

Proofreading

MY BEST BIRTHDAY

I guess my best birthday party was last year when I turned nine. I always want to have one
1 2
of those fancy birthday cakes from Trost's Bake Shop downtown but Dad never wanted to spend
3
the money. Instead, he always baked a cake.

All of my friends came to the party. When we played the game Pin the Tail on the Donkey,
Emma was blindfolded first. She was trying to find the donkey, and she crashed into the table
by mistake. Dad had just put the birthday cake on the table down it went, onto the rug! A
4
second later my dogs, Sunny and Cloudy, were on top of it, laping up the frosting.
5

Their cannot be a birthday party without a cake! Dad had no choice but to drive to
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Trost's and by the only cake they had left. It had three layers, chocolate filling, two inches of
7
frosting all around, and about twenty-four pink candy roses! Thanks to Emma and the dogs, I
recieved my birthday wish before I even blew out the candles.
8

Grade/Subject	Content Standard	Lesson No.
4 ELA	3.3 Demonstrating standard English structure and usage.	1.1
<p>Introduction to Students:</p> <p>Before you look at the proofreading questions, read through the entire story twice. The first time, read to understand the meaning of the story. The second time, pay close attention to the underlined portions as you read and think about any corrections that should be made.</p> <p>Remember, not all of the underlined portions are necessarily wrong. It is just as important for you to notice what is correct.</p>		

Proofreading: My Best Birthday

1. How should you correct the error in number 1?
 - A. change **guess** to **guessed**
 - B. change **I** to **I've**
 - C. change **best** to **most best**
 - D. There is no error.

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

- A. **The word *guess* should stay in the present tense as it is. The present tense (guess) shows that the writer is remembering right now something that happened previously.**
- B. **The contraction *I've* means *I have* and does not make sense in the sentence.**
- C. **The word *best* never has the word *most* written before it. *Best* is already in the superlative or its greatest form (that is, it is already the BEST!) and does not need another word (like *most*) to make it better!**
- D. **Correct. The use of the word *I* is correct. The word *guess* is correctly written in the present tense. The word *best* is written correctly without having the word *most* before it.**

Grade/Subject	Content Standard	Lesson No.
4 ELA	3.4 Using knowledge of the parts of speech to make choices for writing	1.2

Introduction to Students:

The tense of a verb tells us, the reader, when something happens—whether in the past, present, or future. To keep from confusing our readers, we need to be sure that our verbs are in the correct tense. When writing, look for consistency in verb tenses. Consistency means that the reader can tell at 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.”

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.”)

2. How should you correct the error in number 2?
- A. change **want** to **wanted**
 - B. change **have** to **had**
 - C. change **one** to **won**
 - D. There is no error.

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

- B. If you replace *have* with *had*, the first part of the sentence reads I always want to had one.
 - C. The word *one* is used correctly in this sentence. Words that sound alike but are spelled differently are called homonyms. *Won* and *one* sound alike, but have completely different meanings.
 - D. There is a mistake in want to have one. Read the whole sentence to help you find the mistake. Sometimes, we can overlook mistakes on the first reading, so it is always a good idea to go back to the whole passage and read the sentence or paragraph again.
- A. Correct. I always wanted to have one of those fancy birthday cakes. Notice the tense of the verb. The past tense (wanted) matches the tense of the verb that is used later in the sentence. “Dad never wanted to spend the money.” This kind of clue can help you use the correct verb tense.

Grade/Subject	Content Standard	Lesson No.
4 ELA	3.2 Demonstrating use of punctuation, capitalization, and abbreviations in final drafts of writing assignments.	2.1
<p>Introduction to Students:</p> <p>Proper punctuation is very important to getting your message across. Punctuation helps us read in an orderly manner. That is, periods tell us when sentences end. Commas divide thoughts or ideas but still let us know that they are connected.</p>		

Proofreading: My Best Birthday

1. How should you correct the error in number 3?
 - A. change **downtown but** to **downtown: but**
 - B. change **downtown but** to **downtown, but**
 - C. change **downtown but** to **down town but**
 - D. There is no error.

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

- A. **Punctuation is needed after the word *downtown*. However, it is not correct to use a colon here. Colons are used to introduce a list of items in a series. For example, "There are three ingredients in a chocolate shake: milk, ice cream, and chocolate syrup."**
- C. **The word *downtown* is made up of two words, but it is correctly written as one word. This is called a compound word.**
- D. **There is a mistake in *downtown but*. Try reading the whole sentence again. Notice that the sentence has more than one subject and verb and more than one idea.**
- B. **Correct. Change downtown but to downtown, but. You need to insert a comma after the word *downtown* because the word *but* is a conjunction that connects two complete statements. Complete statements contain a subject and a verb.**

Grade/Subject	Content Standard	Lesson No.
4 ELA	3.4 Using knowledge of the parts of speech to make choices for writing.	2.2
<p>Introduction to Students:</p> <p>It is important to know the parts of speech and how words are used so you can make good decisions when proofreading your paper. Knowing prepositions, verbs, nouns, etc., can help you find errors in your writing.</p>		

2. How should you correct the error in number 4?
- A. change **on the table** to **ontop of the table**
 - B. change **table down** to **table, and down**
 - C. change **went**, to **go**,
 - D. There is no error.

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

- A. *Ontop* should be spelled as two words, not one.
 - C. The word *went* is used correctly here. Remember to check the tense by going back to the sentence or passage and reading it again.
 - D. There is a mistake in on the table down it went. Read the whole sentence again silently. Ask yourself, "Is this confusing?"
- B Correct. Change table down to table, and down. You need to insert a comma and a conjunction (and) after the word *table* and the word *and* in order to connect the two complete statements. Without the comma and conjunction, this is a run-on sentence and can confuse the reader.**

Grade/Subject	Content Standard	Lesson No.
4 ELA	3.5 Spelling accurately using strategies when necessary.	3.1
<p>Introduction to Students:</p> <p>Correct spelling is important to help a reader understand your writing.</p> <p>It may sound silly, but if you try to read the sentence backwards sometimes, you can find spelling errors you missed before. Your brain will have to concentrate harder on each word, allowing you to see misspellings. This is especially helpful for commonly misspelled words.</p> <p>One example of this is the word <i>tap</i>. The <i>a</i> sound is short in <i>tap</i>, and also in <i>tapping</i>. But the word <i>taping</i> has only one <i>p</i> and also has a long <i>a</i> sound.</p>		

Proofreading: My Best Birthday

1. How should you correct the error in number 5?

- A. change **it, laping** to **it. Laping**
- B. change **laping** to **lapping**
- C. change **laping** to **laping up**
- D. There is no error.

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

- A. **The part that reads laping up the frosting is not a complete statement because it does not have a subject. It cannot be a separate sentence.**
- C. **The word *up* is already included in the sentence. You should always go back and read the whole sentence again.**
- D. **There is a mistake in it, laping. Think of how you would pronounce *laping* if you were reading it aloud.**
- B. **Correct. Change laping to lapping. The word *lapping* needs two *p*'s in order to make the *a* vowel sound short. When you add an *-ing* ending to a word that ends in a consonant, usually the consonant is doubled.**

Grade/Subject	Content Standard	Lesson No.
4 ELA	3.5 Spelling accurately using strategies when necessary.	3.2
<p>Introduction to Students:</p> <p>As you proofread, think of words that sound alike but have different spellings and different meanings. Words that sound alike but have different spellings and meanings are called homonyms. Examples of these are flower/flour, knight/night, and pear/pare/pair. Usually, the same ones will appear again and again. Try to memorize some of the most commonly misused homonyms, so you can easily recognize those as words to double-check.</p>		

2. How should you correct the error in number 6?

- A. change **Their** to **They're**
- B. change **cannot** to **cann't**
- C. change **Their** to **There**
- D. There is no error.

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

- A. **You got part of it right. The word *their* is used incorrectly in this sentence. Think of the other words that sound like *their* but may not be spelled the same.**
- B. **The word *cannot* is used correctly here. Go back and read the whole sentence again.**
- D. **There is a mistake in Their cannot. Try to remember other forms of the word *their* that could correct this error.**
- C. **Correct. Change Their to There. The words *their*, *they're*, and *there* all sound alike, but only one is correct in this sentence. These words are homonyms.**

Grade/Subject	Content Standard	Lesson No.
4 ELA	3.5 Spelling accurately using strategies when necessary.	4.1
<p>Introduction to Students:</p> <p>Homonyms are words that sound the same but are spelled differently and have different meanings. When you are writing, you must remember to check these carefully. A little trick to try while you are proofreading is to circle any word that you know has a homonym. Next, go back to each word to check it for meaning.</p> <p>Remember, you will often use the same homonyms incorrectly, so it can be helpful to memorize the ones you have trouble with and check them each time you use them.</p>		

Proofreading: My Best Birthday

1. How should you correct the error in number 7?
 - A. change **Trost's and by** to **Trosts' and by**
 - B. change **Trost's and by** to **Trost's and buy**
 - C. change **Trost's and by** to **Trosts and by**
 - D. There is no error.

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

- A. **The apostrophe in the proper noun *Trost's* is correctly placed. When a singular noun becomes a possessive, an -'s is added to the end of the noun. Adding an -s' shows that the subject is plural.**
- C. **Since the apostrophe in the proper noun *Trost's* shows possession, it is correctly placed. Reading the passage again will show you that the first time you see the word *Trost's* it is followed by *Bake Shop*.**
- D. **There is a mistake in *Trost's and by*. The word *by* has some homonyms. Go back to the sentence and double-check which meaning is needed for *by*.**
- B. **Correct. The word *by* (b-y) sounds like *buy* (b-u-y), but it is used incorrectly here. *B-u-y* means to purchase something, and *b-y* means to be near something. So replacing *b-y* with *b-u-y* makes the underlined part of the sentence correct.**

The name *Trost* is a proper noun. Adding an apostrophe and *s* to the end of the word shows possession, as in *Trost's Bake Shop*. The *bake shop* belongs to *Trost*. The apostrophe is placed correctly in the word *Trost's*.

Grade/Subject	Content Standard	Lesson No.
4 ELA	3.5 Spelling accurately using strategies when necessary.	4.2
<p>Introduction to Students:</p> <p>Some words have spellings that are alike and, with practice, you can memorize little tricks to help you spell them. Think about the word “ceiling.” (Spell it out on the board). Many of us have spelled this word with the <i>i</i> and the <i>e</i> turned around. Notice the first letter of the word. Remember this as you look at number 2.</p>		

2. How should you correct the error in number 8?
- A. change **recieved my** to **received my**
 - B. change **recieved my** to **recieved mine**
 - C. change **recieved my** to **recieve my**
 - D. There is no error.

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

- B. The word *my* is used correctly here (as in my birthday wish).**
 - C. You got part of this right. There is a problem with the word *received*; however, it is in the correct tense. Read the passage again to check the tense of the verbs.**
 - D. There is a mistake in *recieved my*. Look closely at each underlined word to see if you missed anything.**
- A. Correct. One way to help you remember the correct spelling of words like *received* is to remember this rhyme:**

**I before E
except after C**

THE GREAT GULLY MUTT

About once every year, my yellow dog Buster gets into some kind of trouble. Last year,
1
he accidentally lock himself in the barn when the wind slammed the door closed behind him. He
2
was trapped there. Buster barked for hours until I finally herd him and ran to the rescue.
3

This year, he darted off across our field and disappeared into the deep gully at the edge
of the yard. He was gone for a long time, but my parents' finally found him when they
4
followed the barking. It turned out that Buster had caught his collar on a long low tree branch
5
and couldnt get free.
6

Since that time, his name became the Great Gully Mutt. He is a friendly dog yet he still
7 8
needs me to keep an eye on him.

Grade/Subject	Content Standard	Lesson No.
4 ELA	3.4 Using knowledge of the parts of speech to make choices for writing.	5.1
<p>Introduction to Students:</p> <p>Verb tense tells the reader when something happens—whether in the past, present, or future.</p> <p>As you read the selection, ask yourself, “When is this taking place: in the past, present, or future?” Think about what happens to verbs and verb helpers when they change tense.</p> <p>As you write, get in the habit of deciding what tense you want to write in, and then try to make all of the correct verb choices.</p>		

Proofreading: The Great Gully Mutt

1. How should you correct number 1?

- A. change **kind of** to **kind've**
- B. change **gets** to **had gotten**
- C. change **kind of** to **kinda**
- D. There is no error.

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

- A. The words *kind of* are used correctly in this sentence. *Kind've* would be a contraction for **kind have**, which is nonsense.
- B. The word *gets* is in the present tense and is used correctly in this sentence. Reread the sentence closely.
- C. The words *kind of* are used correctly in this sentence. *Kinda* is slang. Words and phrases like *cool*, *what's up*, and *gonna* are examples of slang. Most people use slang in everyday speech; however, it does not belong in more formal writing, like writing for school or on tests.
- D. Correct. There is no error. The word *gets* is correctly written in the present tense.

Grade/Subject	Content Standard	Lesson No.
4 ELA	3.4 Using knowledge of the parts of speech to make choices for writing.	5.2
<p>Introduction to Students:</p> <p>Verb tenses, especially with helping verbs, are important places to double-check for correctness as you proofread.</p>		

2. How should you correct number 2?
- A. change **lock** to **will lock**
 - B. change **lock** to **would lock**
 - C. change **lock** to **locked**
 - D. There is no error.

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

- A. **The verb in this sentence needs to tell about something that happened last year. Since last year is the past, the past tense would be needed.**
- B. **Reading the rest of the paragraph may help you choose the correct answer.**
- D. **There is a problem with the word *lock*.**

- C. **Correct. Change lock to locked. If you make this change, the first part of the sentence correctly reads: Last year, he accidentally locked himself in the barn. The *-ed* ending shows the reader that this is something that happened in the past.**

Grade/Subject	Content Standard	Lesson No.
4 ELA	3.5 Spelling accurately using strategies when necessary.	6.1
<p>Introduction to Students:</p> <p>In English, we have words called homonyms that sound alike but are spelled differently and have different meanings. Homonyms can confuse the best proofreaders and even the computer’s spell checker! The best way to deal with these words is to take the time to memorize them. Pay special attention to those that you miss most often.</p>		

Proofreading: The Great Gully Mutt

1. How should you correct number 3?
 - A. change **finally** to **finaly**
 - B. change **herd** to **heard**
 - C. change **him** to **them**
 - D. There is no error.

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

- A. The word *finally* is spelled correctly. The word *final* is turned into an adverb by adding *-ly*.
- C. The word *him* is correct because it refers to *Buster*. *Buster* is a singular proper noun, a noun that gets a capital letter and is only one thing. *Them* would have to go with a noun that means two or more things.
- D. There is a mistake in finally herd him. Reread the sentence and look for words that could have homonym meanings.
- B. Correct. Change *herd* to *heard*. The word *herd* (h-e-r-d) means “a group of animals.” The word *heard* (h-e-a-r-d) is the past tense of the word *hear* (h-e-a-r).

Grade/Subject	Content Standard	Lesson No.
4 ELA	3.2 Demonstrating use of punctuation, capitalization, and abbreviations in final drafts of writing assignments	6.2
<p>Introduction to Students:</p> <p>Knowing the difference between words that need the possessive pronoun and words that are just plural isn't really so hard.</p> <p>An easy way to tell the difference, in the case of a possessive word, is to find the noun the possessive "owns." Locate that noun in the following sentence: (Write this sentence on the board.) The teacher's stare made me stop talking immediately. The possessive subject, <i>teacher</i>, is easy to locate—but does it need the apostrophe? What does this teacher possess? (A stare.) Try this sentence (write on board): My teachers are the best ones I've ever had. Is an apostrophe needed? (No, the teachers are not in ownership of anything.)</p>		

2. How should you correct number 4?

- A. change **parents'** to **parents**
- B. change **parents'** to **parents's**
- C. change **parents'** to **parent's**
- D. There is no error.

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

B, C, D. The word *parents'* incorrectly shows possession. The word *parents'* shows that the parents own something. Look closely at the sentence again. Do you see anything that the parents own?

- A. **Correct.** Change *parents'* to *parents*. In this sentence, you do not need to show possession. You need to show that there is more than one parent. To do this, use the plural word *parents*.

When an apostrophe is at the end of a noun, either before or after an *s*, it shows possession or ownership. If an apostrophe is used, look for a noun to follow. One example of using the possessive word *parents'* correctly is: My parents' car is in the garage. (Write this sentence on the board.) **Or, you may be talking about only one parent's car. Then how would *parents* be spelled?** (parent's)

Grade/Subject	Content Standard	Lesson No.
4 ELA	3.2 Demonstrating use of punctuation, capitalization, and abbreviations in final drafts of writing assignments.	7.1
<p>Introduction to Students:</p> <p>Punctuation helps us read in an orderly manner. Commas help us make lists easier to read, help divide our thoughts into smaller pieces, and help keep our readers from getting confused.</p>		

Proofreading: The Great Gully Mutt

1. How should you correct number 5?
 - A. change **long low tree branch** to **long, low, tree branch**
 - B. change **long low tree branch** to **long low, tree branch,**
 - C. change **long low tree branch** to **long, low tree branch**
 - D. There is no error.

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

- A. **Punctuation is needed in this part of the sentence. However, a comma is not needed after the word *low*.**
- B. **You got part of the answer correct. Punctuation is needed in this part of the sentence. However, the commas are incorrectly placed in this answer choice. Reread the sentence to see why *tree branch* does not need to be between commas.**
- D. **There is a mistake in long low tree branch. Think of what kinds of words *long* and *low* are. What do they describe? How do we punctuate a list of adjectives before a noun?**
- C. **Correct. Change long low tree branch to long, low tree branch. Usually, when you have more than one adjective that comes before the noun they describe, you separate them with commas.**

Both of the words *long* and *low* tell something about the tree branch. Since the words are used next to each other in the sentence, you need a comma after the word *long* to separate them. This is the only punctuation needed in this part of the sentence.

Grade/Subject	Content Standard	Lesson No.
4 ELA	3.2 Demonstrating use of punctuation, capitalization, and abbreviations in final drafts of writing assignments.	7.2
<p>Introduction to Students:</p> <p>When you write contractions, separate the words when you proofread. When you do this, you will know that you have chosen the proper contraction. While reading, it is very easy to take apart contractions. For example, “I’m sad that you aren’t coming to the party.” If you take the contractions apart, it reads, “I am sad that you are not coming to the party.” It may sound too formal, but now you are sure you have chosen your words correctly.</p>		

2. How should you correct number 6?

- A. change **couldnt** to **couldn’t**
- B. change **couldnt** to **could’nt**
- C. change **get** to **got**
- D. There is no error.

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

- B. The apostrophe is placed incorrectly in this answer choice. Remember the rules for making contractions.**
 - C. The word *get* is used correctly in this sentence. Reread the passage with the word *got* to see if it matches the tense of the other words.**
 - D. There is a mistake in couldnt get. When you form a contraction, what punctuation do you always use?**
- A. Correct. The word *couldn’t* is a contraction for the words *could not*. To make the contraction, we remove the letter *o* from *not*. To show that this letter has been removed, you need to add an apostrophe (’).**

Grade/Subject	Content Standard	Lesson No.
4 ELA	3.3 Demonstrating standard English structure and usage.	8.1
<p>Introduction to Students:</p> <p>Your writing will tell the reader when and at what time action happens. The words that usually help to place your writing in a time are verbs. Verbs have different forms and endings that show the tense, or the time the action takes place. Read all of the words in a sentence or even a paragraph to get an idea of what tense it is written in. Check your verb endings to make sure they match and are consistent with the meaning and action that occurs.</p>		

Proofreading: The Great Gully Mutt

1. How should you correct number 7?
 - A. change **his name** to **his name**,
 - B. change **name became** to **name did became**
 - C. change **became** to **has been**
 - D. There is no error.

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

- A. **You do not need to add a comma after the word *name*. Commas are never used to separate the subject from the verb in the sentence.**
- B. **The words *did* and *became* should not be used together. *Did* is present tense. *Became* is in the past tense.**
- D. **There is a mistake in his name became.**
- C. **Correct. The key in this sentence is the phrase "Since that time." The sentence needs a verb to tell about something that has happened over time. If you make this correction, the sentence reads: Since that time, his name has been the Great Gully Mutt. The verb *has been* tells us that he has had this name ever since he got caught on the branch.**

Grade/Subject	Content Standard	Lesson No.
4 ELA	3.2 Demonstrating use of punctuation, capitalization, and abbreviations in final drafts of writing assignments.	8.2
<p>Introduction to Students:</p> <p>Correct spelling is important so that a reader can understand your writing. If your spelling is not clear, you may leave the reader confused and wondering what you meant to say and which words you meant to use.</p>		

2. How should you correct number 8?
- A. change **dog yet** to **dog yet,**
 - B. change **dog yet** to **dog, yet**
 - C. change **dog yet** to **dog. Since**
 - D. There is no error.

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

- A. A comma that is used to separate two independent clauses (statements that can stand alone) does not go after the conjunction *yet*.
 - C. This sentence does not need to be broken into two sentences. The ideas in this sentence are closely joined together, so it makes more sense as one sentence.
 - D. There is a mistake.
- B. Correct. You need to add a comma after the word *dog* because the word *but* is followed by another complete statement with a subject and verb.**

(Write this sentence on the board:)

He is a friendly dog, yet he still needs me to keep an eye on him.

The subjects and verbs are underlined, so you can see the two main ideas.

january 5 2001

1

Dear Jessie,

I can hardly wait to see you next Saturday. My dad and me will
2 3
meet you at the bus station on church street at 11 o'clock. We'll have
4
lunch first, and then we'll go to the amusement park. I can't believe
5 6
how big the roller coaster is! My Sister Lucy is afraid of it, but you'll
7
like it. We'll have a great time.

Your friend,

8

Shawna

Grade/Subject	Content Standard	Lesson No.
4 ELA	3.2 Demonstrating use of punctuation, capitalization, and abbreviations in final drafts of writing assignments.	9.1
<p>Introduction to Students:</p> <p>Proper nouns are always capitalized in writing. Days of the week, months of the year, names, cities, states, and countries are all examples of words that are considered proper nouns. When you capitalize a word, always check to be sure that it is a proper noun. Remember that when you write out dates, you will always use capital letters. With dates, you also need to remember the rules about punctuation.</p>		

Proofreading: Jessie

1. How should you correct the error in number 1?
 - A. change **january 5 2001** to **January 5 2001**
 - B. change **january 5 2001** to **january 5, 2001**
 - C. change **january 5 2001** to **January 5, 2001**
 - D. There is no error.

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

- A. **You got part of this right. The names of months are capitalized because they're proper nouns, so *january* does need to begin with a capital letter. Dates are usually punctuated in a certain way, however. Reread the sentence to see if you can remember that punctuation rule.**
- B. **A comma does belong before the year in a date; however, *january* is a proper noun, which means it must be capitalized.**
- D. **There is an error. There is a mistake in *january 5 2001*.**
- C. **Correct. Dates are always written with a comma between the date and the year. Proper nouns are capitalized.**

Grade/Subject	Content Standard	Lesson No.
4 ELA	3.5 Spelling accurately using strategies when necessary.	9.2
<p>Introduction to Students:</p> <p>The days of the week and the months of the year are spellings that have to be memorized. You will use them so many times that if you are having trouble remembering them, you won't for long. Try spelling the day of the week and the month of the year every morning the first time you write your name on a paper. Also, these words are usually on calendars, which you will notice almost everywhere.</p>		

2. How should you correct the error in number 2?
- A. change **Saterdag** to **Saturday**
 - B. change **Saterdag** to **Saderday**
 - C. change **Saterdag** to **Satrday**
 - D. There is no error.

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

- A. Correct. Changing the spelling of *Saterdag* to *Saturday* (S-a-t-u-r-d-a-y) corrects the error in this sentence.**

Grade/Subject	Content Standard	Lesson No.
4 ELA	3.3 Demonstrating standard English structure and usage.	10.1
<p>Introduction to Students:</p> <p>When one part of a compound subject (more than one noun joined by a conjunction such as “and”) has a pronoun in it, try using only the pronoun as the subject of a sentence. A good example is, “Him and I went to the arcade.” You would never say, “Him went to the arcade.” It should be <i>He</i>. This little trick lets you know whether your pronoun choice is correct. Now try this sentence: “Her and I went shopping.” Is the first pronoun correct? (No; it should be “She.”)</p>		

Proofreading: Jessie

1. How should you correct the error in number 3?
 - A. change **My dad and me** to **My Dad and me**
 - B. change **My dad and me** to **My dad and myself**
 - C. change **My dad and me** to **My dad and I**
 - D. There is no error.

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

- A. *Dad* shouldn’t be capitalized after *my*. Words like *dad*, *mom*, etc., are only proper nouns if you are using those instead of their names. Also, try the pronoun trick to see if the pronoun is correct.
- B. *Myself* is not used as a subject of a sentence. You would not say “*Myself* will meet you.”
- D. There is an error. Reread this sentence carefully, watching for correct pronouns and proper nouns.
- C. Correct. When choosing between the pronouns *I* or *me* for the subject of the sentence, *I* is always right. When you are referring to *dad* and not saying something to him directly, *dad* is not capitalized.

Grade/Subject	Content Standard	Lesson No.
4 ELA	3.2 Demonstrating use of punctuation, capitalization, and abbreviations in final drafts of writing assignments.	10.2
<p>Introduction to Students:</p> <p>Names of streets are always proper nouns and are always capitalized. Usually, when you are writing formally, like something you would turn in or write on a test, you will also spell out both parts of the street name. Can you list some different types of names for streets? (boulevard, highway, road, way, avenue, etc.)</p>		

2. How should you correct the error in number 4?
- A. change **church street** to **Church street**
 - B. change **church street** to **church Street**
 - C. change **church street** to **Church Street**
 - D. There is no error.

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

- A, B, D. Remember, when we write the name of a street, all the words should be capitalized.**
- C. Correct. We always capitalize all parts of street names.**

Grade/Subject	Content Standard	Lesson No.
4 ELA	3.2 Demonstrating use of punctuation, capitalization, and abbreviations in final drafts of writing assignments.	11.1
<p>Introduction to Students:</p> <p>When you look at a sentence, look for all of the subjects and verbs before you try to punctuate it. Remember, you must have two complete statements before you join them with a comma and a conjunction. This is called a compound sentence. Usually the ideas in a compound sentence are closely related. For example, look at these two sentences: I threw the ball to him. He caught it. (Write them on the board.) Now, join these two sentences into a compound sentence. (I threw the ball, and he caught it.)</p>		

Proofreading: Jessie

1. How should you correct the error in number 5?
 - A. change **first, and then** to **first and then**
 - B. change **first, and then** to **first, And then**
 - C. change **first, and then** to **first, and Then**
 - D. There is no error.

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

- A. **You need the comma before *and* because a complete statement follows it. Remember that a complete statement has a subject and verb.**
- B. ***And* should not be capitalized in the middle of a sentence.**
- C. ***Then* should not be capitalized in the middle of a sentence.**
- D. **Correct. There is no error. Because there are complete statements on both sides of the conjunction, a comma is necessary before the conjunction.**

Grade/Subject	Content Standard	Lesson No.
4 ELA	3.2 Demonstrating use of punctuation, capitalization, and abbreviations in final drafts of writing assignments.	11.2

Introduction to Students:

One of the few rules in the English language that is always true is that the word *I* is always capitalized. A lower case *i* is not a word and is never used in writing.

Contractions, or two words joined together with missing letters replaced by an apostrophe, should always be double-checked in your writing. Although we use them everyday, often we misspell them or put the apostrophe in the wrong place. Try to memorize them and always double-check them.

2. How should you correct the error in number 6?
- A. change **i can't believe** to **i cant believe**
 - B. change **i can't believe** to **I can't believe**
 - C. change **i can't believe** to **I cant believe**
 - D. There is no error.

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

- A. **Remember, *I* is always capitalized, and contractions need apostrophes.**
- C. **You got part of this correct by capitalizing *I*, but *can't*, the contraction for cannot, needs the apostrophe before the *t*, and *believe* is misspelled. The rhyme "i before e except after c" can help you spell some of these kinds of words correctly.**
- D. **There is an error in *i can't believe*.**
- B. **Correct. *I* is always capitalized, and the contraction is formed correctly.**

Grade/Subject	Content Standard	Lesson No.
4 ELA	3.2 Demonstrating use of punctuation, capitalization, and abbreviations in final drafts of writing assignments.	12.1
<p>Introduction to Students:</p> <p>The difference between common and proper nouns is that proper nouns are capitalized and common nouns are not. Some words that we call people can be both. For example, if you call your mother, Mom, as her name, it is capitalized. If you use it just to refer to or mention her and say “my mom,” <i>mom</i> takes a lower case beginning letter.</p>		

Proofreading: Jessie

1. How should you correct the error in number 7?
 - A. change **Sister lucy** to **sister lucy**
 - B. change **Sister lucy** to **sister Lucy**
 - C. change **Sister lucy** to **Sister Lucy**
 - D. There is no error.

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

- A. **You got this partially correct since you recognized that *sister* should not be capitalized.**
- C. **You corrected part of the problem by capitalizing *Lucy*, but there is still another error. Remember that common nouns do not have a capital letter.**
- D. **There is an error. Remember the rules for capitalization of common and proper nouns.**

- B. **Correct. *Sister* should not be capitalized, but *Lucy* should.**

Grade/Subject	Content Standard	Lesson No.
4 ELA	3.2 Demonstrating use of punctuation, capitalization, and abbreviations in final drafts of writing assignments.	12.2
<p>Introduction to Students:</p> <p>When we write letters, we use special punctuation. Friendly letters and business letters are different, so it is important that you remember the different types of punctuation to use in the addresses, the salutation or greeting, and the closing.</p>		

2. How should you correct the error in number 8?
- A. change **Your friend**, to **your friend**,
 - B. change **Your friend**, to **Your Friend**,
 - C. change **Your friend**, to **your Friend**,
 - D. There is no error.

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

- A. **The first word in the closing should always be capitalized.**
- B. ***Friend* is the second word of the closing and should not be capitalized.**
- C. ***Friend* should not be capitalized, but the first word in the closing should be capitalized.**
- D. **Correct. There is no error in the closing to this letter.**