Smart School Counselor

Classifying English Mistakes

Name(s):   School:
District: Grade(s) Served: 9, 10, 11, 12
Domain: Academic

Activity

Students will reflect on a previously graded paper/essay and find the most common errors they make. They will keep track of their errors by using a handout to tally which type of mistakes are in their paper.

Lesson Topic

Attributes, knowledge and skills for lifelong learning.

ASCA Mindset Standards

M 2. Self-confidence in ability to succeed
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

ASCA Behavior Standards

B-LS 4. Apply self-motivation and self-direction to learning
B-LS 6. Set high standards of quality
B-SMS 2. Demonstrate self-discipline and self-control
B-SMS 8. Demonstrate the ability to balance school, home and community activities
B-SS 3. Create relationships with adults that support success
B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

Learning Objectives

1. Students will learn how to check their work in English/Language Arts, and how to advocate to get more help when needed.
2. Students will identify errors they are prone to while test taking so that they may be better aware of them and know how to check their work effectively.
3. Students will learn to advocate for more help when they need it.

*This lesson aligns with the ASCA National Model.

Materials

Paper, table handout, pre and post surveys, pencils, a previously graded essay/paper.

Handouts/Resource

See handout in lesson table

Procedure

1. Distribute Pre-Survey
2. Be sure that every student has a previously graded essay/paper.
3. Distribute the handout that shows the different types of mistakes that students may make when writing. Show the students how to use the table handout to tally mistakes by type.
4. Talk about the most common errors made in writing (these are 1. Using the wrong tense, 2. Subject-verb agreement, 3. Grammar mistakes, 4. Not answering the question/prompt, 5. Punctuation, 6. Run-on Sentences)
-You may want to add a different type of mistake that commonly occurs.
5. Students will review their graded paper/essay and tally each type of mistake they made. Then they will use this checklist to check for mistake while they are working on their next assignment. This will help them see what types of mistakes they tend to make so they know how to review their work before submitting it for grading.
6. Have students tally their mistakes for their next test and compare their previous tallies. If there are reoccurring mistakes, the students may need additional instruction relating to that mistake.
7. Distribute post-survey.
8. Graph the pre and post surveys. Graph the overall pre and post tally outcomes for the group.
9. Celebrate successes.

Plan for Evaluation: How will each of the following be captured?

Process Data

Rosters of students
Schedule for meeting in small groups

*This lesson aligns with the ASCA National Model.

Perception Data

Pre and Post surveys to measure student's academic goal setting and student testing.

Outcome Data

Pre vs. Post survey results
Pre vs. Post tally of mistake types

Follow Up Plan for Students Who Do Not Meet Objectives

Meet after their next assignment has been graded to identify common errors.

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