



Provide Models

MODELING PROOFREADING AND EDITING

For students with language-based learning disabilities (LBDL), tasks that involve editing or correcting the language within a writing assignment can be a chore. Just telling students, “Edit your drafts,” does not give enough guidance to ensure that they understand how to complete this task effectively. Proofreading and editing checklists are helpful when they ask students to both identify/confirm the presence of necessary writing components (topic sentence, transition words, etc.) in their work, as well as give specific guidance for ways to make it better. However, teachers must model this process for students before expecting them to complete it on their own.

To model the process of proofreading:

STEP 1: READ A SAMPLE PARAGRAPH ALOUD AS A CLASS.

- Read a paragraph and discuss the difference between editing for content and proofreading for spelling, grammar, and mechanics.

STEP 2: PROVIDE THE CLASS WITH A PROOFREADING/EDITING CHECKLIST, AND REVIEW EACH ITEM TOGETHER.

- The checklist should highlight the writing skills students are currently working to master.

STEP 3: PROOFREAD AND EDIT THE SAMPLE PARAGRAPH STEP-BY-STEP WITH THE CLASS, USING THE CHECKLIST.

- This is the modeling stage: the teacher guides the students through the editing process that they will later apply to their own work.

STEP 4: HAVE STUDENTS EDIT AND PROOFREAD ANOTHER PARAGRAPH IN PAIRS OR SMALL GROUPS.

- The teacher walks around, offering further instruction and identifying which students are ready to move on to applying the process independently to their own work.

STEP 5: ASK STUDENTS TO PROOFREAD/EDIT THEIR OWN WORK USING THE SAME CHECKLIST.



SPOTLIGHT

ON LANGUAGE-BASED TEACHING



Landmark Teaching Principle™ #5

EXAMPLE:

Paragraph:

^H
The holiday of halloween is a fun time for people of all
 To begin with, it
ages. ~~It is a time for children to use their imaginations.~~ All
 children have to use their imaginations to come up with
 , but the best
 creative costumes. ~~The good~~ costumes always win prizes.
 Thus, kids boring
 Kids don't want ~~bad~~ costumes. There are many other ~~things~~ ^{features}
 that make Halloween a special time of the year for kids.
 delicious
 They can get candy from their neighbors. They like staying
 out late at night. On the other hand, teenagers tend to use
^H
 halloween as a time to cause trouble and play tricks on
 others in their neighborhood. ~~They can get in trouble for~~
 For example, they
 pranks ~~things~~ ^H
 doing many ~~things~~. Even adults have parties on halloween to
 celebrate with their friends. It is a holiday that easily lends
 itself to fun gatherings with friends, no matter how old you
^H
 are. halloween is a good holiday because of the many
 activities
 different ~~things~~ you can do to have fun.

Directions: proofread and edit this paragraph using the following checklist:

- Underline the topic sentence. Does it fit this paragraph? **YES**
- Combine 2 sentences to make a compound sentence
- Add more detail to one sentence
- Circle 4 transition words and/or phrases. If you do not have 4, add them as they are needed
- Cross out the words "bad," "good," and "things." You should have 5 words crossed out. Replace them with more descriptive vocabulary words
- Fix four punctuation and/or capitalization errors

HOW DOES THIS PROVIDE MODELS?

- Students have the opportunity to work through the model along with the teacher before practicing the skill as a group and applying it independently to their own work.

Providing models allows students to understand what is expected of them!