

Note to Teachers Formatting

These pages could be used in a variety of ways. See suggestions below.

1. Put the most difficult to read passage (#1) on the overhead. Ask the students what they think of this writing. See what suggestions they come up with. Toggle back and forth between #1 and #5 until the students correct all the errors.

2. Show the students the passage that represents a problem you see frequently with your students (missing punctuation, capitals, indentation, title). Ask them about the passage you show. Once you, as a group, have identified the problem, break the class into groups of 2 or 3. Hand out one set of sentences or paragraphs (#6) and have each group fix their work. Put the work together on butcher block paper. Discuss what impact formatting has on understanding of the writing.

3. Show the students the passages on the overhead in order (#1 through #5). Ask them what the differences are. Ask them which one they like better. Ask them why they like the ones they do. Make a copy of #1 for the students and have them make the corrections needed.

4. Show the students passage #1 on the overhead. Ask students if they think this is good writing. Show the students passage #5 on the overhead. Ask the students if they think this is good writing. Ask them to explain why. Ask them how the differences in the passages makes them think about the writing. Make some (or all) of the corrections together on the overhead.