

Matching

Match the word on the left with its meaning on the right. Type the number of the word next to its meaning.

1	proofreading	read your essay aloud again	<input type="checkbox"/>
2	the first step in the Proofreading process	keep track of the kinds of mistakes you make more than one time in an essay	<input type="checkbox"/>
3	the second step in the proofreading process	the process of rereading your work to find and correct any errors that may be in it	<input type="checkbox"/>
4	the third step in the proofreading process	examine your paragraphs	<input type="checkbox"/>

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Reading Passage

Revision is the third step in the writing process. In it you reread your paragraph and decide if the information is presented in the most understandable way. When you make any changes or revisions, you should also proofread, or look for mistakes in your writing. Proofreading is the fourth step in the writing process.

The first steps in proofreading are to:

1. read your essay aloud again.
2. examine your paragraphs – look at the length, supporting sentence(s), and topic sentence of each one.
3. keep track of the kinds of mistakes you make more than one time in an essay.

Comprehension Questions

Drag a circle to the correctly spelled word in each row.

<input type="radio"/>	a) exsited	excited	exxcitd
<input type="radio"/>	b) favorit	favrite	favorite
<input type="radio"/>	c) caught	cought	caugt
<input type="radio"/>	d) wright	ritte	write
<input type="radio"/>	e) beleive	believe	beleeve
<input type="radio"/>	f) except	ekcept	except
<input type="radio"/>	g) scool	schol	school
<input type="radio"/>	h) may-be	maybe	mabe
<input type="radio"/>	i) clothes	cloese	clothes

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Marking Rubric

Name: _____

	Level 1	Level 2	Level 3	Level 4
Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention. <input type="checkbox"/>	Demonstrates a basic understanding of the concepts. Requires some intervention. <input type="checkbox"/>	Demonstrates a good understanding of the concepts. Requires no intervention. <input type="checkbox"/>	Demonstrates an excellent understanding of the concepts. Requires no intervention. <input type="checkbox"/>
Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text. <input type="checkbox"/>	Expresses responses to the text with some effectiveness; supported by some proof from the text. <input type="checkbox"/>	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text. <input type="checkbox"/>	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text. <input type="checkbox"/>
Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with some details but also some incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with satisfactory details and good analysis. <input type="checkbox"/>	Interprets various concepts from the text with excellent details and thorough analysis. <input type="checkbox"/>
Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>

Total Score = /137