

Module: Reasoning through Language Arts

Lesson Title: Finding Errors in Real-World Materials

Objectives and Standards

Students will:

- Revise and edit a real-world document
- Rewrite a real-world document using effective revision and editing skills

Reasoning through Language Arts 2014 GED® Assessment Targets
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.1)
Demonstrate command of the conventions of standard English capitalization and punctuation when writing. (L.2)

Materials

- Sample grammar and revision bloopers from newspaper articles, junk mail, books, etc.
- *Women and Heart Attacks* Sample Article

Instructional Plan

Overview

In this lesson, students will become editors by locating grammatical and spelling errors in real-world (authentic) materials. Students will revise and edit the article for clarity and correctness.

Process

Introduce the lesson by asking students if they have ever read something only to notice a word missing or a grammar or spelling error. Document the types of materials students identify, as well as the types of errors.

Discuss that an important part of the writing process is the ability to recognize errors in different types of writing and how to correct them.

Divide the class into small groups of three to four students. Tell the students that they will be reading an important health article that will be published in a local newspaper. As the editor of the newspaper, it is their job to make sure that the article is correctly written. Provide each group with a copy of the handout *Women and Heart Attacks*. Have each group identify the different errors in the article. Share with students that they can use resources as needed, such as dictionaries or grammar texts. When they are done, have each group report out on the specific types of errors they noted. Errors should include: subject-verb agreement, homonym errors, sentence fragments, verb forms, possessives, run-on sentences.

In their groups, have the students rewrite the article *Women and Heart Attacks*. Share with students that they may wish to revise, as well as edit, the article to ensure clarity. As the students are writing, make sure that each member of the group is participating in the process.

Debrief the activity by having each group share their final article. As a class, identify the strengths of each rewritten article and areas that could be improved. Peer editing is an effective means to create better writing.

Sample Debriefing Questions

Have students answer the following questions regarding the revising and editing activity:

- What editing errors were made within the article?
- How did you revise the article to improve clarity?
- Which rewritten article was best revised and edited? Why?
- What strategies do you use when revising and editing your personal writing? How will this assist you when writing constructed response samples?

Assessments/Extensions

1. Have students bring examples of real-world materials in which they have found grammatical or spelling errors, such as junk mail, newspaper articles, books, signs and even items found on the Internet. Throughout the course, use these authentic materials as an exercise in editing and revising. Teaching grammar and writing skills within the context of real-world materials has a positive effect on learning.
2. This lesson is an example of an integrated lesson. Use the revised non-fiction article to build student knowledge in the areas of the human body and health and evaluating conclusions with evidence. Create text-dependent questions to determine whether students comprehend what they have read. Have students identify a health issue of interest to them and locate an article on that health issue. Students may wish to do a search on the World Wide Web or access an article from a newspaper or magazine. Have students share the central idea of the article with the class, along with details or evidence that support their central idea.

Sample Article

Women and Heart Attacks

Women account for nearly half of all heart attack deaths. There is differences in how women and men respond to a heart attack. Women are less likely than men to believe that their having a heart attack they are more likely to delay seeking emergency treatment. Further, women tends to be about 10 year older. When men have a first heart attack. They are more likely to have other conditions such as diabetes high blood pressure and congestive heart failure. Making it all the more vital that they get proper treatment fast. As with men women's' most common heart attack symptom are chest pain or discomfort. However, women are somewhat more likely then men to experienceing some of the other symptoms such as shortness of breath; nausea/vomiting; or back or jaw pain, it is important that people are informed of the many different symptoms of a possible heart attack.

Adapted from an American Heart Association Flyer