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# Editing with Proofreading Marks

**Focus**
Use **proofreading marks** to show changes that should be made in written work. Using these marks will make editing easier and faster.

**Practice A**
Match each proofreading mark with its correct description.

<table>
<thead>
<tr>
<th>Take out something.</th>
<th>Add space.</th>
<th>Add a period.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add something.</td>
<td>Check spelling.</td>
<td>Transpose.</td>
</tr>
<tr>
<td>Indent.</td>
<td>Make a capital letter.</td>
<td></td>
</tr>
<tr>
<td>Make a small letter.</td>
<td>Close up space.</td>
<td></td>
</tr>
</tbody>
</table>

1. 〇  Add a period.  
2.  
   Make a small letter.  
3.  
   Check spelling.  
4.  
   Transpose.  
5.  
   Add something.  
6.  
   Close up space.  
7.  
   Take out something.  
8.  
   Indent.  
9.  
   Make a capital letter.  
10.  
    Add space.
Editing with Proofreading Marks (Continued)

Practice B Use proofreading marks to edit each sentence. Add words where needed.

11. My favorite month of the year is april.
   
12. We wasn't happy with the results of our experiment.
   
13. They carryed the groceries into the house.
   
14. What do you think of this book?
   
15. I don’t like Winter at all.
   
16. David’s father came to watch him play.
   
17. My dog’s name is Sparky
   
18. He hit the basebball as hard as he could.
Using Descriptive Words

Focus

**Descriptive words** are words that appeal to the senses and that make readers feel as though they are there. Descriptive words will make your writing clearer and more enjoyable to read.

Practice A

For each sentence, circle the word or phrase in parentheses that is more descriptive.

1. The bag was (full of, overflowing with) presents.
2. Lightning (appeared in, lit up) the night sky.
3. The car’s engine (roared, came) to life.
4. Her face turned (crimson, red) with anger.
5. The leaf fell (slowly, lazily) from the tree.
6. The angry player (pointed, jabbed) his finger at the umpire.
7. Sweat (poured down, covered) the runner’s face.
8. The small plane flew through (feathery, thin) clouds.
9. Her long, flowing robe was (silky, soft) to the touch.
10. The (uneven, jagged) mountain peaks rose before us.
Using Descriptive Words (continued)

Practice B

Add descriptive adjectives or adverbs on the blanks to give more meaning to each sentence. Answers will vary. Sample answers given.

11. The nervous man blinked his eyes __________________ during the interview.

12. My heart thumped _______________ in my chest during the contest.

13. The pig __________________ devoured its dinner.

14. The giant lumbered _______________ through the forest.

15. Our _______________ old car finally died.

16. The wind blew _______________ through the trees.

17. The _______________ river swallowed the small boat.

18. When will the _______________ desert sun finally set?

19. The _______________ lava ran down the volcano’s sides.

20. She sang _______________ into her baby’s ear.

Answers will vary. Sample answers given.
Sequence

**Focus**

Sequence is the order of events in a story. Writers use signal words, called time and order words, to help readers understand sequence.

**Practice A**

Underline the words that signal time or order in each sentence.

1. I finished my homework yesterday afternoon.
2. After the game, we went out to eat.
3. The storm hit late last night.
4. Next, they began to put up their tents.
5. We’re going to visit my uncle in the spring.
6. The package arrived this morning.
7. First, she chose a CD to listen to.
8. The children were excited when the snow started falling.
9. We heard thunder before the rain began to fall.
10. She scored one goal in the soccer game today.
**Sequence** (Continued)

**Practice B**

Read the following passages. In the first passage, fill in the spaces with words that signal time. In the second passage, fill in the spaces with words that signal order. **Possible Answers**

After a three-day weekend, it was hard to get up for school. **Tuesday morning**. By _________ lunchtime, I was so tired. I could barely eat my sandwich. I was glad when the last bell rang at _________ 3:00. I went to bed very early that _________ night.

The _________ first thing we practiced was how to catch and throw the softball. _________ Next, we took turns hitting the ball. _________ Before practice was over, we each had a turn at pitching. _________ After practice, I played catch with my brother.

Write a paragraph about a memorable time in your life. Use time and order words to indicate *when* and *in what order* each thing occurred. **Possible Answers**

One day last fall, I helped my mom plant more than three hundred tulip bulbs in the flower bed in our front yard. It was hard work. By early afternoon, my knees and back ached from kneeling and digging. But there were still a lot of bulbs to plant. So, after a fifteen-minute break, we went back out and planted the rest. I put the last bulb in the ground as the sun was setting that evening. This spring, we watched with excitement as the tulips started to peek through the ground and finally bloom.
**Combine Ideas and Eliminate Irrelevant Information**

**Focus**
Your goal as a writer is to make your writing clearer and more enjoyable to read. **Combining ideas and eliminating irrelevant information** will help you accomplish this.

**Practice A**
Combine each pair of sentences into one sentence. Use appositives, prepositional phrases, and participial phrases to help you combine ideas.

**Possible Answers**

1. My dog’s name is Coco. She loves to chew on slippers.
   
   **My dog, Coco, loves to chew on slippers.**

2. The birds were chirping loudly. The birds woke us up early.
   
   **Chirping loudly, the birds woke us up early.**

3. We have six pets. I like my dog Coco the best out of all of them.
   
   **Of all our pets, I like my dog Coco best.**

4. The playroom floor was littered with toys. The playroom floor was a dangerous place to walk.
   
   **Littered with toys, the playroom floor was a dangerous place to walk.**

5. Our cat Snowball was lying in the sun. Our cat Snowball was fast asleep.
   
   **Lying in the sun, our cat Snowball was fast asleep.**

6. My friend’s name is Jamal. He thinks we have way too many pets.
   
   **My friend, Jamal, thinks we have way too many pets.**
Combine Ideas and Eliminate Irrelevant Information (continued)

Practice B

Read the following paragraphs. Rewrite it so that irrelevant information is eliminated. Combine ideas when possible. Use proofreading marks to help you revise.

Rabbits make great pets. They are soft and furry. They are fun to hold and cuddle. Some rabbits are as big as dogs. They are easy to take care of too. They live in a large cage. You should put bedding, their food bowl, and a water dispenser in their cage. They are easy to take care of because they stay in the cage. You don’t have to worry about taking them for a walk. You don’t have to worry about them jumping on guests. You only have to make sure their bedding is clean. You only have to make sure they have enough food and water.

Having a pet rabbit is fun. Having a pet rabbit is satisfying. Just treat it with respect and kindness. If you do, your rabbit will be happy to have you. It will be happy to have you as an owner. Dogs make good pets too.

Possible Answer:

Rabbits make great pets. They are soft, furry, and fun to hold and cuddle. They are easy to take care of because they stay in a cage. You should put bedding, their food bowl, and a water dispenser in their cage. You don’t have to worry about taking them for a walk or about them jumping on guests. You only have to make sure their bedding is clean and that they have enough food and water.

Having a pet rabbit is fun and satisfying. If you treat your rabbit with respect and kindness, your rabbit will be happy to have you as an owner.
Writing a Summary

Focus

A summary is a shortened version of another piece of writing. When you write a summary, you identify the main idea and the main points of the original piece of writing.

Practice A

Write a summary of a book or story you are familiar with. Use the following questions to help you begin.

1. Who is the audience for your summary? Possible Answer
   
   my classmates and teacher

2. What is the purpose of your summary? Possible Answer
   
   I want to tell my audience the main points of a story without having them read the whole thing.

Possible Answers:

- Ate a lot of popcorn to help him think
- Thought about how to tame river
- Decided he had to freeze river first
- Captured six young blizzards; put two in his sack
- Put one blizzard on each side of river; it froze
- Finally came up with a plan
- Straightened river
- Yoked Babe to it
- Pulled chain and yanked river straight
- Get kinks out of river
- Chain Babe to river

Paul Bunyan tamed the Whistling River.
Writing a Summary (continued)

Practice B

Use this checklist to revise your summary.

☐ Do you write about the main idea of the story?
☐ Do you include only the most important details?
☐ Do the other sentences in the paragraph support the main idea?

Use this checklist to correct mistakes in your summary.

☐ Did you check your spelling?
☐ Are commas and other punctuation used correctly?
☐ Are pronouns used correctly? Do they agree with their antecedents in number and gender?

Use this checklist to get your summary ready for publication.

☐ Read your summary again to make sure it is complete.
☐ Write or type a neat final copy.
Taking Notes

Focus

Taking notes means writing down information from a source or sources. When you take notes, you write down only the most important information and use your own words.

Practice

Read the following paragraphs from a magazine article about pandas.

The Giant Panda is a carnivore. This means that it eats meat. However, most of the Giant Panda’s diet is made up of plants. In fact, its diet is made up almost entirely of one plant. That plant is bamboo. Bamboo is a woody plant. It is found in China and in many other areas of the world. In one day, a Giant Panda eats as much as 30 pounds of soft bamboo shoots. It also eats the stems and leaves of bamboo. The Giant Panda’s head and jaw have adapted over time. It has very large back teeth and powerful jaws. These help to crush the plant material.

The Giant Panda does have teeth suited for eating meat. It will eat things such as meat, eggs, fish, and other kinds of food, if it finds them.

In Asia, the Giant Panda’s numbers fell by about half from the 1970s to the 1980s. One reason is that the Giant Panda moved to higher places. This is because the temperature increased. The Giant Panda had less space in which to live. In addition, more and more bamboo was harvested for profit. This caused the Giant Panda’s food supply to dwindle even more.

—from Panda Press Magazine
Taking Notes (continued)

Write the name of the topic using the paragraphs about the Giant Panda. Then write notes from these paragraphs. Create subheadings, if necessary, to help you organize the information.

Possible Answer
The title of my topic is: The Giant Panda’s Eating Habits

Resource title: Panda Press Magazine

Notes:
eats mostly bamboo; has large teeth and strong jaws to grind bamboo; will eat meat; population dropped—change in climate and habitat, selling bamboo for profit