

Title: Line by Line

Objectives The student will recognize and correct spelling errors, capitalization errors, punctuation errors, modifier errors, and other errors in sample sentences in order to produce more professional writing pieces.				Time frame to Complete 15 - 20 minutes															
				NRS EFL 4															
Technology	Study / Life skills	EL-Civics	Career Pathways	Police	Paramedic	Fire Rescue	Medical Asst.	EKG / Cardio	Phlebotomy	Practical Nursing	Healthcare Admin	Pharmacy Tech	IMT	AMT	HVAC	Welding	Other:	Vet etch	
					X		X			X		X						X	
Standard(s) Addressed in Lesson Write to Convey Ideas																			
Benchmark(s) Addressed in Lesson W.4.15. Use correct spelling in writing consistently. W.4.16. Punctuate writing correctly using semicolons, colons, hyphens, dashes and brackets. W.4.17. Use correct capitalization. W.4.20. Proofread writing and edit to improve conventions and to correct dangling and misplaced modifiers, fragments and run-ons.																			
Materials <i>Line by Line</i> sentences Pencil or pen																			
Learner Prior Knowledge Basic knowledge of biology and physiology vocabulary, basic knowledge of writing conventions; knowledge of audience, purpose, and credibility.																			
<u>Step 1</u> Review different types of sentences – simple sentence, compound sentence, and complex sentence – and the common punctuation rules that apply to each type (e.g. capitalization, commas, semi-colons, and periods). Explain that good writing often contains a variety of sentence structures.																			
<u>Step 2</u> Distribute print outs of <i>Line by Line</i> sentences to students. Read the passage aloud. A student volunteer may read the sentences or the instructor may read the sentences to the class. Discuss with the class why these sentences might be written (purpose) and who will be reading them (audience). Ask the class to offer reasons for insuring that a document contains professional writing conventions, including spelling (credibility).																			
<u>Step 3</u> Each student will then make corrections to the printed sentences. When finished, the students will compare their written sentences to the correct versions of the sentences.																			
<u>Step 4</u> Answer questions and re-teach skills as necessary.																			

Assessment/Evidence:

Students will compare their written sentences to the correct versions of the sentences.

Adaptations for Beginning Students:

Beginning students may be expected to have more errors and may be given extended time.

Adaptations for Advanced Students:

Advanced students will be expected to have few or no errors and may be given a challenging time limit for completing the assignment.

Teacher Reflection/Lesson Evaluation:

Students should easily perceive the importance of polished writing for creating clearer communication in a professional document.

This lesson was created by Middletown ABLE.

Line by Line

Sentences to be corrected:

1. Millions of microscopic entities live in and on our bodies. For example more than five hundred million bacteria exist in an area the size of a pen head in a human's under arm.
2. Athlete's back pain symptoms may signify a serious injury such as a few fractured vertebrae. This information was published in the June 18 2009 issue of the study of adolescent sport medicine.
3. Taxol the cancer treatment that Aunt Sally taken is extracted from Pacific yew tree's bark. The trees grew in the northwest and three tree's bark produce enough taxol to treat 1 patient for 1 year.
4. Some medicines have interesting history from Indians whom now live in Southeastern Montana once chewed the bark from willow tree's to alleviate headaches. Willow bark contains salicylic acid which we call aspirin.
5. High tech medical equipment can be adopted for animals that were first designed for humans.

Line by Line

Corrected sentences:

1. Millions of microscopic entities live in and on our bodies. For example, more than 500 million bacteria exist in an area the size of a pin head in a human's under arm.
2. Athletes' back pain symptoms may signify a serious injury, such as a few fractured vertebrae. This information was published in the June 18, 2009, issue of *The Study of Adolescent Sport Medicine*.
3. Taxol, the cancer treatment that Aunt Sally has taken, is extracted from Pacific yew trees' bark. The trees grow in the Northwest, and three trees' bark produces enough Taxol to treat one patient for one year.
4. Some medicines have interesting histories. Crow Indians, who now live in southeastern Montana, once chewed the bark from willow trees to alleviate headaches. Willow bark contains salicylic acid, which we call aspirin.
5. High-tech medical equipment that was first designed for humans can be adapted for animals.