

# Refinement and Publication

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## Intro to Refinement and Publication - Walkthrough

**Intro:** As we celebrate many New Testament and Old Testament completions, we have learned much about the process to reach a printed Bible. This workshop is about a few specific ways to improve that process. We will cover four activities that can ensure that churches reach their goal of quality, accessible Scripture. Some of these will be topics that we have discussed before, but they will be covered in greater detail. Others will be new.



**Ask:** When does the process of producing a quality translation begin?

**Explain:** As you have already learned, planning for a clear and accurate translation begins from the very start. Some of the specific activities to ensure accuracy include the 4 Checking Steps, the Quality Assessment Guide, and the Reviewers' Guide. Since these are very important for the quality of the finished translation, we are going to take some time to review and dive deeper into them:

- Quality Assessment Guide
- Reviewers' Guide

In addition to these existing processes for quality assurance, WA has also developed two new tools. The first is called the Spiritual Terms Evaluation Tool. It is a computer-based tool that creates a print-out to enable translators to make sure that some important words have been used consistently throughout a completed New Testament, even with different translators working on different books. The second is a Proofreading Checklist.



**Ask:** When translators begin a new project, what is the goal? What is the product they long for?

**Explain:** For many people, the goal of translation is a printed Bible. But getting the text from the completed files into a printed book takes some special work. We are going to talk about the activities that are necessary to produce a quality printed work. Typos, inconsistent translation, and common formatting and spelling mistakes all need to be found and corrected when preparing to print a quality Bible. Refinement activities such as proofreading will catch typing errors that were not found earlier. (These errors are especially difficult to find earlier if typing is done as a separate process, after the checking steps have been done on handwritten work.)

Activity	When is it used?	Who uses this?
Quality Assessment Guide	Trained after the 8 steps, used throughout the translation project, confirmed with a checklist during refinement	Translators
Reviewers' Guide	Used after NT is completed, when the project files have been completed and are accessible on Bibleineverylanguage.org	Mother-tongue believers not on the translation team (led by a member of the translation team)
Spiritual Terms Evaluation Tool	Used after NT is complete, when the project files have been completed and are accessible on Bibleineverylanguage.org	Translators with other spiritual leaders
Proofreading	LAST step, right before publishing	One or two translators

**Ask:** How long do you think the refinement activities will take? How can we prepare translators ahead so that this will not discourage them?

**Explain:** We know that these activities will take time, but it is time well spent. Marv Lucas, who prepares translation files for printing, says that once a translation is complete, he and his team must spend many months working out the details and formatting to be able to print Bibles. Often errors aren't noticed until the translation files are sent to him. Then the printing is delayed as Marv must communicate back and forth with the translation team to ask them to fix the mistakes in formatting and consistency that he can see. However, Marv and his team only speak and read English, so there are many kinds of errors in typing and spelling that they cannot find in other languages.

The translation team can use these important refinement activities to find and fix mistakes in the translation files on their own, including the errors that are made during the typing process. These refinement activities will make all the separate parts of the translation beautiful, correct, and consistent before Bibles are printed for the whole community.

**Explain:** Here is an overview of the entire process. This graphic shows when events can be planned for further training as well as when WA will help print copies for revision. (Point out the different stages on the slide.)


**Confirm:** Participants have been introduced to the five refinement activities, and they understand that these processes will greatly improve the quality of the finished translation for when it is printed. They understand that some of the refinement activities will need to happen after the 8 Steps are complete for the entire translation

## Quality Assessment - Walkthrough

*\*This module could, be broken into two sessions when training leaders new to translation. A break between Exercises 1 and 2 is recommended. (Slide deck; printouts of Quality Assessment Guide Chart and Quality Assessment Exercise 2 for each person – 60–90 min. discussion and Exercise 1; 30 min. Exercise 2)*

 **Ask What kind of translation did you come here to work on?**

**Intro:** Everyone we work with tells us they are dedicated to creating a quality Bible translation. We all agree that quality assurance is important when translating God's Word. A useful tool to accomplish this is a Quality Assessment Guide. A Quality Assessment Guide creates a standard the whole team can use to ensure the translation's quality. Let's talk a little bit about what this guide is and how you can build one.

 **Ask:** When a local language community has translated Scripture using the 8-Step process, is it ready to be used? Is that translation complete or should someone else check it and approve its quality?

**Historical Example:** Explain that often Scripture checking has traditionally relied on what an outside expert, or consultant, thinks about the translation, even though different experts might have different views. In that model, the standard for a quality translation is subject to one expert's view.

 **Ask: Can you think of any problems with this method?**

- This expert consultant might not know the language so couldn't suggest words.
- The expert might not be someone with authority to other believers in the community.
- This outside expert probably won't know the culture.
- It could take a long time to get an outside expert to come to the village.

 **Ask: Who will own the translation? Who are the experts in the heart language?**

**Explain:** Wycliffe Associates does not view itself as the owner of the translation in any language. Those at Wycliffe Associates believe instead that the local church owns the translation and the people are the best ones to affirm both quality and naturalness in their heart language. (Matthew 28:19–20)

- When they build a Quality Assessment Guide, translators agree on a standard to use when measuring the quality of translated Scripture.
- Globally accepted qualities provide good starting points for a Quality Assessment Guide.

**Ask:**

- If you were a pastor of a small church in a minority-language community and one of your members brought you a Bible translated into that language, what would you think of it? How would you know if it was a good translation?
- If you use globally accepted standards to check the translation, you will be confident to share it with others and let them know you have done this checking.

## What is a Quality Assessment Guide?

- This Guide is simply a list of qualities, starting with globally accepted ones. Each quality has definitions that will help translators ask the right questions to check the translation.
- This guide will provide the translation team with an objective standard they are all committed to uphold as they translate and check Scripture.
- The qualities in a Quality Assessment Guide are related to the content of the translation, not the process or production. For example: “Must be published with a green cover” is not about the content. Those characteristics will be addressed later in the process with a Community Acceptance Plan.

### Exercise 1: Build the Guide

*(led by trainer using the Quality Assessment Guide Chart)*



**Ask:** Can you think of a quality you want to be true of your translation?

*(Most groups come up with accurate or natural. Write their answer on the board or worksheet. Then ask them to explain/define their quality.)*

Explain that there are globally accepted standards that translators, consultants, and other organizations all over the world use to uphold quality in Scripture translation. Sometimes these standards are talked about without being clearly defined or directly applied to translation. This exercise will help explain the globally accepted standards, and how to check the translation to make sure those qualities are upheld.

- Use white board, easel, or groups at table—DO NOT distribute the Quality Assessment Guide Chart UNTIL you have completed the exercise. Begin by asking what qualities they can think of.
- Use the Quality Assessment Guide Chart to discuss one quality at a time. Point out how the qualities they thought of are the same as (or similar to) the globally accepted ones. For each quality, ask the group how they would define it. Guide them to understand the definition given. Use the questions to help them understand how to check for each quality.
- Once the group has fully discussed these qualities, ask if they can think of any others they want to add. Discuss any they add.
- When they seem confident with the list, share the Quality Assessment Guide Chart.

## Quality Assessment Guide Chart

Chapter/Section: \_\_\_\_\_

Qualities	Definitions	Yes/No Questions
Accurate	The meaning of the translation is the same as the source text.	Does the text in our language say the same thing as the source text? Is anything added? Is anything missing?
Faithful	The translation does not favor one church's doctrinal beliefs over others.	Does the passage use any words or wording that could favor one church's teachings over another church's teachings, such as adjusted wording to describe the style of baptism? Does the passage use words that only specific churches would use?
Historical	The translation uses words and names that fit the Bible's place and time.	Are names of people and places kept the same as in the source text? Are they consistent? Are the words about the setting, such as names for places or animals, correct for the original location and time of the Bible?
Clear	The language and wording are simple and direct.	Are simple words used? Is the translation easy to understand?
Natural	The translation uses language and style that are common.	When it is read, does the translation sound like people write or talk in our language? Is it easy to read? Do sentences read smoothly together?
Correct style	The translation uses a style in our own language that fits the style used in the original text.	Does the passage sound like a story (if it is a narrative portion)? Does it sound like a poem (if it is poetry)? Does it sound like teaching (if it is Jesus' teaching or an epistle)? Does it sound like prophecy (if it is Revelation)?
Grammar is correct	The grammar, punctuation, and spelling are correct and consistent. Verses and paragraphs have been checked.	Is grammar and punctuation used correctly to help us understand the meaning? Is all capitalization correct? Is the proper format used for quotes? Is proper end punctuation used? Are all words spelled correctly? Are all verses marked? Are the paragraphs marked/indented?

## Exercise 2: Practice Using the Guide - Instructions

**Instructions:** Compare this passage to the ULB and use your Quality Assessment Guide to check for any errors. When you are confident you have caught the errors, discuss with the larger group.

**Note to Trainers in Gateway Languages:** To prepare the exercise, use Matthew 1:18-25 in your source language ULB. Paste that passage into a document and insert errors similar to the ones inserted in the English exercise below. Keep track of the errors you inserted on a separate page. DO NOT translate the exercise below, which was created from the English ULB. Pass out “Exercise 2: Practice Using the Guide”

**Note to trainer:** These are the answers for **after** participants have completed the exercise. The highlighted errors included below are to help you in reviewing the exercise; you do not need to point out all the errors. Use the discussion time to review what they found and to encourage teamwork in finding errors. If there are disagreements about corrections, encourage them to find consensus.

Matthew 1:18–25

18 The birth of Jesus Christ happened in the following way. His mother, **Marry**, was engaged to marry Joseph, but before they came together, she was found to be pregnant by the **(Holy is missing from the text)** Spirit.

19 But Joseph, her husband, was a **meritorious** (this is not simple, common language; the word “righteous” would also be more faithful because it does not communicate earned favor with God) man and did not want to publicly disgrace her, so he intended to divorce her quietly.

20 As he thought about these things, an angel of the Lord appeared to him in a dream, saying, “**Joe** (not an historically accurate name of Joseph) son of David, do not fear to take Mary as your wife, because the one who is conceived in her is conceived by the Holy Spirit.

21 She will bear a **child** (son is more specific than child), and you will call his name Jesus, for he will save his people from their sins.”

22 Now all this happened to fulfill what was spoken by the **lord** (L should be capitalized) through the prophet, saying,

23 “Behold, the virgin will become pregnant and will bear a son, and they will call his name Immanuel”—which being translated is “God with us.” (this phrase is missing)

24 Joseph **up from his sleep arose** (does not sound like a native English speaker) and did as the angel of the Lord commanded him, and he took her as his wife.

25 But he did not know her until she gave birth to a son **in Bethlehem** (extra information that should be deleted). Then he called his name Jesus.

### **Ask:**

- Did your quality assessment catch these errors?
- Which quality/questions helped you to catch these errors?

**Confirm:** The leaders can guide translation teams toward a completed Quality Assessment Guide. They know how to use the Guide to check their translation as they work.

## Exercise 2—Practice using the Quality Assessment Guide:

*(Read through this passage, comparing the draft to the source text. Use your Quality Assessment Guide to check for errors. When you and others in the group are confident you have caught the errors, the Trainer will guide you through checking your work.)*

### Matthew 1:18–25 **ULB**

18 The birth of Jesus Christ happened in the following way. His mother, Mary, was engaged to marry Joseph, but before they came together, she was found to be pregnant by the Holy Spirit.

19 But Joseph, her husband, was a righteous man and did not want to publicly disgrace her, so he intended to divorce her quietly.

20 As he thought about these things, an angel of the Lord appeared to him in a dream, saying, “Joseph son of David, do not fear to take Mary as your wife, because the one who is conceived in her is conceived by the Holy Spirit.

21 She will bear a son, and you will call his name Jesus, for he will save his people from their sins.”

22 Now all this happened to fulfill what was spoken by the Lord through the prophet, saying,

23 “Behold, the virgin will become pregnant and will bear a son, and they will call his name Immanuel”—which being translated is “God with us.”

24 Joseph got up from his sleep and did as the angel of the Lord commanded him, and he took her as his wife.

25 But he did not know her until she gave birth to a son. Then he called his name Jesus.

### Matthew 1:18–25 **Sample Draft**

18 The birth of Jesus Christ happened in the following way. His mother, Marry, was engaged to marry Joseph, but before they came together, she was found to be pregnant by the Spirit.

19 But Joseph, her husband, was a meritorious man and did not want to publicly disgrace her, so he intended to divorce her quietly.

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23 "Behold, the virgin will become pregnant and will bear a son, and they will call his name Immanuel.”

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25 But he did not know her until she gave birth to a son in Bethlehem. Then he called his name Jesus.



## Using the Reviewers' Guide - Walkthrough

*(Materials: A portion of the RG to use in the exercise, printed scripture in a translation to "review," and a source text of the same Scripture passage. A set of materials to practice a review in English is available in files.)*

**Intro:** Once a translation team has completed the translation of the New Testament using the 8 Step translation process, that team has done everything within its ability to make the translation accurate and clear. The time has come to seek help from others in affirming the quality of the translation. The Reviewers' Guide collects feedback from other mother-tongue believers about the translation.

 **Ask:** Why do you think it is important to ask for others to give input on the quality of the translation? *(Write their ideas on the board.)*

**Explain** that getting feedback from others is important for several reasons. These two are the most important:

1. Feedback helps improve the quality of the translation.
2. Asking for feedback also gains community support for the translation.

To conduct a review session, the translation team will need to choose a leader and seek two to four mother-tongue believers willing to help review the translation.

**Choosing a Leader:** The translation team will choose their own team leader or another person on the team to conduct this process.

- The leader should have some biblical background. This will help him or her to adjust questions and to clarify responses from the reviewers.
- The leader should have a good reputation and demonstrate leadership skills.
- The leader should have a good relationship with the translation team; he or she will need to share suggested changes with them after the review sessions.
- The leader should have a gateway language Bible open to the passage to assess answers to the questions. Although suggested answers are given in the RG, these are only suggestions. Scripture in the gateway language is necessary for comparison.
- The leader needs to have strong bilingual skills, as the RG will only be available in the gateway language.

A full page of instructions for the leader is included in the RG right after the Table of Contents. It should be given out to each leader.

**Choosing Reviewers:** The translation team will ask other believers from their church or community to participate in the review. They can ask 2 to 4 mother-tongue believers who will work with them through all the passages, or they can ask different people to be reviewers for different passages. Ideally, reviewers will speak the gateway language as well as their own language.

Reviewers should not have any prior connection to the Bible translation project. They should be Christians in good standing who have a desire to see the Scriptures translated and accessible to the community.

**How to Conduct the Review:** Once a leader has been selected and at least two reviewers have agreed to participate, they should plan a time to gather for a review session. The leader will need to find a place to meet and prepare these materials:

- A printed copy of the Reviewers' Guide
- Printed, translated Scripture for the leader and the reviewers
- Access to the gateway language Scripture
- Pen and paper

The leader should take the time to look at the translated passage and the Reviewers' Guide questions, to prepare in case any questions need to be adjusted or reworded.

*(Use the slides or a printed page of the RG to practice a review of Matthew 3:13–17.)*

The Review Session:

1. The leader shares background information. *(Read the "Background" information on the slide.)*
2. The leader reads aloud in the translated text. Reviewers follow along. *(Read Matthew 3:13–17 aloud.)*
3. The leader asks for a summary of what was read. *(Say to them, "Tell in your own words what you just read in the passage." Have them summarize the passage.)*
4. The leader will listen and mark the box by each item in Part 1 that was included in the reviewers' summary. *(Discuss what boxes would be checked after hearing the summary they gave on the passage.)* If points are missing, the boxes for those points will be left blank. The leader may also take notes about what the reviewers said.
5. The leader asks the specific questions in Part 2. Reviewers answer in their own words. If a specific question was already covered in the summary, the leader may skip it. If a question is answered in an unexpected way, the leader should ask more questions to determine if the text is unclear or confusing—for example, "Can you show me in the text where it says that?" *(Have them answer the first 4 questions on the slides. Ask them to answer only from what they see in the passage. Discuss how their answers compare to what the RG shows. Discuss what notes they might write about how the answers were given.)*
  - Part 2 has some questions about implied meanings. This kind of question includes words like "Why do you think," "How do you think," and "What do you think." This means the answer is not stated explicitly in the text. (Often this is because the Bible uses many word pictures.) Reviewers should think about the whole passage and answer the best they can. These questions are the only ones that may be answered using information from other passages or from what each reviewer knows from being a Christian.
  - A possible answer is given for each of the suggested questions. The reviewers' answers may vary, and the leader will note anything unexpected in the answers and ask additional questions as explained earlier. If the reviewers spend more than 5 minutes on any implied meaning question, the leader should make a note and move on to the next question. *(Have them answer **question 5**. If they immediately answer, "It was God the Father," ask them to explain whether they could understand that from any of the words in the passage.)*

6. All through the review session, the leader should make notes about any questions, concerns, or possible errors that are uncovered. The leader will keep these notes to share with the translation team.

**To review:** The leader gives the background information. Then the leader reads the translated passage. The reviewers listen and read along. In Part 1, the leader asks the reviewers to tell back the passage in their own words. The leader marks boxes for the points that were covered. In Part 2, the leader asks specific questions. The reviewers look back at the passage and answer the questions, while the leader makes notes.

The leader should understand the following points. (The first 4 points should be told to the reviewers from the beginning, and repeated later, if necessary.) The other points may come up during the review process, and they can be explained then, if needed.

### **Review of Key Points:**

1. This is a review of the translated text, not of the reviewers. No one's knowledge is being tested. (The leader should repeat this point as many times as needed.) The leader should encourage reviewers to give short answers. If they start to discuss other parts of Scripture, the leader should bring them back to the text under review and ask for answers only from the translated text.
2. The reviewers will not be asked to correct or edit anything in the text. They only need to respond to the questions from what is now in the text. If they think something is missing, they may point that out. If unclear passages are found, the leader will make notes and take them back to the translation team for discussion and correction. **Ask: Why do you think the reviewers will not edit the text?** (Answer: The translation team is responsible to make the decisions on what needs to be changed.)
3. For each question, a verse is specifically referenced. This is to help the reviewers look back at that section and give the response from the text, not quoting directly but saying the answers in their own words.
4. Reviewers should answer most questions based on what they read (or hear) in the text.
5. Some questions ask for implied information. These are the "What do you think?" or "Why do you think?" questions. Reviewers will answer these questions using their own knowledge and reasoning, because the answer is not explicitly stated in the text.
6. Some verses have simple questions and can be answered quickly. Other questions are more complex, but a leader should try to move to the next question after about 5 minutes of discussion.
7. The guide does not cover every verse of Scripture. Instead, it covers specific passages. A short background summary will sometimes be given to help orient the reviewers before the questions are asked.
8. The passage should be read (or listened to) in its entirety before any questions are asked. If reviewers can read in their language, they should have a copy of the translated scripture so that they can read along.

**Ask:** **Why do you think that not every verse of Scripture is covered?** *(All of the verses have already been checked. This is a spot check that helps the community get involved and may uncover problems the translation team did not see.)*

## Exercise Session: Using the Reviewers' Guide

*(Preparation: For this exercise, choose a section of the NT Survey RG and print that page. Also print the Scripture passage you will review in the Source Text—one copy per 4 people and print the Scripture passage in the translation you will be testing—one copy per person.)*

### Instructions:

1. Break the participants into groups of 3 or 4.
2. Assign one person in each group to the role of “leader.” The others will be “reviewers.”
3. Give each leader the correct section of the NT Survey Reviewers' Guide for the passages to be reviewed, the source text passage, and the translated passage.
4. Give each “reviewer” in the group a copy of the translated passage.
5. Instruct the groups to follow the same pattern just demonstrated with the large group to conduct a practice review of the translated scripture. Allow about 20 minutes for the groups to practice.
6. After they have finished, discuss their experiences, what they learned, what was difficult, and if they understand the process better.

**Note to Trainers in Gateway Languages:** For the exercise, use the Reviewers' Guide in your GL, if available. Print the pages for Matthew 13:44-46 and Romans 9:30-33. Print Matthew 13:44-46 and Romans 9:30-33 in the Gateway Language for each leader of a group of 4 people. Print the same passages in a different translation for the participants to practice reviewing.

### After the Exercise:

 **Ask:** Do you feel prepared to explain this process to leaders who will use it?

**Explain:** After the review, the leader will schedule a time to meet with the translation team. The leader should go over the notes with the team, and the team will determine what kinds of corrections need to be made. It is best to make sure a typist is also present, with the translation on a laptop. Then the team can go through and make any necessary changes in BTT Writer, and those corrections can be saved. Then the corrected text can be uploaded to WACS.

**Conclusion:** Conducting a review of the Bible translation will allow the community to provide feedback that can improve the quality of the translation. It may also increase the acceptability of the Scriptures by the community.

## Material from the NT Survey Reviewers' Guide: Matthew 3:13-17

**Background:** After Jesus grew up, John the Baptist went into the wilderness and preached that people should stop sinning and be baptized. John also taught that someone more powerful than he would come, and that person would judge people.

**Read the passage.**

### Part 1

Tell in your own words what you just read in this passage.

- ☐ Jesus came to the Jordan River to be baptized by John. [3:13]
- ☐ John tried to stop Jesus, but Jesus said it was right for John to baptize him. [3:14-15]
- ☐ After John baptized Jesus, God's Spirit came down like a dove and rested on Jesus. [3:16]
- ☐ A voice from heaven said, "This is my beloved Son. I am very pleased with him." [3:17]

### Part 2

Answer the following questions from the specified verses.

1. [3:14] When Jesus came to be baptized, what did John tell Jesus?  
John told Jesus that he needed to be baptized by Jesus.
2. [3:15] What did Jesus say was the reason that John should baptize him?  
It was right for them to fulfill all righteousness.
3. [3:16] What did the Spirit of God do when Jesus came out of the water?  
The Spirit of God came down and rested on Jesus.
4. [3:17] What did the voice from heaven say after Jesus came out of the water?  
The voice said, "This is my beloved Son. I am very pleased with him."
5. [3:17] Whose voice do you think was speaking?  
By saying the voice came out of heaven, the passage shows that it was the voice of God the Father.
6. [3:17] Who do you think God the Father was speaking about in verse 17?  
The passage shows that he was speaking about Jesus.

**Comment Section:**

## Material from the NT Survey Reviewers' Guide: Romans 9:30-33

**Background:** In this section Paul quoted two passages from the prophet Isaiah.

**Read the passage.**

### Part 1

Tell in your own words what you just read in this passage.

- ☐ The Gentiles, who were not pursuing righteousness, attained it by faith. [9:30]
- ☐ Israel, who pursued a law of righteousness by works and not by faith, did not attain it. [9:31-32]
- ☐ Israel stumbled over a stone of stumbling and a rock of offense. [9:33]

### Part 2

Answer the following questions from the specified verses.

1. [9:30] How did the Gentiles, who were not pursuing righteousness, attain it?  
The Gentiles attained it by faith.
2. [9:31] What did the people of Israel pursue?  
They pursued the law in order to become righteous.
3. [9:32] Why did the law not make them righteous?  
The law did not make them righteous because they pursued it by works and not by faith.
4. [9:32] Over what did the Israelites stumble?  
The Israelites stumbled over the stumbling stone.
5. [9:33] When Paul writes about the stone of stumbling and the rock of offense, what do you think he means?  
(*Answer may vary.*) From this verse, it seems clear that Jesus Christ is called the stone of stumbling, because those who believe in Jesus will not be ashamed. (See also Romans 10:9-11.) The rock of offense has a similar meaning. So this would mean that Jesus Christ was seen as an obstacle and an offense to the Israelites who wanted righteousness by works and not by faith.
6. [9:33] What happens to those who believe in the one called the stone of stumbling?  
Those who believe in the one called the stone of stumbling will not be ashamed.

**Comment Section:**

## Spiritual Terms Evaluation - Walkthrough

**Intro:** This resource will help translators evaluate the use of spiritual terms throughout their whole New Testament. In Step 7 of translation process, translators chose which key words and terms to check for each chapter. This evaluation provides an added layer for checking key terms. The words have been chosen in advance, and the evaluation will span many parts of the New Testament instead of only a chapter. This can confirm that the translation of spiritual terms has been consistent and clear.



**Ask:** What kinds of terms do you think would be helpful to check across the New Testament?

**Explain:** Since a team worked together to translate the whole New Testament, different people have worked on different parts. Up until this point, the team has done checks on verses, chapters, and books, but not an overall review that covers the way terms are used across many books. This evaluation will help the translation team to see if individual translators used different terms or spelled the same terms differently, so they can address these differences and standardize the terms as needed.

**Explain:**

- To use the Spiritual Terms Evaluation Tool, you will need a team of people working together. The translation team will work together on this (although they can break out into groups of 2 to 4 and split up the work).
- The resource will be available through RDDs and on DOC. For each term listed, one or more definitions will be given. Then several verses (up to 15) will be shown, with the gateway language for that verse in one column and the heart language for that verse in the other column.
- The team will read each verse in the list and evaluate the spiritual term as it is used in the verse. If the term has multiple meanings, the team should determine the intended meaning in each verse and confirm that the correct translation has been used. All verses with the same meaning of the term should have a similar/same translation of the term.
- If they find anything that causes concern, the team should work together on any necessary changes.
  - Refer first to the definitions of the word and consider what will be most easily understood. If they have internet access, they can look at definitions for the Strong's numbers for the word.
  - Use other resources such as Translation Notes or Greek Words for Translators.
  - Consult spiritual leaders in their community.

The team should work through each term on the list. The resource's selection of verses for each word is a sample. It is not complete or exhaustive. If the team finds inconsistency with any term, they can access an exhaustive list of verse references to check every verse where that term appears in the New Testament. (This list is available through RDDs.)

### Exercise

Using the sample portion of the resource, check the verses in a common translation in your language. Discuss the following: Did the translation maintain consistency across verses? Did the chosen word/phrase represent the correct meaning of the word for that verse? If you were the translator, what changes would you make?

**Confirm:** Conducting a Spiritual Terms Evaluation is an important way to maintain consistency and clarity throughout the translation.

**Note to Trainers in Gateway Languages:** For the exercise, contact your leader to find out if the Spiritual Terms Evaluation Tool is available in your language. If it is, print out the first four pages to use for the exercise.

### Spiritual Terms Evaluation Exercise

**Directions:** Compare the translated text you have to the Gateway Language text in the left column. Write notes in the right column on how the key word has been translated. Is it translated correctly for each verse? Are translations with the same meaning spelled consistently? To help you find the word in the translated text, the Gateway Language text on the left the word to be checked in bold.

#### angel (G32)

This word can mean:

- Someone who has been sent by someone else, usually to deliver a message.
- An angel who delivers messages from God or does things for God. Most New Testament uses of this word refer to these supernatural beings.
- A demon. A demon is an angel who does not obey God.

Source Reference	Target Reference	Status
<b>Matthew 1:20</b>	<b>Mateo 1:20</b>	<b>OK</b>
As he thought about these things, an <b>angel</b> of the Lord appeared to him in a dream, saying, "Joseph son of David, do not fear to take Mary as your wife,	Mientras él pensaba sobre estas cosas, un ángel del Señor le apareció en sueños diciendo: "José, hijo de David, no temas tomar a María como tu esposa, porque	<input type="checkbox"/>



because the one who is conceived in her is conceived by the Holy Spirit.	el que está concebido dentro de ella fue concebido por el Espíritu Santo.	
<b>Matthew 4:11</b>	<b>Mateo 4:11</b>	<b>OK</b>
Then the devil left him, and behold, <b>angels</b> came and served him.	Entonces el diablo lo dejó, y entonces, vinieron ángeles y le sirvieron.	<input type="checkbox"/>
<b>Mark 1:13</b>	<b>Marcos 1:13</b>	<b>OK</b>
He was in the wilderness forty days being tempted by Satan. He was with the wild animals, and the <b>angels</b> served him.	Él estuvo en el desierto cuarenta días, siendo tentado por Satanás. El estaba con los animales salvajes y los ángeles le servían.	<input type="checkbox"/>
<b>Luke 16:22</b>	<b>Lucas 16:22</b>	<b>OK</b>
It came about that the beggar died and was carried away by the <b>angels</b> to Abraham's side. The rich man also died and was buried,	Sucedió que el mendigo murió y fue cargado por los ángeles hasta al lado de Abraham. El hombre rico también murió y fue sepultado,	<input type="checkbox"/>
<b>Acts 12:10</b>	<b>Hechos 12:10</b>	<b>OK</b>
After they had passed by the first guard and the second, they came to the iron gate that led into the city; it opened for them by itself. They went out and went down a street, and the <b>angel</b> left him right away.	Después que ellos habían pasado la primera y la segunda guardia, ellos llegaron a la puerta de hierro que daba a la ciudad; ésta se abrió por sí sola. Ellos salieron y fueron calle abajo, y el ángel lo dejó inmediatamente.	<input type="checkbox"/>
<b>1 Corinthians 13:1</b>	<b>1 Corintios 13:1</b>	<b>OK</b>
Suppose that I speak with the tongues of men and of <b>angels</b> . But if I do not	Supongan que yo hablo en lenguas de hombres y de ángeles. Pero si no tengo	<input type="checkbox"/>

have love, I have become a noisy gong or a clanging cymbal.	amor, he venido a ser un metal ruidoso o un címbalo que retiñe.	
<b>Galatians 3:19</b>	<b>Gálatas 3:19</b>	<b>OK</b>
What, then, was the purpose of the law? It was added because of transgressions until the descendant of Abraham would come to whom the promise had been made. The law was ordained through <b>angels</b> by the hand of an intermediary.	¿Cuál fue, entonces, el propósito de la ley? Fue añadida a causa de las transgresiones, hasta que el descendiente de Abraham viniera a quienes la promesa se había hecho. La ley fue puesta en vigor mediante ángeles por un mediador.	<input type="checkbox"/>
<b>2 Thessalonians 1:7</b>	<b>2 Tesalonicenses 1:7</b>	<b>OK</b>
and relief to you who are afflicted and to us as well, when the Lord Jesus is revealed from heaven with his mighty <b>angels</b>	y aliviarlos a ustedes que son afligidos como nosotros, cuando el Señor Jesús se revele desde el cielo con sus poderosos ángeles	<input type="checkbox"/>
<b>1 Timothy 5:21</b>	<b>1 Timoteo 5:21</b>	<b>OK</b>
I solemnly command you, before God and Christ Jesus and the chosen <b>angels</b> , to keep these commands without partiality, and to do nothing out of favoritism.	Yo solemnemente te ordeno delante de Dios, de Cristo Jesús, y de los ángeles escogidos, que mantengas estas reglas sin prejuicio, y que no hagas nada por favoritismo.	<input type="checkbox"/>
<b>Hebrews 1:5</b>	<b>Hebreos 1:5</b>	<b>OK</b>
For to which of the <b>angels</b> did God ever say, "You are my Son, today I have become your Father"?	Porque ¿a cuál de sus ángeles Dios le ha dicho alguna vez: "TÚ ERES MI HIJO, HOY ME HE CONVERTIDO EN TU PADRE." "YO	<input type="checkbox"/>

Or to which of the <b>angels</b> did God ever say,  "I will be a Father to him, and he will be a Son to me"?	SERÉ UN PADRE PARA ÉL, Y ÉL SERÁ UN HIJO PARA MÍ?"	
<b>1 Peter 3:22</b>	<b>1 Pedro 3:22</b>	<b>OK</b>
Christ is at the right hand of God. He went into heaven. <b>Angels</b> , authorities, and powers must submit to him.	Él está a la mano derecha de Dios. Él se fue al cielo. Ángeles, autoridades y poderes tienen que someterse a Él.	<input type="checkbox"/>
<b>2 Peter 2:4</b>	<b>2 Pedro 2:4</b>	<b>OK</b>
For if God did not spare the <b>angels</b> who sinned, but delivered them into hell to be kept in chains of darkness until the judgment,	Pues Dios no perdonó a los ángeles que pecaron. Por lo contrario, los envió abajo a Tártaro para mantenerlos encadenados en profunda oscuridad hasta el juicio.	<input type="checkbox"/>
<b>Revelation 5:11</b>	<b>Apocalipsis 5:11</b>	<b>OK</b>
Then I looked and heard the sound of many <b>angels</b> who encircled the throne and the living creatures and the elders. Their total number was ten thousands of ten thousands and thousands of thousands.	Entonces vi y escuché el sonido de muchos ángeles alrededor del trono y de los seres vivientes y de los ancianos. El número de ellos era miríadas de miríadas y millares de millares.	<input type="checkbox"/>

**anger (3709, 3710, 3949)**

This word can mean feeling or showing strong displeasure, hostility, or wrath.

Source Reference	Target Reference	Status
<b>Mark 3:5</b>	<b>Marcos 3:5</b>	<b>OK</b>
He looked around at them with <b>anger</b> , and he was grieved by their hardness of heart, and he said to the man, "Stretch out your hand." He stretched it out, and his hand was restored.	Él miró alrededor de ellos con enojo, atribulado ante la dureza de sus corazones, y le dijo al hombre: "Estira tu mano." Él la estiró y Jesús restauró su mano.	<input type="checkbox"/>
<b>Luke 3:7</b>	<b>Lucas 3:7</b>	<b>OK</b>
So John said to the crowds who were coming out to be baptized by him, "You offspring of vipers! Who warned you to run away from the <b>wrath</b> that is coming?	Entonces Juan dijo a las grandes multitudes que salían para ser bautizados por él: "¡Ustedes, generación de víboras!, ¿Quién les advirtió a huir de la ira que está por venir?	<input type="checkbox"/>
<b>Romans 1:18</b>	<b>Romanos 1:18</b>	<b>OK</b>
For the <b>wrath</b> of God is revealed from heaven against all ungodliness and unrighteousness of people who through unrighteousness hold back the truth.	Porque la ira de Dios se revela desde el cielo contra toda impiedad e injusticia del hombre, quien injustamente detiene la verdad,	<input type="checkbox"/>
<b>Romans 5:9</b>	<b>Romanos 5:9</b>	<b>OK</b>
Much more, then, now that we are justified by his blood, we will be saved by him from the <b>wrath</b> of God.	Mucho más, ahora que somos justificados por Su sangre, nosotros seremos salvados por ella, de la ira de Dios.	<input type="checkbox"/>
<b>Ephesians 2:3</b>	<b>Efesios 2:3</b>	<b>OK</b>

Once we all lived among these people, fulfilling the evil desires of our flesh, and carrying out the desires of the flesh and of the mind. We were by nature children of <b>wrath</b> , like the rest of humanity.	Nosotros todos una vez estuvimos viviendo entre esta gente, llenando los deseos malvados de nuestra carne, haciendo la voluntad de los deseos de la carne y de la mente. Nosotros éramos por naturaleza hijos de ira, como el resto de la humanidad.	<input type="checkbox"/>
<b>Ephesians 4:26</b>	<b>Efesios 4:26</b>	<b>OK</b>
Be angry and do not sin. Do not let the sun go down on your <b>anger</b> .	Enojense, pero no pequen. No permitan que se ponga el sol sobre su enojo.	<input type="checkbox"/>
<b>Ephesians 6:4</b>	<b>Efesios 6:4</b>	<b>OK</b>
Fathers, do not provoke your children to <b>anger</b> . Instead, raise them in the discipline and instruction of the Lord.	Y, ustedes padres, no provoquen a sus hijos a enojo. En cambio, críenlos en la disciplina e instrucción del Señor.	<input type="checkbox"/>
<b>Colossians 3:6</b>	<b>Colosenses 3:6</b>	<b>OK</b>
It is for these things that the <b>wrath</b> of God is coming on the sons of disobedience.	Es por estas cosas que la ira de Dios viene sobre los hijos de desobediencia.	<input type="checkbox"/>
<b>1 Thessalonians 1:10</b>	<b>1 Tesalonicenses 1:10</b>	<b>OK</b>
and to wait for his Son from heaven, whom he raised from the dead—Jesus, who rescues us from the <b>wrath</b> to come.	y como esperan a su Hijo desde el cielo, a quien Él levantó de los muertos, Jesús, quien nos liberó de la ira que está por venir.	<input type="checkbox"/>
<b>1 Thessalonians 5:9</b>	<b>1 Tesalonicenses 5:9</b>	<b>OK</b>

For God did not appoint us for <b>wrath</b> , but to obtain salvation through our Lord Jesus Christ,	Porque Dios no nos destinó para la ira, sino para obtener la salvación mediante nuestro Señor Jesucristo.	<input type="checkbox"/>
<b>Revelation 11:18</b>	<b>Apocalipsis 11:18</b>	<b>OK</b>
The nations were enraged, but your <b>wrath</b> has come. The time has come for the dead to be judged and for you to reward your servants the prophets and God's holy people, and those who feared your name, both the unimportant and the mighty. The time has come for you to destroy those who are destroying the earth."	Las naciones se enfurecieron, pero tu ira ha llegado. El tiempo ha llegado, para que los muertos sean juzgados y para que recompenses a tus siervos los profetas, aquellos que son creyentes y aquellos que temieron tu nombre; ambos, los pequeños y los grandes. El tiempo ha llegado, para que Tú destruyas aquellos que están destruyendo la tierra."	<input type="checkbox"/>

## Proofreading – Walkthrough

*(Slide deck; print out Proofreading Exercise; white board – 30 to 45 min.)*

**Intro:** Let's talk about proofreading. As you know, checking is done in the 4 checking steps of the translation process, but the translation still needs further review and quality checks. *(If you know the group is already in the print pipeline with WA, understand that this is an essential step for them.)*

 **What are some other checking and review processes we have already talked about?** (Quality Assurance Guide, Reviewers' Guide, Spiritual Terms Evaluation)

- These quality reviews are done to make sure that the text clearly and consistently communicates the message of Scripture.
- Proofreading is done to make sure that things like punctuation and formatting are correct throughout the text.
- Most errors found during proofreading are not present because of incorrect translation. The main translation will already be checked many times before proofreading! Instead, the errors found by proofreaders are usually typing errors. It is far easier to see these errors with a printout of the translation.
- Typographical errors can affect the message indirectly. Consider these English examples:
  - Write “Call me Pat.” on the board and read it aloud. Ask what it means. (This means I want to be called by the name Pat.)
  - Next, add a comma after “me”—“Call me, Pat.” Ask if anyone knows how the comma changes the meaning in English. (It now means that I am asking a person named Pat to call me.)
  - Write “I’m sorry I love you.” on the board and read it without a pause. Ask what this means. (To a native English speaker, this sounds like I regret loving another person.)
  - Now, add a period after “sorry”—“I’m sorry. I love you.” Ask if anyone knows how the period changes the English meaning. (Now this sounds like I am apologizing to a person I love.)

These are just a couple of examples in English where punctuation affects meaning. Just as voice inflection and facial expression can change the meaning of what is said aloud, in many languages small differences like these can change the meaning of what is written.


**Ask:** Can you think of an example in your language where punctuation, an accent mark, or another small change in writing or printing could change the meaning of the words?

**Explain:** Correct punctuation, capitalization, accent marks, and formatting are all important to clearly communicate what the Scripture says. Because these kinds of errors often happen during typing, and because they look especially obvious in print, corrections need to be done before Bibles are printed and distributed. When a language community creates a finished translation that avoids these types of errors, others see that it has been done well and carefully.


(If possible put up a slide with these two examples of formatted text.)

22But the fruit OF the spirit is love joy) peace, patience, Kindness, goodness, Faith, gentleness, and selfcontrol against such things there is no law . 24 those who belong to christ Jesus have cRucified the flesh with its passionsa nd desires25 If we live by the Spirit, let us also walk” by thespirit?

22 But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faith, 23 gentleness, and self-control; against such things there is no law. 24 Those who belong to Christ Jesus have crucified the flesh with its passions and desires. 25 If we live by the Spirit, let us also walk by the Spirit.

 **Ask:** What do you notice about these two examples from Galatians 5? Would one of these examples be easier to read? If you received a printed Bible with the first example of text, would you have a different opinion of its quality than if you received it with the second example? Why or why not?

**Explain:** Proofreading is an opportunity to find and correct typing errors in the text, as well as verse numbers in the Scripture. Each language has its own set of rules for punctuation and capitalization, and some languages may not have a fully developed set of rules yet. The translators will need to decide what format they will follow. The proofreader will make sure that the text follows the agreed-upon system consistently.

 **Ask:** Does your language have a set of rules for beginning and ending sentences? Does your language have rules about how to show that someone in the text is speaking? Does your language use capital and lowercase letters? These are some of the things a proofreader should notice and mark in the text, if they are incorrect.

Before proofreading, print a Proofreading Checklist for each proofreader to use. Here are some examples of categories to put on a checklist, based on English-language proofreading. Your language might have different or additional things to list:

1. Proper number of verses. The Proofreading Checklist offered by your RD will include how many verses are in each chapter.
2. Chapter headings—consistent spelling, font, and spacing, correct numbers.
3. Spacing—there can be other errors in punctuation, capitalization, accent marks, or spacing.
4. Read through aloud—Checking typing errors.
5. Endings of sentences—each one has end punctuation appropriate for the sentence type.
6. Beginnings of sentences—each one starts with a capital letter.
7. Pairs—symbols where each one has a partner. Spanish is an example of a different style of notation for quotation marks. In this language, the quotation is marked only at the beginning. Ask: How does your language show in print when someone is speaking?
8. Capitalization—in English, names of people and places begin with a capital letter.
9. Spelling—are word spelled the same through the New Testament.



**Explain:** Proofreading requires a different kind of “looking” than other types of review. This process will get faster once proofreaders gain experience. Find 1-2 individuals within the translation team who care about details and notice them. It is best to find proofreaders who notice such things easily and who enjoy this kind of work.

- Proofreaders should look at **one chapter at a time**.
- They should use the Proofreading Checklist to focus on **one category at a time**. They will not be as effective if proofreaders try to find many things at the same time.
- Proofreaders can read the translation out loud just to themselves, or they can have partners who can also listen and watch for errors as they read.
- When proofreaders find anything that should be fixed in the chapter, they should mark it or write it down.
- When a category has been checked throughout the chapter, proofreaders should mark the corresponding Checklist box to show that this category is completed.
- If proofreaders notice something other than what is on the checklist while looking through, such incorrect words, they should write a note for the whole translation team. The team will make decisions on such changes.

**Explain:** A typist will need to make the corrections. Once proofreaders have completed their review of a whole book, the team typist must enter the necessary changes in BTT Writer. Then the corrections can be saved, and the text can be uploaded to WACS.

Exercise 1: Proofread a chapter using a prepared checklist

*(Exercise must be prepared ahead of time in the source language. Do not simply translate the exercise from English. It will not work. Use the source language ULB and add errors. An “answer” sheet for the trainer is included below. Do NOT give out the ULB for comparison. Errors should be found using only the categories in this lesson.)*

**Explain:** If participants are not proofreading in their heart language, some of the errors in this exercise may be difficult to notice. Anything they find is helpful, but they are not expected to find every error. Ask participants to think as they work about what kinds of errors they commonly see when their own language is written or printed. **Point out step 4, where they are instructed to read the text out loud.** Explain that they may be tempted to skip the rest of the steps, but they should NOT skip them.

Allow 15 minutes for the exercise then gather for discussion.

**After the Exercise:** Ask the participants to discuss what they found. Don’t point out all of the errors—the answer pages are just for your own information, if needed for the discussion.



**Ask:**

1. How hard was this exercise? What did you struggle with?
2. Did you find a lot of errors or just a few?
3. Did you find more errors when you read it out loud?
4. Would fixing the errors you found make it easier for readers to understand?

5. Will a typist understand the way you marked the errors? What would be a good way to communicate corrections to a typist who will fix them in BTT Writer?

Each proofreader will need a printout of the Proofreading Checklist and the Proofreading Instructions. Your RD will have access to these documents.

**Confirm:** The participants understand what proofreading is and how to perform it. Proofreaders need a checklist for their own language standards. They understand that it is very important to read the translation out loud to check for errors. This final and systematic check of a printout will make their translation better.

### **Answer Sheet of Mark 16 with errors highlighted – For trainer Only.**

#### **Chaper Marcus 16**

<sup>1</sup> When the Sabbath day was over, Mary Magdalene, Mary the mother of James, and Salome bought spices that they might come and anoint Jesus' body. <sup>2</sup> Very early on the first day of the week, they went to the tomb when the sun had come up. They were saying to one another, Who will roll away the stone for us from the entrance to the tomb? <sup>4</sup> When they looked up, they saw that the stone had been rolled away, for it was very large. <sup>5</sup> They entered the tomb and saw a young man dressed in a white robe, sitting on the right side, and they were were alarmed.

<sup>6</sup> He said to them, "Do not be alarmed. You seek Jesus, the Nazarene, who was crucified. He is risen. He is not here. Look at the place where they had laid him. <sup>7</sup> But go, tell his disciples and Peter, 'He is going ahead of you to Galilee. There you will see him, just as he told you.'"

<sup>8</sup> They went out and ran from the tomb; they were trembling and amazed. They said nothing to anyone because they were so afraid. <sup>9</sup> [Early on the first day of the week, after he arose, he appeared first to Mary Magdalene, from whom he had cast out seven demons. <sup>10</sup> She went and and told those who were with him, while they were mourning and weeping. <sup>11</sup> They heard that he was alive and that he had been seen by her, but they did not believe.]

<sup>12</sup> After these things he appeared in a different form to to of them as they were walking out into the country. They went back and told the rest, but they did not believe them.

<sup>14</sup> Jesus later appeared to the eleven as they were reclining at the table, and he rebuked them for their unbelief and hardness of heart, because they did not believe those who saw him after he rose from the dead. <sup>15</sup> He said to them, 'Go into all the world, and preach the gospel to the entire creation?' <sup>16</sup> He who believes and is baptized will be saved, and he who does not believe will be condemned. <sup>17</sup> These signs will go with those who believe: In my name they will cast out demons. They will speak in new languages. They will pick up snakes with their hands, and if they drink anything deadly, it will not hurt them. They will lay hands on the sick, and they will get get well."

<sup>19</sup> After the Lord Jesus had spoken to them, he was taken up into heaven and sat down at the right hand of God. The disciples left and preached everywhere, while the Lord worked with them and confirmed the word by the signs that went with them.

## Proofreading Exercise

Use the instructions below to find errors in the text of Mark 16. Look for one type of error at a time. Read text out loud at least once. Mark errors as you find them. You may circle them or write a suggested correction. When you complete each numbered task, mark its box. When you have finished, the group will review the exercise.

***Please read this:*** If English is not your heart language, some English errors may be difficult to notice. As you work on this exercise, think about the kinds of errors you commonly see when your own language is written or printed.

1. Make sure the number for the chapter is at the beginning. ☐
2. There should be 20 verses in this chapter. Count through to make sure all the verse markers are present. On the side of the page, write any numbers that are missing. ☐
3. Look through the chapter text quickly to check for anything that looks odd (examples: uneven spaces between words or sentences, inconsistent sizes of letters or numbers, incorrect spelling). ☐
4. **Read through the text out loud, watching for errors as you read.** You can simply circle the errors, or you can quickly write your suggestion for a change. ☐
5. Look specifically at the endings of sentences. Make sure each sentence has end punctuation (a period, a question mark, or an exclamation point, as appropriate). ☐
6. Look specifically at the beginnings of sentences to confirm that each one starts with a capital letter. ☐
7. Look specifically for pairs of marks, such as quotation marks, parentheses, and brackets. Does each one have a partner? Does what is inside pairs of quotes sound like it is what someone is saying? ☐
8. Make sure each name is capitalized—in English, this should be done for both people and places. This also includes all names for God (Lord, Father, Son, Jesus, Holy Spirit). ☐

## Chaper Marcus 16

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<sup>19</sup> After the Lord jeSus had spoken to them, he was taken up into heaven and sat down at the right hand of god. The disciples left and preached everywhere, while the lord worked with them and confirmed the word by the signs that went with them

**Note to Trainers in Gateway Languages:** To prepare the Proofreading Exercise translate the first page of the Proofreading Exercise. Paste Mark 16 from your Gateway Language onto the second page. Insert errors into the text of Mark 16 for each item on the checklist. For some items you should insert multiple errors. Create an answer sheet with the corrections highlighted for the trainer to use in the discussion after the exercise. Do not translate this English Exercise.

## Matthew, part 1

### Chapter 1 25 verses

- ☐ verse numbers
- ☐ chapter number
- ☐ spacing & spelling
- ☐ read through aloud
- ☐ ends of sentences
- ☐ starts of sentences
- ☐ pairs: ( ) " " [ ]
- ☐ capitals on names
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

### Chapter 2 23 verses

- ☐ verse numbers
- ☐ chapter number
- ☐ spacing & spelling
- ☐ read through aloud
- ☐ ends of sentences
- ☐ starts of sentences
- ☐ pairs: ( ) " " [ ]
- ☐ capitals on names
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

### Chapter 3 17 verses

- ☐ verse numbers
- ☐ chapter number
- ☐ spacing & spelling
- ☐ read through aloud
- ☐ ends of sentences
- ☐ starts of sentences
- ☐ pairs: ( ) " " [ ]
- ☐ capitals on names
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

### Chapter 4 25 verses

- ☐ verse numbers
- ☐ chapter number
- ☐ spacing & spelling
- ☐ read through aloud
- ☐ ends of sentences
- ☐ starts of sentences
- ☐ pairs: ( ) " " [ ]
- ☐ capitals on names
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

## Matthew, part 2

### Chapter 5 48 verses

- ☐ verse numbers
- ☐ chapter number
- ☐ spacing & spelling
- ☐ read through aloud
- ☐ ends of sentences
- ☐ starts of sentences
- ☐ pairs: ( ) " " [ ]
- ☐ capitals on names
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

### Chapter 6 34 verses

- ☐ verse numbers
- ☐ chapter number
- ☐ spacing & spelling
- ☐ read through aloud
- ☐ ends of sentences
- ☐ starts of sentences
- ☐ pairs: ( ) " " [ ]
- ☐ capitals on names
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

### Chapter 7 29 verses

- ☐ verse numbers
- ☐ chapter number
- ☐ spacing & spelling
- ☐ read through aloud
- ☐ ends of sentences
- ☐ starts of sentences
- ☐ pairs: ( ) " " [ ]
- ☐ capitals on names
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

### Chapter 8 34 verses

- ☐ verse numbers
- ☐ chapter number
- ☐ spacing & spelling
- ☐ read through aloud
- ☐ ends of sentences
- ☐ starts of sentences
- ☐ pairs: ( ) " " [ ]
- ☐ capitals on names
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

## Matthew, part 3

### Chapter 9 38 verses

- ☐ verse numbers
- ☐ chapter number
- ☐ spacing & spelling
- ☐ read through aloud
- ☐ ends of sentences
- ☐ starts of sentences
- ☐ pairs: ( ) " " [ ]
- ☐ capitals on names
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

### Chapter 10 42 verses

- ☐ verse numbers
- ☐ chapter number
- ☐ spacing & spelling
- ☐ read through aloud
- ☐ ends of sentences
- ☐ starts of sentences
- ☐ pairs: ( ) " " [ ]
- ☐ capitals on names
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

### Chapter 11 30 verses

- ☐ verse numbers
- ☐ chapter number
- ☐ spacing & spelling
- ☐ read through aloud
- ☐ ends of sentences
- ☐ starts of sentences
- ☐ pairs: ( ) " " [ ]
- ☐ capitals on names
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

### Chapter 12 50 verses

- ☐ verse numbers
- ☐ chapter number
- ☐ spacing & spelling
- ☐ read through aloud
- ☐ ends of sentences
- ☐ starts of sentences
- ☐ pairs: ( ) " " [ ]
- ☐ capitals on names
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_