|  |  |  |
| --- | --- | --- |
| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | | |
| **Lesson Identification and TEKS Addressed** | | |
| **Career Cluster** | Business Management & Administration | |
| **Course Name** | Touch Systems Data Entry | |
| **Lesson/Unit Title** | Proofreading | |
| **TEKS Student Expectations** | **130.133. (c) Knowledge and Skills**  (3) The student applies correct techniques for the touch-system of operating the keyboard to develop speed and accuracy  (B) The student is expected to develop the ability to proofread and edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate  (C) The student is expected to use the backspace key to correct errors | |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | | |
| **Instructional Objectives** | Students will learn, understand, and apply proofreading techniques  ***SWBAT (Student Will Be Able To) …***   * Identify standard proofreader’s marks * Determine the differences and similarities between proofreading and editing * Apply proofreading skills to different types of copy * Learn to how to read for understanding and meaning while entering data from copy * Apply how to read for understanding and meaning while entering data from copy | |
| **Rationale** | Proofreading makes communication between people much more precise. It gives us an opportunity to gain insight and clarity about our work. | |
| **Duration of Lesson** | Teacher’s Discretion | |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Proofread-to read to detect and mark errors to be corrected * Edit-to collect, prepare, and arrange materials for publication * Consistency-steadfast adherence to the same principles, course, form, etc. * Proofreader’s Marks-symbols and/or abbreviations used to explain the type(s) of error(s) in a document * Copy-any hand-written or type-written reading material from which you transfer the information into your document | |
| **Materials/Specialized Equipment Needed** | * Textbook and/or Software Program * Lesson 2.03 Power Point Presentation * Instructor Computer/Projection Unit * Online Websites | |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | The main purposes of this lesson are to help students   * Introduce basic proofreader’s marks * Help students understand the differences and similarities between proofreading and editing * Provide practice in both recognizing and applying basic proofreader’s marks to copy * Provide practice in both recognizing and apply skills in basic grammar, capitalization, and correct sentence structure * Provide students the opportunity to use their backspace key to correct errors   **Ask** students if they have ever heard of proofreader’s marks.  **Ask** students if they have, do they remember how to use them.  **Ask** students if they know the differences between proofreading and editing.  **Ask** students why it is important to always proofread and edit documents. | |
| **Direct Instruction \*** | Vocabulary/Personal Word Walls | During the 1st week of school, students will have created personal, electronic Word Walls in which they will copy and paste all vocabulary terms and their definitions that are introduced to them. |
| Question and Answer-Proofreading and/or Editing? | Ask students questions listed in the Introduction section…along with others you find important. |
| Proofreader’s Marks-Introduction | Before sharing proofreader’s marks with students, help them understand you first must be able to recognize errors before you mark them. Use the following website:  http://writingcenter.unc.edu to help them read through unknown copy and spot errors - have them read through the section ‘The Proofreading process’ on their own and see if they can spot the 7 errors. Once they’ve had time, you can then ask if they were able to spot the errors and have students point them out…the key can be found by clicking on the link in the section ‘Think You Got It?’  Once you’ve explained and practiced the importance of spotting errors, you can then share with students the basic proofreader’s marks shown at http://www.superteacherworksheets.com/editing/proofreading-bookmarks-advanced.pdf. This can be done electronically or you can make these for them. |
| Explanation and Guided Practice-  Proofreader’s Marks | Go over what each proofreader’s mark means. There are a variety of websites that offer a more extensive list of marks, so you may want to use them in addition to/instead of the one listed above. |
| Application-Proofreader’s Marks | Use all the worksheets listed on the Super Teacher  Worksheets website to have students apply proofreader’s marks in paper/pencil first. Once they’ve practiced with paper/pencil, you can then move to the game found at: http://www.eduplace.com/kids/hme/k\_5/proofread/proof.htm. This is a great online game that scores students electronically and immediately. |
| Review-Proofreading 101 in the  Future | Explain to students that proofreading and editing will be necessary to continue throughout the course on all documents determined by you. This is an overreaching skill that should be applied daily. |
| **Guided Practice \*** | * Share with students the UNC.edu link and go through the process explained in the Introduction Notes section of the outline. * Once you’ve selected which worksheets you think would be good to use, and then do the first one together as a class to get them started. | |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * Have students complete worksheet(s) on their own. * Have students play the proofreading game on the Eduplace.com website. | |
| **Lesson Closure** | Remind students how important proofreading and editing are daily. This is an overreaching skill that should be applied daily. | |
| **Summative / End of Lesson Assessment \*** | **Informal Assessment:**   * Grade worksheet(s) * Grade game scores   **Formal Assessment (LSI Quadrant III, IV):**  You can designate a worksheet, or set of worksheets, as a major grade and/or you can take an average of all your minor grades and apply that as a major grade. There is no provided rubric for this lesson. | |
| **References/Resources/**  **Teacher Preparation** | * [www.dictionary.com](http://www.dictionary.com/) * School adopted textbook or software program. * <http://www.superteacherworksheets.com/proofreading.html> * <http://www.eduplace.com/kids/hme/k_5/proofread/proof.htm>(You may have to download a specific adobe flash player.) * Review and familiarize yourself with the terminology, website links, and proper keyboarding techniques. * Have materials and websites ready to go prior to the start of the lesson. | |
| **Additional Required Components** | | |
| **English Language Proficiency Standards (ELPS) Strategies** |  | |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **English-English I**   * 110.31(b) (1). Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. * 110.3(b) (11). Reading/Comprehension of informational text/procedural texts. Students understand how to glean and use information in procedural texts and documents. * 110.31(b) (17). Oral and Written Conventions/Conventions. Students understand the function of and use of the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. * 110.31(b) (18). Oral and Written Conventions/Handwriting. Capitalization and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. * 110.31(b) (19). Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check spellings. | |
| **Recommended Strategies** | | |
| **Reading Strategies** |  | |
| **Quotes** |  | |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  | |
| **Graphic Organizers/Handout** |  | |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  | |
| **Communication**  **90 Second Speech Topics** |  | |
| **Other Essential Lesson Components** | | |
| **Enrichment Activity**  (e.g., homework assignment) | * Have students find a passage of information (on the internet, from a textbook, music lyrics, etc.) and have them copy that information into a blank Word document. Once they have copied their text, have them make a variety of errors within the document (on purpose). Try to make at least one error for each of the proofreader’s marks listed on the bookmarks that you shared with them. After making the errors, have them create an electronic key for their document either on page 2 or on a separate document. They can do this by using the shapes/symbols found in Word. Have the shapes created in a different color other than black. Once they’ve created the document with errors and their key (give them a specific amount of time), then have students switch computers and see if they can find each other’s errors and mark them accordingly (using the same method with the shapes/symbols). * Have students research movies that have errors/inconsistencies in them. They will need to provide the movie title and the inconsistency in an original document using Arial 12-point font. They can email this report to you. This will probably have to be done on a computer outside of school due to filtering. | |
| **Family/Community Connection** |  | |
| **CTSO connection(s)** | Business Professionals of America  Future Business Leaders of America | |
| **Service Learning Projects** |  | |
| **Lesson Notes** |  | |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)