

Grade: 8	Strand: Writing	Concept: Proofreading
Description of Task:	Students complete a proofreading exercise to identify and correct all errors in a text selection.	
Expectations:	8e10 • use correctly the conventions (grammar, spelling, punctuation, etc.) specified for this grade level	
Software Type:	Computer Assisted Instruction	
Computer Skills Prerequisite	<p>Students must be able to:</p> <ul style="list-style-type: none"> <li>• Access and run the program</li> <li>• Log in as a guest, or select their names from the class list (if the teacher is using the tracking features of the program)</li> <li>• Find the correct exercise</li> <li>• Read and follow the directions</li> </ul>	
Student Instructions: (for teacher)	<ol style="list-style-type: none"> <li>1. Remind students of some strategies for identifying common errors (e.g. reading passage aloud, rereading, referring to personal checklists, etc.)</li> <li>2. Remind students of some common errors or of some recent errors studied in class.</li> </ol>	
Teacher Notes:	<p>This activity is found in the writing section of the <i>Reading and Writing Achievement</i> software. The program offers sixteen different passages with varying types and numbers of errors for correction. Once the students have identified errors, the program offers them a choice of corrections. After the students have made their selections, the program explains the type of error and proper correction.</p> <p>The <i>Reading and Writing Achievement Program Teacher Reference Manual</i> (p. 22) provides information about the number and type of errors for each passage, and lists the passages in order of difficulty. For the purposes of this document, it is proposed that Gr. 7 and Gr. 8 teachers collaborate to determine which activities students will work on in any given year.</p> <p>Teachers may have students work in pairs for this activity, so they can discuss the errors and how to correct them.</p> <p>Related offline activities:</p> <ul style="list-style-type: none"> <li>• Students can write their own passage with errors for correction and exchange them with other students.</li> <li>• They can compare their results on the tutorial (e.g. number of errors found, most common errors detected) with one another.</li> <li>• Students can use their corrections in the exercise to help them identify and correct errors in a piece of their own writing that needs editing.</li> <li>• Teachers may use one of the tutorial pieces as a modeled writing lesson.</li> </ul>	
	Activity Template File: Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Student Instruction BLM: Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	
Assessment:	<p>How many errors are the students detecting? (curriculum)</p> <p>Are they identifying them and correcting them properly? (curriculum)</p> <p>Are they asking good questions for clarification and understanding? (learning skills)</p> <p>Do students seek assistance or clarification when required? (learning skills)</p> <p>Do students follow instructions independently? (learning skills)</p>	