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Grade Span			ICLE Application Model			
K-4 XX	5-8	9-12	A	B	C	D XX

Instructional Focus:

Writing

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Listening

Students listen for a variety of purposes appropriate to the grade level.

Performance Task

Students practice their proofreading and editing on a short piece that the teacher dictates to them.

1. Before class, the teacher selects a 2-3-paragraph reading that takes about 1- 11/2 minutes to read aloud. It should be grade-level appropriate, but contain some words the students are likely to have difficulty spelling and punctuation that the students have been studying (e.g., quotations or possessives).
2. Before class, the teacher makes enough copies of the text for the students and a cassette recording of his/herself reading the passage.
3. In class, the teacher reads the passage twice, sentence by sentence, with just enough time in between for most of the students to write the words down (but not so much time that students will be able go back and review carefully what they have written). Students write down what the teacher says as best they can, leaving every other line blank (to leave room for later editing).
4. Students then use red pens or pencils to edit their work for spelling, punctuation, grammar, paragraph beginnings and endings, and missing or extraneous words (adding or deleting words so that the sentences make sense). They should use dictionaries, textbooks, or style manuals as needed. Students who were not able to write down significant portions of the text can refer to the recorded reading. (They may also need to limit their in-class work to only the first one or two paragraphs.)
5. Students rewrite the passage based on their edits.
6. The teacher distributes the written text of the reading, allowing students to compare it to their work.

Note: Students may ask for more repetition or for a slower reading, but unless they are unable to put down more than about three-quarters of the words, do not give in. The point of the dictation is not for them to reproduce the original text, word for word, but rather to create a "raw" piece of writing that needs a considerable amount of fixing. The editing is the most important part of the lesson; thus, the students should not become bogged down by the dictation. To maximize the amount of editing that needs to be done and to minimize the amount of time students spend taking down the dictation, it is best to choose a reading that is relatively dense with punctuation and difficult words.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)

Understand rules of grammar, usage, punctuation, paragraphing and spelling. (ela 7)

Use editing and revising skills to improve effectiveness and accuracy of drafts. (ela 14)

Use dictionary, grammar books, and thesaurus to aid in editing and understanding words. (ela 21)

Understand the importance of accuracy in final drafts. (ela 33)

Edit and revise first drafts. (ela 41)

Proofread and correct first drafts. (ela 42)

Scoring Guide:

Editing 80 points (based on marked up original)	<ul style="list-style-type: none"> • Where words are not picked up during the dictation, they are either added based on context or other changes are made so that the sentence makes sense. • Words misspelled are corrected • Sentences are punctuated appropriately (possibly different from the original text) • Sentences are divided logically into paragraphs (possibly different from the original text) • Student uses appropriate proofreading marks (if learned)
Revised draft 20 Points	<ul style="list-style-type: none"> • Incorporates revisions • Neatly presented

Keywords

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science
Writing Dictation Editing Grammar Paragraphs Punctuation Spelling	Geometry	Life Science
Communications Listening	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	