseball. The** to **baseball; the**
 - B. change **baseball. The** to **baseball, the**
 - C. change **baseball. The** to **baseball, but**
 - D. There is no error.

If you answered A, C, or D, your answer is incorrect. Let’s look at why.

- A. **Try again. Punctuation is needed after the word *baseball*, but a semicolon is not correct to use here. Remember that in order to use a semicolon, you must have complete sentences on each side.**
- C. **The word *the* is used correctly in the underlined part of the sentence. Try replacing *the* with *but* in the sentence. Does it make sense?**
- D. **There is a mistake in *baseball. The. The national pastime* is not a complete sentence, so it must be combined with the previous sentence.**

- B. **Correct—*the national pastime* is an appositive that modifies *baseball*. Appositives are set apart by commas.**

Grade/Subject	Content Standard	Lesson No.
8 ELA	3.2 Demonstrating use of punctuation, capitalization, and abbreviations in final drafts of writing assignments.	10.2

Introduction to Students:

A reader can become confused when a possessive is not used correctly. (Write the following example sentence on the board.) **For example, in the following sentence, “I went to Marys’ house,” because the apostrophe is misplaced, the reader has to wonder how many *Marys* there are. When corrected, “Mary’s house” has a clear meaning.**

2. How should you correct number 4?
- A. change **of today’s** to **of todays**
 - B. change **of today’s** to **of todays’**
 - C. change **of today’s** to **in today’s**
 - D. There is no error.

If you answered A, B, or C, your answer is incorrect. Let’s look at why.

- A, B, C.** The word *todays* needs to be possessive. It refers to bats. Also, the word *of* is used correctly. *In* would indicate that the ping was inside the bat trying to get out, which seems silly.
- D.** **Correct.** *Today’s* (with an apostrophe before the *s*) refers to bats. It is a singular possessive. The possessive word *today’s* contains an apostrophe to help show what types of aluminum bats they are (today’s bats). The word *of* is a preposition that shows where the “ping” comes from (aluminum bats).

Grade/Subject	Content Standard	Lesson No.
8 ELA	3.2 Demonstrating use of punctuation, capitalization, and abbreviations in final drafts of writing assignments.	11.1
<p>Introduction to Students:</p> <p>Introductory clauses do just what the name suggests. They introduce. Words like <i>after</i>, <i>because</i>, <i>when</i>, and <i>if</i> can all begin a sentence.</p> <p>It is important to remember that these introductory clauses are dependent because they are not complete thoughts without their independent clause neighbor. In the sentence, “If I were president, I would make every day pizza day,” the clause, “If I were president,” cannot stand alone because it is incomplete. Since we often use these types of phrases in our speech, we must double-check our writing to make sure we don’t include them there.</p>		

Proofreading: My Dad as a Teenager

1. How should you correct number 5?
 - A. change **lunch we** to **lunch; we**
 - B. change **lunch we** to **lunch, we**
 - C. change **lunch we** to **lunch. We**
 - D. There is no error.

If you answered A, C, or D, your answer is incorrect. Let’s look at why.

- A, C, D. Punctuation is needed after the word *lunch*, but a semicolon is not correct to use here. Remember that a semicolon connects two independent clauses. The clause “After we ate lunch” is not a complete sentence. Even though it has a subject and verb, it needs something else to make it a complete thought.**
- B. Correct. The introductory clause “After we ate lunch” is separated from the rest of the sentence with a comma.**

Grade/Subject	Content Standard	Lesson No.
8 ELA	3.3 Demonstrating standard English structure and usage.	11.2
<p>Introduction to Students:</p> <p>Adverbs modify verbs and other adverbs in sentences. Adverbs are usually easy to find in the sentence because they often end in <i>-ly</i>. For example, “I ran quickly around the track.” <i>Quickly</i> is an adverb that tells <i>how</i> you ran around the track. Often adverbs answer the question <i>how</i>. “How did I run? Quickly.”</p>		

2. How should you correct number 6?
- A. change **run smooth, and** to **run smooth and**
 - B. change **run smooth, and** to **run smooth—and**
 - C. change **run smooth, and** to **run smoothly, and**
 - D. There is no error.

If you answered A, B, or D, your answer is incorrect. Let’s look at why.

- A, B, D. **The comma is needed in the underlined part of the sentence. Without the comma, the sentence would be a run-on. A dash would not work well here.**
- C. **Correct. The word *smoothly* is an adverb that modifies the verb *ran*. The word *smooth* is an adjective that could be used to modify a noun, but not a verb (“The Corvette’s hood had a very *smooth* surface”). The adjective *smooth* modifies the noun *surface*.**

Grade/Subject	Content Standard	Lesson No.
8 ELA	3.4 Using knowledge of the parts of speech to make choices for writing.	12.1
<p>Introduction to Students:</p> <p>When proofreading, remember to check for consistency of verb tense.</p>		

Proofreading: My Dad as a Teenager

1. How should you correct number 7?
 - A. change **we took** to **we had taken**
 - B. change **we took** to **we take**
 - C. change **we took** to **we would have taken**
 - D. There is no error.

If you answered A, B, or C, your answer is incorrect. Let's look at why.

- A, B, C.** The verb tense must be consistent with the other sentences in the paragraph. Reread the paragraph and decide what tense or what time the action takes place.
- D.** Correct. The verb **took** is consistent with the past tense used in the rest of the paragraph (“we met,” “Some guys kept”).

The words *bring* and *take* are often confused. You should use the word *bring* when referring to movement toward the speaker's point of reference (e.g., “Would you please *bring* me a pencil?”). The word *take* is used for movement away from a speaker's point of reference (e.g., “Please *take* out the trash.”).

Grade/Subject	Content Standard	Lesson No.
8 ELA	3.3 Demonstrating standard English structure and usage.	12.2
<p>Introduction to Students:</p> <p>Compound sentences contain two complete ideas or independent clauses. Each of these clauses could stand alone as a separate sentence. However, in a compound sentence, the clauses need to be separated. One way to separate two independent clauses is by using a semicolon. For example, “Some guys kept their hoods open; others raced their prize possessions.”</p> <p>Semicolons are often overused or used incorrectly. Familiarize yourself in the ways that they can be used and check each one you decide to use in your own writing.</p>		

2. How should you correct the error in number 8?
- A. change **open, others** to **open: other**
 - B. change **open, others** to **open; others**
 - C. change **open, others** to **open, another**
 - D. There is no error.

If you answered A, C, or D, your answer is incorrect. Let’s look at why.

- A, C, D. **The punctuation after the word *open* does need to be changed, but a colon is not correct to use here. Also, the word *others* is used correctly. *Another* typically means one more of the same kind. Does that word fit the writer’s meaning?**
- B. **Correct. These independent clauses are successfully joined with a semicolon.**