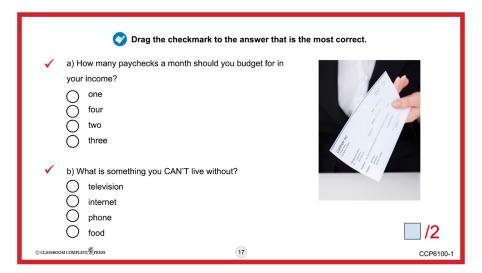


### Reading Passage

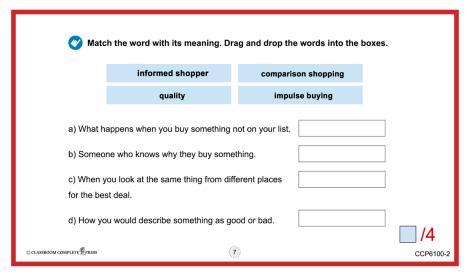


### **Comprehension Questions**



		Name:				
		Level 1	Level 2	Level 3	Level 4	
Unde Cond Resp text	erstanding cepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.	
	oonses to the	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text.	Expresses responses to the text with some effectiveness; supported by some proof from the text.	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text.	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text.	
Analy Cond	ysis of cepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.	
Appli	ication of cepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations.	
Total Score = /19						
© CLASSROOM COMPLETE	<b>E</b> PRESS		21)		CCP6	3100-1

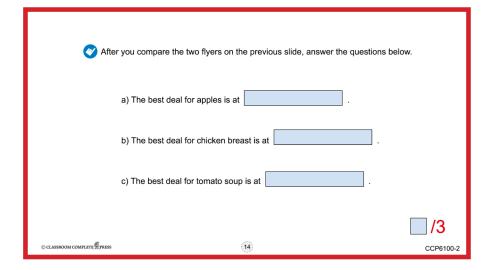
### Matching



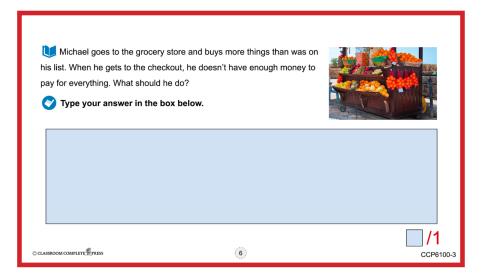
### **Reading Passage**

Put how	to you make good buying choices? You will need to ask yourself when an	d whore to buy A
good time to b	uy is right after a season or holiday. Prices go down, so you can get thing	s much cheaper
and keep then	n for the next year.	
,	Savings Tip	
	Stock up on things that don't go bad when you see them on	
	sale. Things like toilet paper and canned goods.	
© CLASSROOM COMPLETE P	uess (9)	CCP6100-2

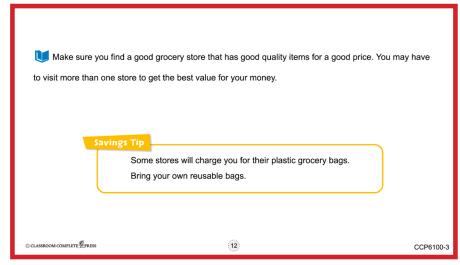
### **Comprehension Questions**



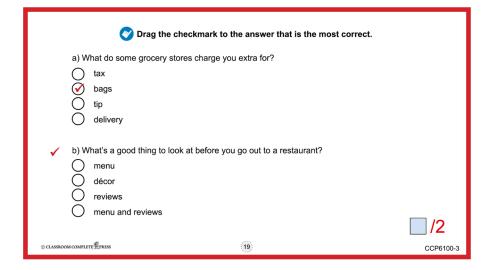
		Name:				
ric		Level 1	Level 2	Level 3	Level 4	
	Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.	
g Rubric	Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text.	Expresses responses to the text with some effectiveness; supported by some proof from the text.	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text.	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text.	
Marking	Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.	
Ma	Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations.	
<u> </u>	Total Score = /30					
© CLASSROOM C	OMPLETE EPRESS		(21)		CCP61	100-2



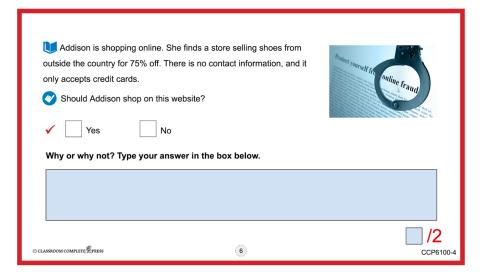
#### Reading Passage



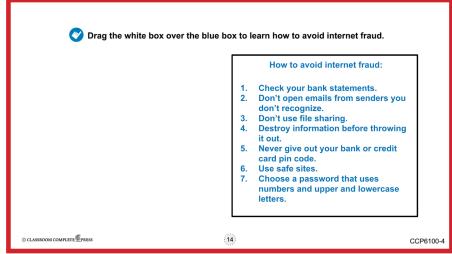
#### **Comprehension Questions**



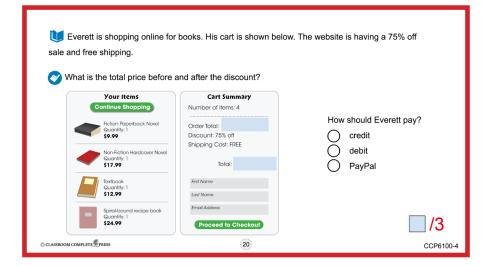
		Name:				
		Level 1	Level 2	Level 3	Level 4	
Unders Concep		Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.	
_	ses to the	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text.	Expresses responses to the text with some effectiveness; supported by some proof from the text.	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text.	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text.	
Analysi Concep		Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.	
Applica Concep		Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations.	
Total Score = /28						
CLASSROOM COMPLETE P	RESS		26		CCP6100	



## **Reading Passage**

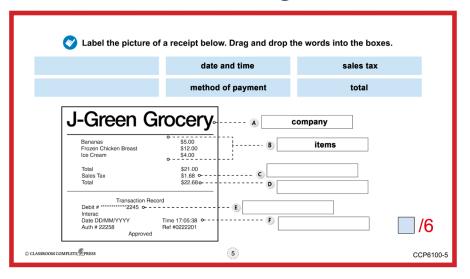


#### **Comprehension Questions**

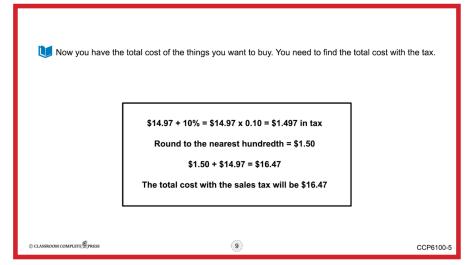


		Name:				
		Level 1	Level 2	Level 3	Level 4	
g Rubric	Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.	
	Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text.	Expresses responses to the text with some effectiveness; supported by some proof from the text.	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text.	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text.	
Marking	Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.	
M	Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations.	
Total Score = /26						
© CLASSROOM C	OMPLETE PRESS		25		CCP610	00-4

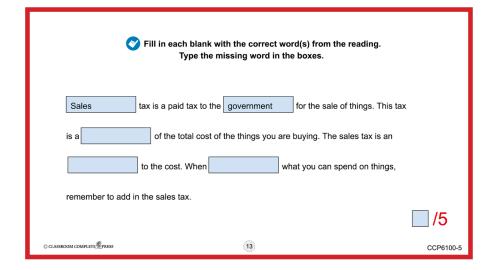
## Labeling



### **Reading Passage**

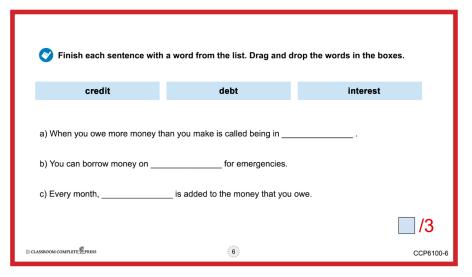


#### Fill In The Blank



		Name:				
		Level 1	Level 2	Level 3	Level 4	
g Rubric	Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.	
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Marking	Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.	
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Total Score = /23						
© CLASSROOM C	OMPLETE PRESS		(17)		CCP	6100-5

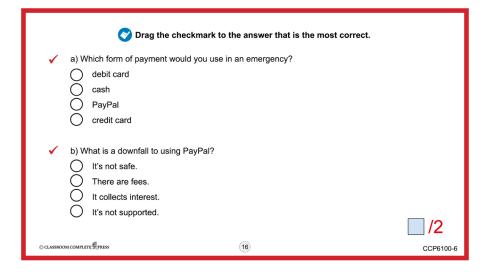
### **Drag and Drop**



### **Reading Passage**

<b>U</b> Ca	sh is just one form of payment. There are lots	of different ones you can use. A debit card is	a					
card tha	at you use to get the money in your bank acco	ount. You will need a bank account to put the						
money	you get from work.							
	Checking Account	Savings Account						
	money can be added or taken out put money away to earn more							
ı								
© CLASSROOM CO	OMPLETE EPRESS	3)	CCP6100-6					

### **Comprehension Questions**



		Name:				
		Level 1	Level 2	Level 3	Level 4	
g Rubric	Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.	
	Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text.	Expresses responses to the text with some effectiveness; supported by some proof from the text.	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text.	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text.	
Marking	Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.	
M	Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations.	
Total Score = /23						
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#### **Hands-on Activity**

# Hands-on Activity: Comparison of Quality and Price

Make a list of 5 things you can buy from 3 different stores. Pick the 3 stores to visit. Using the chart on the next slide, write down the 5 things and the 3 stores. For each of the 5 things, look at the quality and price at each of the 3 stores. Give a rating of 1-5 for each thing based on quality and price using the following system:

- 1 Very poor quality
- 2 Poor quality
- 3 Okay quality
- 4 Good quality
- 5 Very good quality
- 1 Very high price
- 2 High price
- 3 Reasonable price
- 4 Low price
- 5 Very low price

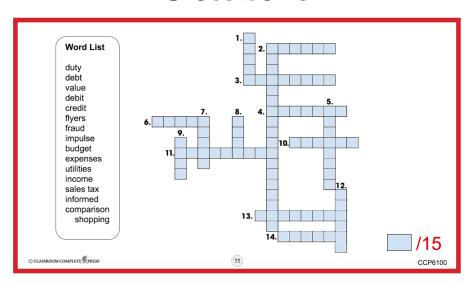
Finally, choose one of the stores that has the overall best quality and price. Explain how and why you made your choice to the class. Remember, just because the price is low, doesn't mean the quality is good. It's important to find a good balance.

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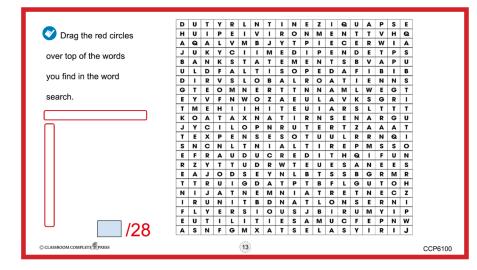
4

CCP6100

#### Crossword



#### **Word Search**



#### Comprehension Quiz

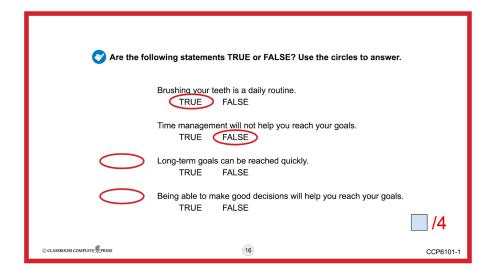
•	Unfortunately, he also needs to replace his furnace	-
is it's May and he has time to ma	ake a decision. Based on this information, what sho	uld Hank do?
h) Diana agas shanning for sloth	has the house a pair of isome for \$20.05 a guaranter	for \$10 OF and a
, , , , , ,	hes. She buys a pair of jeans for \$29.95, a sweater	
pair of shoes for \$21.95. The sa	hes. She buys a pair of jeans for \$29.95, a sweater ales tax is 13%. What is the cost before tax? What is	
, , , , , ,		
pair of shoes for \$21.95. The sa		
pair of shoes for \$21.95. The sa		
pair of shoes for \$21.95. The sa		



### **Reading Passage**

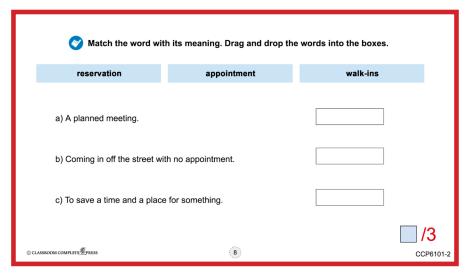


#### TRUE OR FALSE



		Name:				
ric		Level 1	Level 2	Level 3	Level 4	
	Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.	
g Rubric	Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text.	Expresses responses to the text with some effectiveness; supported by some proof from the text.	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text.	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text.	
Marking	Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.	
Ma	Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations.	
Total Score = /18						
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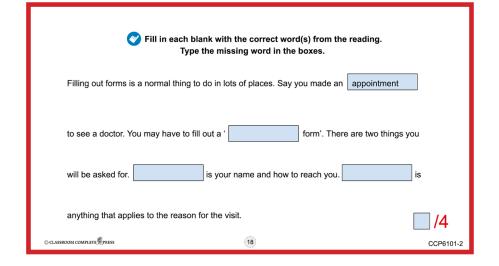
### Matching



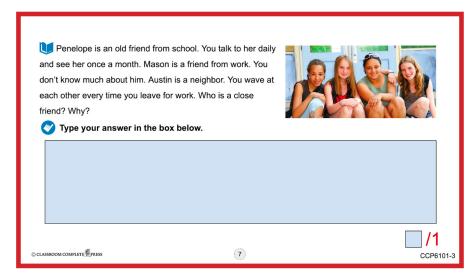
### **Reading Passage**

Having good time management skills is important. One way to manage your time is to set up
appointments. An appointment is when you set up a time and place to meet with someone.
You will have to set up an appointment if you want to meet with a doctor or dentist. You can do this by
contacting the office.
Social Tip
Be ready to wait a long time if you don't have an appointment.
© CLASSROOM COMPLETE PRESS 10 CCP6101-2

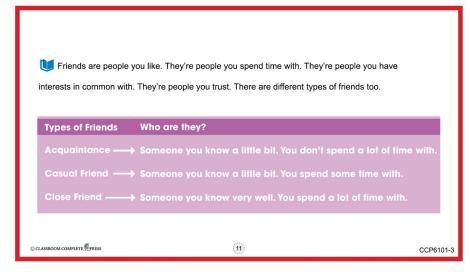
#### Fill In The Blank



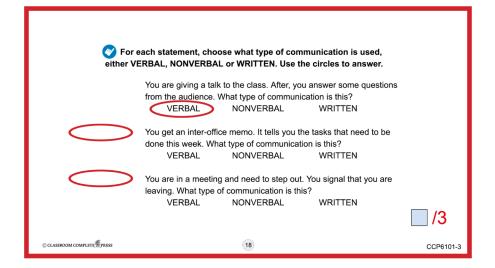
		Name:				
		Level 1	Level 2	Level 3	Level 4	
g Rubric	Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.	
	Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text.	Expresses responses to the text with some effectiveness; supported by some proof from the text.	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text.	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text.	
Marking	Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.	
W	Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations.	
Total Score = /18						
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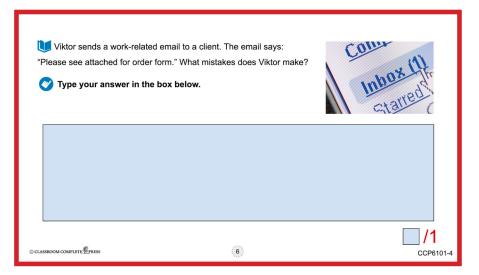
### Reading Passage



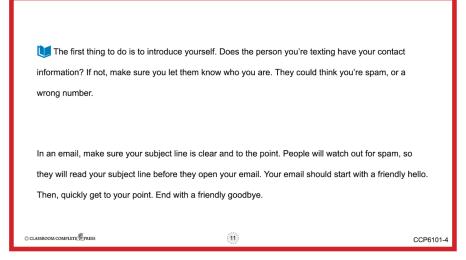
#### **Comprehension Questions**



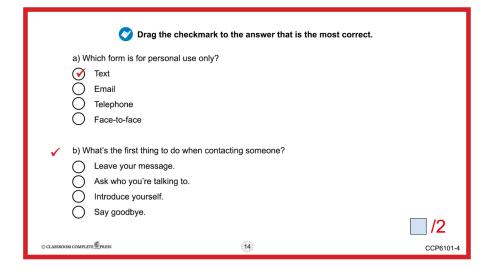
		Name:				
		Level 1	Level 2	Level 3	Level 4	
ric	Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.	
g Rubric	Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text.	Expresses responses to the text with some effectiveness; supported by some proof from the text.	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text.	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text.	
Marking	Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.	
Ä	Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations.	
		Total S	Score = /2	27		
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#### Reading Passage

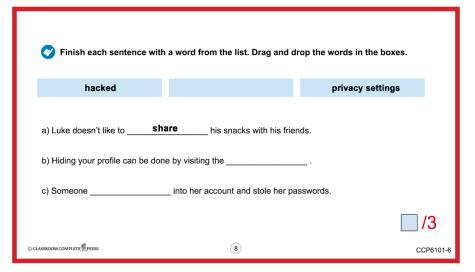


### **Comprehension Questions**

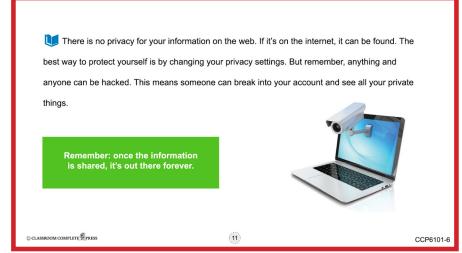


		Name:				
		Level 1	Level 2	Level 3	Level 4	
oric	Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.	
조	Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text.	Expresses responses to the text with some effectiveness; supported by some proof from the text.	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text.	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text.	
Marking	Analysis of Concepts  ✓	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.	
Ĕ	Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations.	
		Total S	Score = /1	5		
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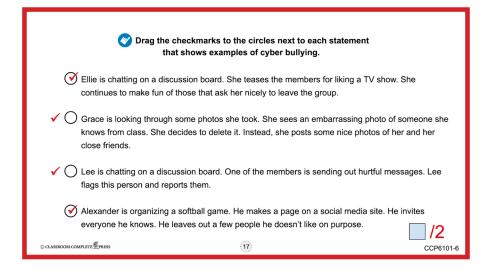
#### **Drag and Drop**



### Reading Passage

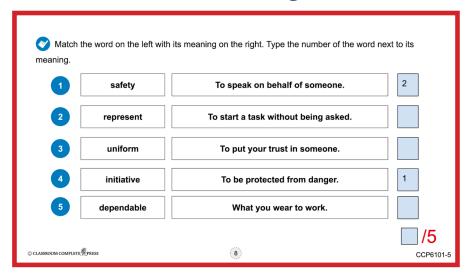


#### **Comprehension Questions**



		Name:				
		Level 1	Level 2	Level 3	Level 4	
ric	Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.	
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Marking	Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.	
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		Total S	Score = /1	8		,
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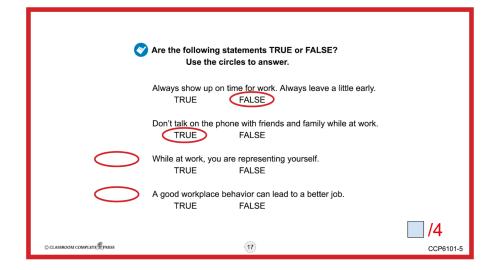
### Matching



### **Reading Passage**

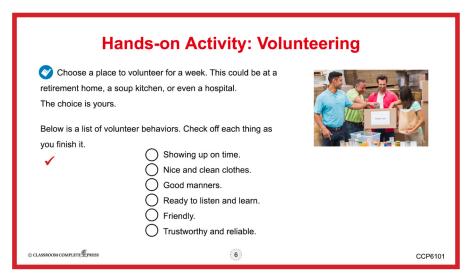
	How to Behav	e at Work:
	• have a positive	attitude
	be courteous     show loyalty	
	• be honest	
	be polite and re	espectful
Above all, be safe. Your work v	range box to see how to behave at work. will have certain rules in place. These are for thy they are in place. Rules will usually be po ful of these rules.	
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#### TRUE OR FALSE

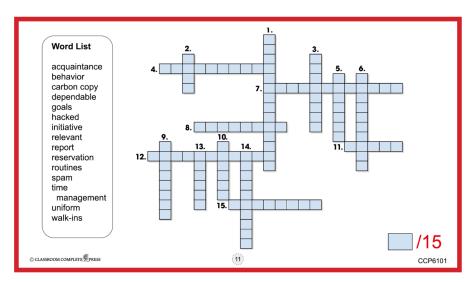


		Name:				
		Level 1	Level 2	Level 3	Level 4	
Rubric	Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.	
_	Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text.	Expresses responses to the text with some effectiveness; supported by some proof from the text.	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text.	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text.	
Marking	Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.	
Ä	Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations.	
		Total S	Score = /2	28		
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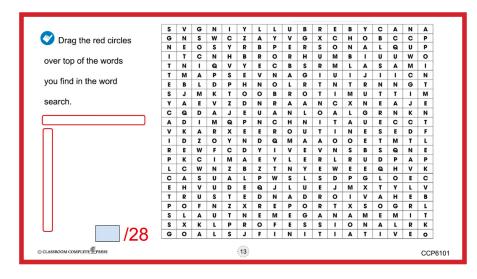
#### **Hands-on Activity**



#### Crossword



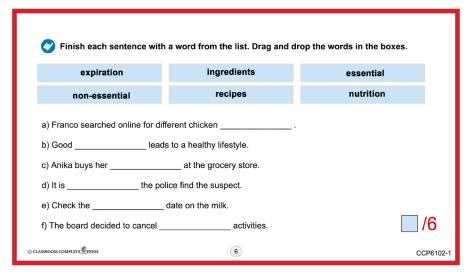
#### **Word Search**



### **Comprehension Quiz**

a) what is the difference between	en short-term and long-term goals?	
h) Why is it a good thing to set u	un an annointment?	
b) Why is it a good thing to set of	up an appointment?	
b) Why is it a good thing to set of	up an appointment?	
b) Why is it a good thing to set of	up an appointment?	
b) Why is it a good thing to set of	up an appointment?	

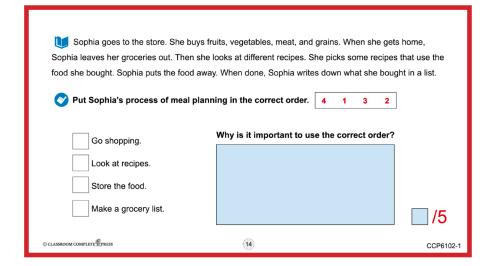
### **Drag and Drop**



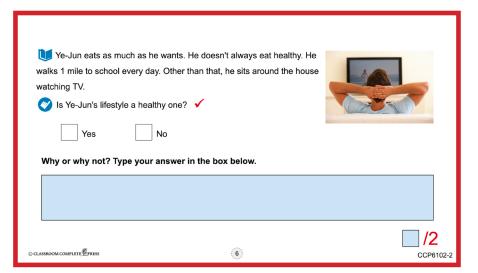
#### Reading Passage

	rle starts with planning and cooking your own food. This lets you know what your own food. This lets you know what your own food. This lets you know what you stay healthy.	u're
	Try eating lots of little meals instead of a few big meals.	
•	then planning your meal is to look at recipes. Use different meals to make up yon Monday, then vegetarian on Tuesday. The next thing to do is make your gro	
Savings 7	Check flyers for sales and make meals that use some of the same things.	
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### **Comprehension Questions**



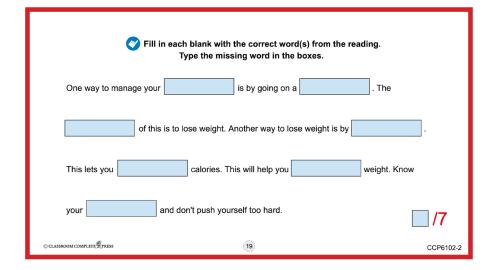
		Name:				
		Level 1	Level 2	Level 3	Level 4	
Understanding Concepts	<b>√</b>	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.	
Responses to text	the	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text.	Expresses responses to the text with some effectiveness; supported by some proof from the text.	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text.	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text.	
Analysis of Concepts  Application of	<b>√</b>	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.	
Application of Concepts	<b>✓</b>	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations.	
		Total S	Score = /3	39		
CLASSROOM COMPLETE PRESS			19		CCP610	02-1



#### Reading Passage



#### Fill in the Blank



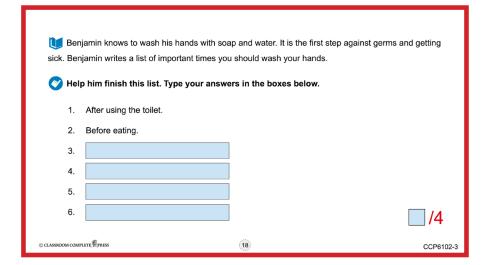
		Name:			
		Level 1	Level 2	Level 3	Level 4
Rubric	Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.
	Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text.	Expresses responses to the text with some effectiveness; supported by some proof from the text.	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text.	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text.
Marking	Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.
Ä	Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations.
		Total S	score = /2	27	
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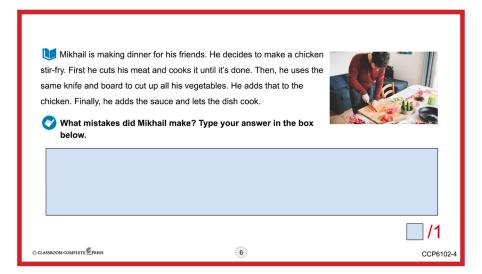
### **Reading Passage**

	onal hygiene, and why is it important? Persona	
· ·	se it keeps you healthy. It also makes you look	and smell nice. This tells a message to
others.		
Hygien	Tip	
	Make sure to wash your hands a lot during the	he day to fight off germs.
There's lots of way	s to have good personal hygiene. The first wa	y is bathing. Taking a bath or a shower
lets you wash awa	dirt and sweat from your body.	
This will also make	you smell nice. Smell is a very strong sense to be around you.	shared by everyone. If you smell bad,
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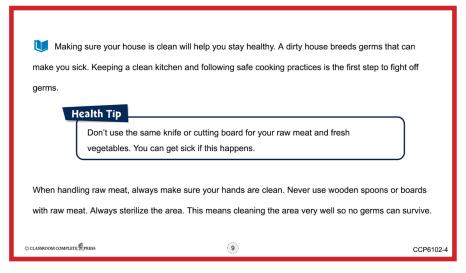
#### **Comprehension Questions**



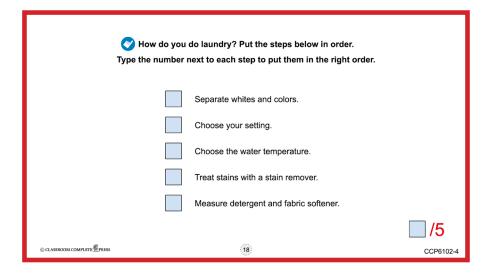
		Name:				
		Level 1	Level 2	Level 3	Level 4	
Understar Concepts Response text	nding 🗸	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.	
	s to the	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text.	Expresses responses to the text with some effectiveness; supported by some proof from the text.	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text.	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text.	
Analysis of Concepts  Application	of 🗸	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.	
Application Concepts	on of	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations.	
		Total S	Score = /2	23		
© CLASSROOM COMPLETE PRES	5		27		CCP	6102-3



### Reading Passage

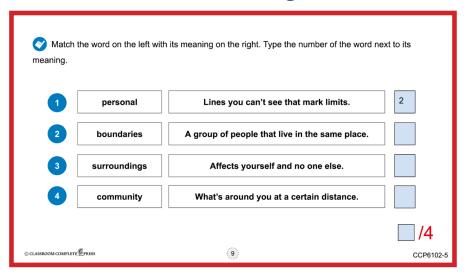


#### **Comprehension Questions**



		Name:			
		Level 1	Level 2	Level 3	Level 4
Rubric	Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.
_	Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text.	Expresses responses to the text with some effectiveness; supported by some proof from the text.	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text.	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text.
Marking	Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.
Ä	Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations.
		Total S	Score = /3	36	
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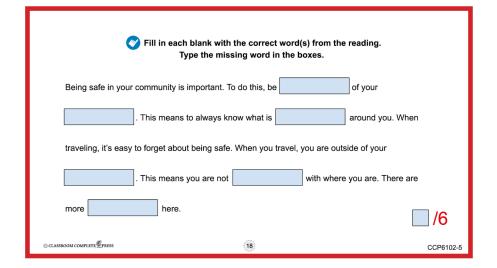
### Matching



### **Reading Passage**

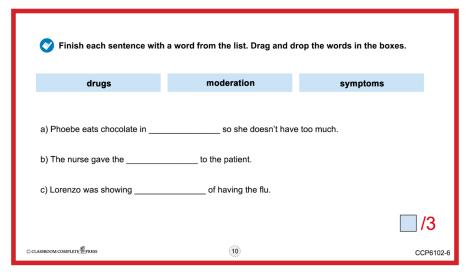
	- HOW TO STATE	SAFE IN YOUR COMMUNITY: 🔔
- Foll	ow the rules of the road.	- Stay in bright areas with lots of people.
- Don	't be out alone at night.	- Be wary of strangers.

#### Fill In The Blank



		Name:				
		Level 1	Level 2	Level 3	Level 4	
	Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.	
	Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text.	Expresses responses to the text with some effectiveness; supported by some proof from the text.	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text.	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text.	
	Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.	
Ž	Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations.	
_		Total S	Score = /2	25		
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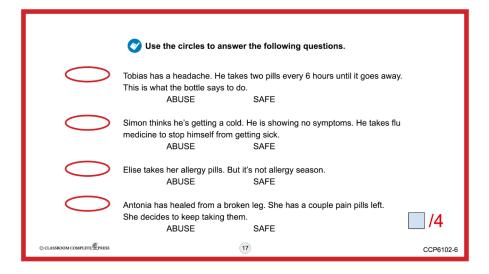
### **Drag and Drop**



## **Reading Passage**

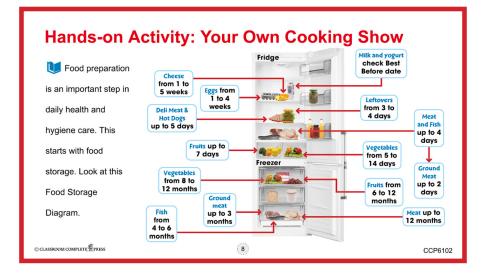
headache. It can also be something you take to treat a cou	gh.
Prescription drugs are the kind that you can only get	Common Prescription Drugs
with a doctor's prescription. That means you need a	Antibiotics
doctor's okay to get that drug.	Pain Killers
	Cholesterol-Lowering
	Blood-Pressure
	Diabetic Insulin

#### **Comprehension Questions**

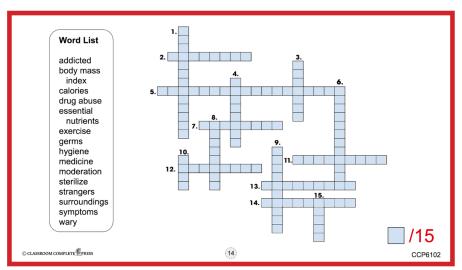


		Name:				
		Level 1	Level 2	Level 3	Level 4	
Rubric	Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.	
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Marking	Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.	
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·		Total S	Score = /1	9		
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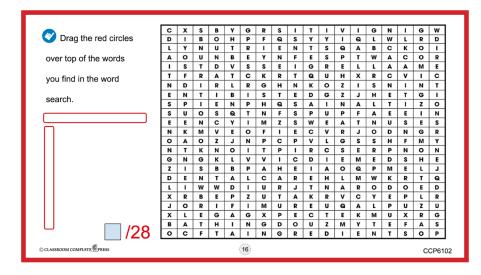
#### **Hands-on Activity**



#### Crossword



#### **Word Search**



### **Comprehension Quiz**

underweight, overweight or not the BMI calculator.	rmal? Click on the laptop image to use	http: calculat	online: //www. or.net/bmi- lator.html
b) Why is it a good idea to pla	an meals that use many of the same ingre	dients?	