

TEN-MINUTE GRAMMAR

PROOFREADING MARKS – Teacher’s Guide

INTRODUCTION:

Welcome to *Ten-Minute Grammar*! The goal of these units is to help students build a solid understanding of grade-level grammar concepts during the first ten minutes of the class period each day. Each unit goes through a progression in which new grammatical concepts are introduced (by discovery, as much as possible), built upon, and then practiced and reviewed. In addition, the concepts in each consecutive unit build on one another logically—it might seem silly to spend time reviewing nouns and verbs with 8th graders, but it’s necessary if they’re going to understand things like gerunds and infinitives or specific types of verb phrases.

The unit includes a week and a half of daily bell ringer activities, a quiz, and one or more additional practice worksheets.

SUGGESTED TIMELINE:

- Start the Day One bell ringer on a Monday.
- By Friday, if you feel the class is ready for it, give the unit quiz.
 - If you feel like the entire class needs additional practice to master the concept (or, let’s be honest, if the next week is a short one and you don’t have time to start a new unit but need bell ringers for a few extra days), there are three additional days’ worth of bell ringers.
- After the quiz, a student who clearly failed to grasp one of the week’s concepts could be assigned one of the practice worksheets. After completing the worksheet, the student could retake the unit quiz for an improved grade.
 - The worksheets can also be used during the week as extra practice for the entire class.

UNIT OBJECTIVES:

1. Students should understand that...
 - a. “Editing,” “Proofreading,” and “Copyediting” are synonyms that mean checking for and correcting grammatical errors in a piece of writing.
 - b. The use of standard proofreading marks helps avoid confusion when you’re editing your own work or someone else’s.
2. Students should be able to...
 - a. Use the proper proofreading mark to indicate an error in a text.
 - b. Make the appropriate corrections to a text based on someone else’s proofreading marks.

KEYS TO THE UNIT:

The main focus of this unit is not necessarily learning to *find* errors in text—after all, that requires understanding of specific grammar rules that are beyond the scope of this one- to two-week unit (but that will receive more attention throughout the school year.) The focus here is simply learning to consistently use correct proofreading marks so that teacher and students are on the same page when editing student writing or reading someone else’s editing.

The Proofreading Marks poster at the end of the unit could be copied onto cardstock for each student and stored in his or her English binder. You could also enlarge them and make classroom posters.

DAILY ROUTINE:

Have the day's bell ringer activity up on a projector when the students come to class each day. I have my students do the assignment on quarter sheets of paper (I cut them up and have a stack available each day). Some days in each unit require copyediting; since it takes too long for students to copy the incorrect sentences and *then* edit them, a page of quarter-size student answer sheets are provided for those days (see the pages after the last bell ringer.)

Students should spend the first five minutes working silently (you should use that time to take roll and then circulate around the room to keep kids on task.) After the five minutes of work time, spend the next five minutes going over the answers. Don't give them the answers (except as a last resort); you want the students to volunteer their answers. Use the correction session each day to explain new concepts, clarify ideas, and correct misconceptions. If a student volunteers an incorrect answer, find someone else who can give the correct answer. Help the class understand the concept a little better and then ask the first student a question like, "Explain to the class why your first answer was wrong." I've never had a student feel offended by this—if anything, it gives kids a chance to redeem themselves after what might have been an embarrassing moment of being wrong in front of everyone.

If you use an overhead projector, a Smart Board, or project onto a white marker board, you can choose a student each day to come to the front and write answers or corrections as other students volunteer them.

In my class, students get full credit as long as they come up with an answer for every question, even if some answers are incorrect. At the very least, for the first few days while new concepts are introduced, students should be allowed to change their answers during the correction session—but only if they already have an answer of their own. What we want is for them to try to *figure out* the answer. If they get it wrong, they'll learn when you set them straight in the correction session. But they learn nothing if they just write down answers as you dictate them!

The Wordplay at the end of each day's questions can be a way to earn extra credit if you choose. As incentive to work quickly, I tell my students they can't begin on the Wordplay until they're finished with the other questions, and I always offer a piece of candy to the first student to get the answer right or the student with the best answer or most answers. (You'd be surprised what junior-high students will do for a Starburst or a Jolly Rancher!)

LITERATURE:

This unit contains example selections from the novel *Stargirl* by Jerry Spinelli.

For each line below, rewrite the words with the correction indicated by the proofreading mark:

- | | |
|----------------------------------------------------------------------|---------------------------------------------------------|
| 1. five ^{sp.} monkies | 7. I gave h er flowers |
| 2. Statue of liberty
≡ | 8. "Why?" I asked. ¶ "Why not?"
she said. |
| 3. red B icycle | 9. Give me <u>gun</u> the! |
| 4. cl imb ^{the} hill" I said. | 10. I want t some so me cake. |
| 5. Don't fire me ; I beg you! | 11. Ring the door o bell |
| 6. It was you! ! Yes o . But why? ? | 12. Frank George Washington |

- | | |
|------------------------------|--------------------------------------------|
| 1. Five monkeys | 8. "Why?" I asked.
"Why not?" she said. |
| 2. Statue of Liberty | 9. Give me the gun! |
| 3. red bicycle | 10. I want some cake. |
| 4. "climb the hill," I said. | 11. Ring the doorbell |
| 5. Don't fire me; I beg you! | 12. George Washington |
| 6. It was you! Yes. But why? | |
| 7. I gave her flowers | |

Wordplay – Just for fun!

- **CATALOGUE CREATOR:** The root word “-luc- / -lus- / -lum-” means “light” and sounds like “loose” or “loom.” How many words can you list that contain this root?

CORRECTION SESSION: Use the time today to help students remember the different proofreading marks. Some of these marks should be obvious to everyone. But others, like the ones in numbers 9, 10, and 11, might be more unfamiliar.

Read the following excerpt from *Stargirl* by Jerry Spinelli. Mark the necessary corrections using the proper editing marks (there is one error in each line):

The flying monkeys **the left** witch's castle,
 and took to the **air find** their prey. They
 didn't have to go far **dorothy** and her friends
 were hanging out in a **forrust** right next to the
 castle. "I saw her **first!**" one of the monkeys
 yelled. "The extra bananas are **mine!**"

For each line below, make the correction indicated by the proofreading mark:

1. We like to eat ~~P~~ickles.
2. My comp^outer is broken.
3. Hand me^hthat screwdriver.
4. Did you take my ~~take~~ my wallet?

1. pickles
2. computer
3. me that
4. delete the second "take my"

Wordplay – Just for fun!

- **EIGHT LETTERS:** Create as many words as you can using three or more of the letters below (at least one eight-letter word is possible):

D N A I R C L A

Cardinal

In your own words...

1. Why would it be important for a professional writer and his or her editor to be familiar with the same proofreading marks?

1. POSSIBLE ANSWER: So they can efficiently communicate about errors without the editor having to explain the errors to the writer.

For each number below, decide whether the proofreading mark is being used correctly (answer each with a YES or a NO):

- | | |
|---------------------------------------------------|-----|
| 2. You never forget how [^] ride a bike. | YES |
| 3. I'm from Des no moines. | NO |
| 4. She asked, [^] What's your name?" | YES |
| 5. Hand me the ram owt control. | NO |
| 6. Cheaters ^o never win. | YES |
| 7. "Shut your face [^] !" he yelled. | YES |

Wordplay – Just for fun!

➤ **DESCRAMBLER:** Try to sort out the five scrambled words below:

BMTO SOPKO RMALNO OFTOIGB TICFATAR

Tomb Spook Normal Bigfoot Artifact

Read the following excerpt from Stargirl by Jerry Spinelli. Mark the necessary corrections using the proper editing marks (there is one error in each line):

Afterward, the mourners were invited to Annas house for lunch. About thirty came. There was a buffet of cold of cuts and salads and cookies. Stargirl was there, Chatting with members of the family but not eating or drinking anything.

Suddenly, Anna heardher mother's voice. It was know louder than the others, but it OR It was know^{sp.} louder than the others, but it was different: "what are you doing here?"

Wordplay – Just for fun!

- **FOUR-LETTER WORDS:** Take the four-letter word below and change one letter to make a new four-letter word (keep it clean!) Then take *that* word and change one letter to make a new word. Then take *that* word and... You get the picture.

PAGE

REVIEW FOR TODAY'S QUIZ:

Make sure you know the proper proofreading mark for each of the following errors:

1. Spelling errors
2. Capitalizing a letter or making it lowercase
3. Inserting or replacing a word
4. Inserting a period, comma, exclamation point, question mark, apostrophe, quotation marks, colon, or semi-colon
5. Putting a space between two words that are too close
6. Closing up a gap between two words that should be one
7. Starting a new paragraph
8. Transposing two words (reversing their places)
9. Deleting a letter or word

For each line below, make the correction indicated by the proofreading mark:

1. I like stories by Edgar Allan ^{Poe}~~Potter~~.
2. You broke~~/~~my pocket knife!
3. It's not my fault.
4. Look on the book shelf.
5. My camera^a takes pictures in 3D.
6. Suddenly_, his head fell off.
7. That movie had a great middle, beginning, and end.
8. ^{Be quiet!} he hissed.
9. Are you scared? I'm terrified!^{sp.}
10. Meet me at Jefferson library tonight.

- | | |
|-----------------------------|----------------------|
| 1. Change "Potter" to "Poe" | 6. Suddenly, |
| 2. broke my | 7. beginning, middle |
| 3. It's | 8. "Be quiet!" |
| 4. Bookshelf | 9. terrified |
| 5. Camera | 10. Library |

Wordplay – Just for fun!

- **VOWEL COMBINATOR:** The vowel combination "ei" can sound like the hard "A" in "play" or like the hard "E" in "beach." List as many words as you can that contain this vowel combo.

Read the following excerpt from *Stargirl* by Jerry Spinelli. Mark the necessary corrections using the proper editing marks (there is one error in each line):

Kevin was right. It was unthinkable that
 Stargirl could survive—or at least survive
 unchanged—among us. but it was also clear
 that Hillari Kimble was at least half right. ^{sp.}
 person calling herself Stargirl may or may
 OR person calling herself Stargirl may or may
 not have ben a faculty plant for school spirit,
 OR not have ben a faculty plant for school spirit,
 but whatever she was, she was not real.
 She couldn't be.

Wordplay – Just for fun!

- **FIXER-ROOTER:** How many words can you think of that have the same prefix, suffix, or root as the multisyllabic word below?

VIVISECTION

(the dissection of a living animal)

For each number below, decide whether the proofreading mark is being used correctly (answer each with a YES or a NO):

1. What are you doing here? NO
2. Dont tell me you lost your left arm, too. That's crazy! YES
3. First of all I don't even own a car. NO
Put a comma here
4. I'm gonna get you! YES
5. I grew up in houston, Texas. YES
6. Could I borrow keys your? NO
7. I want pepperowny on my pizza. NO
Spelled wrong
8. Pass the chips and Dip. NO
9. I'm too tired to think today. YES
10. Sometimes I sleep well/last night I didn't. NO

Wordplay – Just for fun!

- **ANAGRAM:** Rearrange the letters in the nonsense phrase below to create new words that actually make sense.

STRAT TION DEFENSES UP THE TIDE

(Hint: highest elected official)

President of the United States

QUIZ ANSWER KEY

For each line below, re-write the sentence with the correction indicated by the proofreading mark:

1. She lives in Atlanta, Georgia.

2. I have a gold balloon.

3. "Leave me alone," I said.

4. I like to eat pizza.

5. I knew you would come.

6. Where is my backpack?

7. Give me a high five.

8. "Hello," I said.

"Goodbye," she replied.

For each sentence below, mark the error using the proper editing mark (the words in parentheses tell you what to look for):

9. (missing period) Author Jerry Spinelli was born in 1941.

10. (spelling error) At age sixteen, Jerry wrote a poem about a local ^{sp.} foottbal victory.
11. (capitalization error) The poem was published in a ~~Local~~ newspaper.
12. (missing word) It was then that Jerry decided he wanted [^] to become a professional writer.
13. (missing question mark) Would you be surprised to know that Jerry Spinelli's first four books didn't get published [?]?
14. (missing comma) His fifth book was about a thirteen-year-old boy [,] and that's how he got started writing for children and young adults.
15. (missing colon) Jerry Spinelli is best known for the following books [:] Maniac Magee, Wringer, and Stargirl.
16. (delete unnecessary word) Spinelli is now a an award-winning author.
17. (capitalization error) He won the newbery [≡] Medal for Maniac Magee.

NAME:

PERIOD:

Read the following excerpts from Stargirl by Jerry Spinelli. Mark the necessary corrections using the proper proofreading marks (there are two errors in each line).

It was the worst the slaughter of the year. Red rock was helpless. By the start of the fourth cor^{sp.}ter we were ahead, 78 to 29. The coach put in the subs. We booed. We smel^oed a hundred points. We wanted blood. The coach put the starters back^oin. As we howled and thundered the in stands, Stargirl got up and walked from the Gym. Those of us who noticed assumed she was going the rest room. I kept glancing toward the exit^o she never returned. With five seconds left in the game^{to} the electrons scored the hundredth point. We went nuts.

We sat^o legs crossed. Cinammon scampered Down my arm and onto the ground.

Stargirl shrieked, "stop!" She scooped up the rat and put him in her bag. "Owls^o hawks, snakes. Hed^o be a tasty meal^o."

"So" I said, "when does the enchantment start^o?"

We were sitting side by side by^o, facing the moutains^{sp.}.

"it started when the earth was born." Her eyes were closed. her face was golden in the setting sun. "It never stops It is, always. Its just here."

"So what do we do^o?"

She smiled. "That's the secret." Her eyes were closed. Her face was golden in the set^oting sun. "We do nothing. Or close^o as to no^o thing as we can."

Write your own example sentences that contain one error each. Then go back and fix the error using the proper proofreading mark.

(It's tough to come up with random sentences off the top of your head, so we'll give you a subject: Giant mutant slugs and the havoc they cause in a small farm town—or any other random topic you can think up.)

ANSWERS WILL VARY.

Make an example sentence with...

1. a spelling error
2. a capitalization error
3. missing quotation marks
4. a missing word
5. no end punctuation
6. a missing space between two words
7. two words that need to be transposed (switched places)
8. an extra unnecessary word
9. an unnecessary space
10. a missing comma