

Application Lesson 15

Materials Needed:

- *Student Book*: Application Lesson 15
- Application Overhead Transparencies 57–60
- Appendix B Optional Vocabulary Activities: Application Lesson 15
- Paper or cardboard to use when covering the overhead transparency
- Paper or cardboard for each student to use during spelling dictation
- Washable overhead transparency pen

Text Treatment Notes:

- Black text signifies teacher script (exact wording to say to students).
- Green text in parentheses signifies directions or prompts for the teacher.
- Green text signifies answers or examples of answers.
- Green graphics treatment signifies reproduction of Overhead information.
- Green text and green graphics treatment do not appear in the *Student Book*.

ACTIVITY A

Vocabulary

ACTIVITY PROCEDURE, List 1

(See the *Student Book*, page 139.)

Tell students each word in the list. Then, have students repeat the word and read the definition aloud. For each definition, provide any additional information that may be necessary. Then, have students practice reading the words themselves.

Note A.1-1: See Appendix E, Pronunciation Guide for Unique Words, for correct pronunciations of uncommon vocabulary words.



Use Overhead 57: Activity A

List 1: Tell

1. (Show the top half of Overhead 57.) Before we read the passage, let's read the difficult words. (Point to **Egypt**.) The first word is **Egypt**. What word?_ Now, read the definition._
2. (Point to **Cairo**.) The next word is **Cairo**. What word?_ Now, read the definition._
3. (Pronounce each word in List 1, and then have students repeat each word and read the definition.)
4. Open your *Student Book* to **Application Lesson 15**, page 139._
5. Find **Activity A, List 1**, in your book._ Let's read the words again. First word._ Next word._ (Continue for all words in List 1.)

ACTIVITY PROCEDURE, List 2

(See the *Student Book*, page 139.)

Have students circle prefixes and suffixes, then underline the vowels. Using the overhead transparency, assist students in checking their work. Next, have students figure out each word to themselves, then say it aloud. Have them read the definition aloud.



Use Overhead 57: Activity A

List 2: Strategy Practice

1. Find **List 2**. Circle the prefixes and suffixes, and underline the vowels. Look up when you are done._

ACTIVITY A Vocabulary

List 1: Tell

1. **Egypt** *n.* ▶ (a country in northeastern Africa)
2. **Cairo** *n.* ▶ (a city in Egypt)
3. **Giza** *n.* ▶ (a place near Cairo)
4. **Khufu** *n.* ▶ (a ruler of ancient Egypt)
5. **Babylon** *n.* ▶ (an ancient city in the Middle East)
6. **Nebuchadnezzar** *n.* ▶ (a ruler of Babylon)
7. **Euphrates River** *n.* ▶ (a river near Babylon)
8. **Zeus** *n.* ▶ (a Greek god)
9. **Phidias** *n.* ▶ (a Greek sculptor)
10. **Ephesus** *n.* ▶ (an ancient city in Turkey)
11. **Mausolus** *n.* ▶ (an ancient king)
12. **Halicarnassus** *n.* ▶ (an ancient city in Turkey)
13. **Aegean Sea** *n.* ▶ (a sea between Greece and Turkey)
14. **Helios** *n.* ▶ (the Greek sun god)
15. **Auguste Bartholdi** *n.* ▶ (a French sculptor)
16. **Alexandria** *n.* ▶ (a city in northern Egypt)

List 2: Strategy Practice

1. **monument** *n.* ▶ (something [often a statue] set up to keep alive the memory of a person or event)
2. **tribute** *n.* ▶ (something done as a sign of respect)
3. **pyramid** *n.* ▶ (a stone structure with a square base and four sides that come up to a peak)
4. **approximately** *adv.* ▶ (nearly)
5. **complicate** *v.* ▶ (to make difficult or hard to understand)
6. **commission** *v.* ▶ (to pay for work to be done)
7. **foundation** *n.* ▶ (the base or bottom)
8. **practical** *adj.* ▶ (showing good sense)
9. **Colossus** *n.* ▶ (a statue of Helios, the sun god)
10. **description** *n.* ▶ (a statement of how something looks)

TALLY



VOCABULARY



Points

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2. (Show the bottom half of Overhead 57.) Before you check your work on List 2, look at item #4. (Point to the first example and the **ap** that is circled.) Remember, you can also circle **ap**. What prefix?_ Now, go back to item #1. Check and fix any mistakes._
3. Go back to the first word again._ Sound out the word to yourself. Put your thumb up when you can read the word. Be sure that it is a real word._ What word?_ Now, read the definition._
4. (Continue Step 3 with all remaining words in List 2.)

Note A.2-1: You may wish to provide additional practice by having students read words to a partner.

ACTIVITY PROCEDURE, List 1 and 2

(See the *Student Book*, page 139.)

Tell students to look in List 1 or List 2 for a word you are thinking about. Have them circle the number of the word and tell you the word. Explain to students to make a tally mark for each correct word in the Tally box, and then enter the number of tally marks as points in the blank half of the Vocabulary box.

- Remember, the words I'm thinking about will be in either List 1 or List 2. Make a tally mark in the Tally box at the bottom of page 139 for every correctly identified word.
- Circle the number of the appropriate word.
 - This is set up to honor a person or an event. (Wait.) What word? **monument**
 - If someone will pay you for work to be done, they will do this. (Wait.) What word? **commission**
 - This country is in northeastern Africa. (Wait.) What word? **Egypt**
 - If the directions are difficult to understand, it can do this to a task. (Wait.) What word? **complicate**
 - What do we call something done as a sign of respect? (Wait.) What word? **tribute**
- Count all the tally marks, and enter that number as points in the blank half of the Vocabulary box.

ACTIVITY PROCEDURE, List 3

(See the *Student Book*, page 140.)

The words in the third list are related. Have students use the REWARDS Strategies to figure out the first word in each family. Have them read the definition and then read the other two words in the family.



Use Overhead 58: Activity A
List 3: Word Families

- Turn to page 140. Find **Family 1** in **List 3**. Figure out the first word. Use your pencil if you wish. Put your thumb up when you know the word. What word? Read the definition.
- Look at the next word in Family 1. Figure out the word. What word?
- Next word. Figure out the word. What word?
- (Repeat Steps 1–3 for all word families in List 3.)

List 3: Word Families

Family 1	history	n.	▶ (a record of the past)
	historical	adj.	
	historian	n.	
Family 2	architecture	n.	▶ (the design, plan, and construction of buildings or other structures)
	architectural	adj.	
	architect	n.	
Family 3	compile	v.	▶ (to collect and put together)
	compiler	n.	
	compilation	n.	
Family 4	construct	v.	▶ (to make or build)
	construction	n.	
	deconstruct	v.	
Family 5	sculpture	n.	▶ (art figures and forms made of wood, stone, or clay)
	sculpt	v.	
	sculptor	n.	

ACTIVITY B Spelling Dictation

1. history	4. construct
2. historical	5. construction
3. historian	6. deconstruct

Note A.3-1: You may wish to provide additional practice by having students read a word family to the group or to a partner.

Note A.3-2: Additional vocabulary practice activities are provided in Appendix B of the Teacher's Guide. These activities are optional and can be assigned during class, for homework, or as small group, in-class activities.

ACTIVITY B

Spelling Dictation

ACTIVITY PROCEDURE

(See the *Student Book*, page 140.)

For each word, tell students the word, then have students say the parts of the word to themselves while they write the word. Then, have students enter the number of correctly spelled words as points in the blank half of the Spelling box.

Note B-1: Distribute a piece of light cardboard to each of the students.



Use Overhead 58: Activity B

1. Find **Activity B**.
2. The first word is **history**. What word?_ Say the parts in **history** to yourself as you write the word. (Pause and monitor.)
3. (Show **history** on the overhead.) Check **history**. If you misspelled it, cross it out and write it correctly.
4. The second word is **historical**. What word?_ Say the parts in **historical** to yourself as you write the word. (Pause and monitor.)
5. (Show **historical** on the overhead.) Check **historical**. If you misspelled it, cross it out and write it correctly.
6. (Repeat the procedures for the words **historian**, **construct**, **construction**, and **deconstruct**.)
7. Count the number of words you spelled correctly, and record that number as points in the blank half of the Spelling box at the bottom of the page.

List 3: Word Families

Family 1	history	n.	▶ (a record of the past)
	historical	adj.	
	historian	n.	
Family 2	architecture	n.	▶ (the design, plan, and construction of buildings or other structures)
	architectural	adj.	
	architect	n.	
Family 3	compile	v.	▶ (to collect and put together)
	compiler	n.	
	compilation	n.	
Family 4	construct	v.	▶ (to make or build)
	construction	n.	
	deconstruct	v.	
Family 5	sculpture	n.	▶ (art figures and forms made of wood, stone, or clay)
	sculpt	v.	
	sculptor	n.	

ACTIVITY B Spelling Dictation

1. history	4. construct
2. historical	5. construction
3. historian	6. deconstruct

ACTIVITY C

Background Knowledge

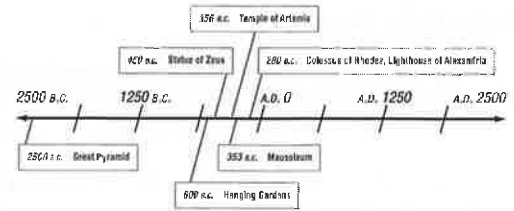
ACTIVITY PROCEDURE

(See the *Student Book*, page 141.)

Read the Background Knowledge paragraph using one of three methods: read it to students, have students read it together, or call on individual students to read. Examine the timeline and the related graphic together. Then, preview the passage together by examining the title and the headings. Have students tell partners two things the passage will tell about.

1. Turn to page 141. Let's read the paragraph. (Read or ask students to read. Then examine the timeline and graphic together.)
2. Now, let's turn the page and preview the passage. Read the title. — What is the whole passage going to tell about? —
3. Now, let's read the headings. Read the first heading. — Read the next heading. — (Continue until students have read all headings.)
4. Turn to your partner. Without looking, tell two things this passage will tell about. —

ACTIVITY C Background Knowledge



Everyone makes lists: lists of things to do, to buy, and to wish for. In this article, you will read about a famous list compiled by an ancient Greek writer around the second century B.C. You've probably heard of his list. It's called the Seven Wonders of the Ancient World. This list named the greatest sculptural and architectural monuments of ancient time and became one of the best-known lists of all time. The writer chose the number 7 because it was thought to be a magical number. Many other "Seven Wonders" lists have been written since then; however, the original list is the most widely accepted among historians and scholars throughout time.



The Locations of the Seven Wonders of the Ancient World

ACTIVITY D

Passage Reading and Comprehension

ACTIVITY PROCEDURE

(See the *Student Book*, pages 142–143.)

Have students work on reading accuracy by selecting a passage-reading option that best fits your students.

Passage Reading: Accuracy

(Select a passage-reading procedure that matches the size of your group and the competency of your students.)

Option A

If you are teaching a small group of students who are having difficulty, use Option A:

Have students read one paragraph silently. Then, call on one student to orally read a paragraph or a portion of the paragraph to the class. Call on students in random order, varying the amount that each student reads.

Option B

If you are teaching a small group with students who are not having difficulty, use Option B:

Have students read the entire article silently, rereading it if they finish before their classmates. Then, call on one student to orally read a paragraph or a portion of a paragraph to the class. Call on students in random order, varying the amount that each student reads.

Option C

If you are teaching a large group with students who are having difficulty, use Option C:

Have students read one paragraph silently. Then, have students read the paragraph to a partner. Alternate partner-reading turns.

Option D

If you are teaching a large group with students who are not having difficulty, use Option D:

Have students read the entire article silently, rereading it if they finish before their classmates. Then, have students read the passage with their partners, alternating on each paragraph.)

ACTIVITY D Passage Reading and Comprehension

The Seven Wonders of the Ancient World

As far back as the fifth century B.C., seven great monuments and structures were recognized as the Seven Wonders of the Ancient World. In the second century B.C., a Greek writer compiled the list. The buildings and monuments were tributes to science, religion, art, and power. (#1)

Although only one of the Seven Wonders of the Ancient World remains intact today, historical descriptions have provided information about the others. Many of these great works inspired later architects and artists. Pieces of some of the structures, or art that they contained, can be seen at museums all around the world. (#2)

The Great Pyramid

The oldest of the Seven Wonders is also the only one that still stands today. The Great Pyramid was built in Giza (near present-day Cairo) around 2500 B.C. as a tomb for the Egyptian pharaoh Khufu. Approximately two million stones were used to build the pyramid, each weighing about two tons. The structure is so well built that you cannot even slip a card between the stones. (#3)

The Hanging Gardens of Babylon

King Nebuchadnezzar built an elaborate garden for his queen around 600 B.C. Many terraced steps were constructed and then filled with plants. A complicated system of tunnels and pulleys brought water to the 300-foot-high gardens from the nearby Euphrates River. (#4)

The Statue of Zeus

In Olympia, Greece, the birthplace of the ancient Olympic games, people gathered to compete in sports and honor Zeus, an important Greek god. In the fifth century B.C., a sculptor named Phidias carved an enormous gold and ivory figure of the god. Historians believe the statue may have been 40 feet high. No trace of the statue remains today, except for reproductions (copies) that the Greeks put on their coins. (#5)

The Temple of Artemis at Ephesus

This beautiful work of architecture was built in present-day Turkey around 356 B.C. to honor the goddess Diana. It sported more than 100 columns that

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Passage Reading: Comprehension Questions

(You may wish to ask the following questions as the passage is being read. Numbers corresponding to the questions are indicated at the point at which they could be asked.)

#1 Why were the Seven Wonders compiled into a list?

They were tributes to science, religion, art, and power.

#2 How many of the Seven Wonders remain today?

Only one remains standing; you can see pieces of the others in museums. You can find historical descriptions of many.

#3 Why was the Great Pyramid built?

To be a tomb for the Egyptian pharaoh Khufu.

#4 What did the Hanging Gardens of Babylon look like?

They were terraced steps, filled with plants.

322 supported a massive roof. The temple was thought to be the first structure made
336 entirely of marble. The temple was destroyed in A.D. 262 by Goths who invaded
350 the country. (#6)

352 The Mausoleum at Halicarnassus

356 Built in 353 B.C., the Mausoleum of Halicarnassus was a huge tomb. King
369 Mausolus commissioned the work to be built in Bodrum, a city on the Aegean Sea
384 in southwest Turkey. The massive structure and its stunning sculpture and artwork
396 remained intact for 16 centuries until it was damaged in an earthquake. Later,
408 Crusade soldiers deconstructed, or took apart, the mausoleum and used its
420 polished stone in the construction of their castle. The castle remains standing
432 today, but nothing remains at the site of the mausoleum except its foundation. (#7)

445 The Colossus of Rhodes

449 The Colossus was a 30-meter-tall statue of the Greek sun god, Helios. The
464 statue, which was made of bronze, was erected to guard the entrance at the
476 harbor of Rhodes, an island in Greece. It took 12 years to build and was
493 destroyed by an earthquake a mere 56 years later. It completely disappeared after
506 the pieces were sold to a man from Syria. But the wonder of the statue inspired
522 the French sculptor Auguste Bartholdi to create the Statue of Liberty. (#8)

533 The Lighthouse of Alexandria

537 Of the Seven Wonders, only the Lighthouse of Alexandria had a practical
549 purpose. The lighthouse helped sailors gain safe entry to the Great Harbor,
561 which is where the Nile River flows into the Mediterranean Sea. It was the
575 tallest building in the world at the time of its construction, around 280 B.C. At
590 the top was a mirror, used to reflect light from the sun or from a fire out to the
609 sea to guide sailors. Scientists are fascinated by descriptions of this mirror, which
622 was said to reflect light as far away as 95 miles. The lighthouse was weakened
637 and later destroyed by several earthquakes. (#9)

643

ACTIVITY E Fluency Building

Cold Timing	<input type="text"/>	Practice 1	<input type="text"/>
Practice 2	<input type="text"/>	Hot Timing	<input type="text"/>

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ACTIVITY E

Fluency Building

ACTIVITY PROCEDURE

(See the Student Book, page 143.)

Have students complete a Cold Timing, one or two practices, and a Hot Timing of the Activity D article. For each timing, have students record the number of correct words read. Finally, have students complete their Fluency Graphs.

Note E-1: When assigning partners for this activity, have the stronger reader read first. As a result, the other reader will have one additional practice opportunity.

- Now, it's time for fluency building.
- Find the beginning of the passage again. (Pause.)
- Whisper-read. See how many words you can read in one minute. Begin... (Time students for one minute.) Stop... Circle the last word that you read... Record the number of words you read after **Cold Timing** in **Activity E** at the bottom of page 143...
- Let's practice again. Begin... (Time students for one minute.) Stop... Put a box around the last word that you read... Record the number of words you read after **Practice 1**...
- Optional** Let's practice one more time before the Hot Timing. Begin... (Time students for one minute.) Stop... Put a box around the last word that you read... Record the number of words you read after **Practice 2**...
- Please exchange books with your partner... Partner 1, you are going to read first. Partner 2, listen carefully and underline any mistakes or words left out. Ones, begin... (Time students for one minute.) Stop... Twos, cross out the last word that your partner read... Twos, record the number of words in your partner's book after **Hot Timing**...
- Partner 2, you are going to read next. Partner 1, listen carefully and underline any mistakes or words left out. Twos, begin... (Time students for one minute.) Stop... Ones, cross out the last word that your partner read... Ones, record the number of words in your partner's book after **Hot Timing**...
- Exchange books... Turn to the Fluency Graph on the last page of your book, and indicate on the graph the number of Cold Timing and Hot Timing words you read correctly...

#5 What was the Statue of Zeus made from?

Gold and ivory.

#6 Why was the Temple of Artemis at Ephesus built?

To honor the goddess Diana.

#7 What was the cause of damage to the Mausoleum?

An earthquake.

#8 What did the Colossus of Rhodes inspire?

The French sculptor Auguste Bartholdi's creation of the Statue of Liberty.

#9 How did the Lighthouse of Alexandria work?

A mirror at the top reflected light from the sun or from a fire.

ACTIVITY F

Comprehension Questions— Multiple Choice and Short Answer

ACTIVITY PROCEDURE

(See the *Student Book*, pages 144–145.)

Have students complete the Multiple Choice and Short Answer questions on the passage. Give feedback to students on their answers. Lead students in a discussion of their Multiple Choice answers and rationales. Have students record points for each correct item. For each Short Answer response, give one point for using the wording of the question in the answer, and one point for accuracy of the answer (total of 4 points possible for two complete answers).

Note F-1: The correct Multiple Choice answers are circled.

ACTIVITY F Comprehension Questions— Multiple Choice and Short Answer

Comprehension Strategy—Multiple Choice

- Step 1:** Read the item.
Step 2: Read all of the choices.
Step 3: Think about why each choice might be correct or incorrect. Check the article as needed.
Step 4: From the possible correct choices, select the best answer.

- (Vocabulary) Read this sentence from the passage: "In the second century B.C., a Greek writer compiled the list." What does the word *compiled* mean in that sentence?
Ⓐ Put together items for the list. Ⓒ Made a pile of items for the list.
Ⓑ Used the Greek language. Ⓓ Stacked up cards with names of items written on them.
- (Cause and Effect) The writer's purpose in creating the list of the Seven Wonders of the Ancient World was to:
Ⓐ have each site named a historical place.
Ⓑ direct people to great vacation destinations.
Ⓒ recognize very important buildings and monuments of ancient times.
Ⓓ establish the basis for a movie on ancient accomplishments.
- (Compare and Contrast) How is the Great Pyramid different from the other six Wonders of the Ancient World?
Ⓐ The Great Pyramid is the only Wonder of the Ancient World that is a structure rather than artwork.
Ⓑ The Great Pyramid is the only Wonder of the Ancient World that is located in Egypt.
Ⓒ The Great Pyramid is the only Wonder of the Ancient World made from stone.
Ⓓ The Great Pyramid is the only Wonder of the Ancient World that still stands today.
- (Main Idea) Which sentence gives the best summary of the article?
Ⓐ The "Seven Wonders of the Ancient World" list names monuments that all educated people should visit.
Ⓑ The "Seven Wonders of the Ancient World" list contains important buildings and monuments of ancient times.
Ⓒ The Seven Wonders of the Ancient World were so important that no current structure or monument will ever be greater.
Ⓓ The Greek writer compiled the list for his own use in planning vacations.

MULTIPLE CHOICE COMPREHENSION



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Points

Comprehension Strategy—Short Answer

- Step 1:** Read the item.
Step 2: Turn the question into part of the answer and write it down.
Step 3: Think of the answer or locate the answer in the article.
Step 4: Complete your answer.

- How did we learn about these ancient wonders?
Example answer: We learned about these ancient wonders through historical descriptions written down by scholars. Also, these wonders inspired many artists and architects who went on to create great art and buildings. Finally, pieces of some of the structures and the art from within can be found in museums throughout the world.
- Why do you think these seven things were chosen to be the Seven Wonders of the Ancient World?
Example answer: I think these seven things were chosen to be the Seven Wonders of the Ancient World because they were the "best" representations of art and architecture of that time period. People probably thought they would last forever as reminders of their cultures and civilizations.

SHORT ANSWER COMPREHENSION



Points

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ACTIVITY G

Expository Writing—Extended Response

ACTIVITY PROCEDURE

(See the *Student Book*, pages 146–147.)

Have students read the prompt and record their position. Next, have them **LIST** reasons and explanations in the Planning Box by referring back to the article. Encourage them to record notes rather than write complete sentences. When students are done with their lists, have them compare their reasons and explanations with those of their classmates and the Example Plan.

1. Time to write. First, read the prompt on page 146. Then, use the Planning Box on page 146 to start thinking about your first sentence. Then, write your **LIST**. When you are finished, compare your list to your partner's list.



Use Overhead 59

Example Extended Response Plan

2. Now, compare your list to the list on the overhead.

ACTIVITY PROCEDURE

Next, have students complete the additional steps in the Extended Response Writing Strategy. Have them reread their lists and **CROSS OUT** any weak or unimportant reasons or explanations. Then, have students **CONNECT** explanations that could go together in one sentence, **NUMBER** their reasons in a logical order, and **WRITE** their extended responses on a separate piece of paper. When they are done, have them **EDIT** their paragraphs, revising for clarity and proofreading for errors in spelling, capitalization, and punctuation.

Have students read their extended responses to their partners. Then, read the Example Extended Response.

Have students read each of the attributes on the rubric, examine their extended responses, and circle either “Yes” or “Fix up.” Give students time to make necessary changes.

Optional: During or after the class session, fill in the third column of the rubric chart and assign points to the extended responses.

Optional: Have students date their writing and place the sample in a folder. Thus, students will be able to look back at their

ACTIVITY G Expository Writing—Extended Response

Writing Strategy—Extended Response

- Step 1: LIST** (List the reasons for your position. For each reason, explain with details.)
Step 2: CROSS OUT (Reread your reasons and details. Cross out any that you decide not to include.)
Step 3: CONNECT (Connect any details that could go into one sentence.)
Step 4: NUMBER (Number the reasons in a logical order.)
Step 5: WRITE (Write your responses.)
Step 6: EDIT (Revise and proofread your responses.)

Prompt: What three modern inventions do you think have made the most difference in the world and why?

Planning Box	
(position)	Three modern inventions have made the most difference in the world.
① (reason)	– telephone improved communication
(explain)	– letters take days or weeks
	– people can communicate instantly
	– hear voices of friends and family
② (reason)	– refrigerator made food last longer
(explain)	– possible to transport food or keep it in storage longer
	– things spoil less easily
③ (reason)	– computer made difficult tasks simpler
(explain)	– math-based tasks, like bookkeeping, take less time
	– people share information easily with disks and e-mail

Directions: Write your extended response on a separate piece of paper.

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Rubric— Extended Response	Student or Partner Rating	Teacher Rating
1. Did the author tell his/her position in the first sentence?	Yes Fix up	Yes No
2. Did the author include at least three strong, logical reasons for his/her position?	Yes Fix up	Yes No
3. Did the author provide a strong, logical explanation for each of his/her reasons?	Yes Fix up	Yes No
4. Is the response easy to understand?	Yes Fix up	Yes No
5. Did the author correctly spell words, particularly the words found in the article?	Yes Fix up	Yes No
6. Did the author use correct capitalization, capitalizing the first word in the sentence and proper names of people, places, and things?	Yes Fix up	Yes No
7. Did the author use correct punctuation, including a period at the end of each sentence?	Yes Fix up	Yes No

WRITING Points

summaries and extended responses and literally see their writing improvement.

3. Now, **CROSS OUT, CONNECT, NUMBER, and WRITE**...
4. Reread your response and **EDIT**. Check to be sure your response is easy to understand. Fix any errors you find in spelling, capitalization, and punctuation... (**Monitor**)
5. Read what you've written to your partner...



Use Overhead 60

Example Extended Response

6. Look at the overhead. Let's read this Example Extended Response. Yours doesn't need to be exactly the same, but it should be similar.
7. (Have students turn to the rubric on page 147. Ask students to evaluate their own or their partner's writing to determine what to edit. When they have finished the evaluation, give students adequate time to make changes. Have students enter their points in the blank half of the Writing Box below the rubric.)

ACTIVITY G Expository Writing—Extended Response

Writing Strategy—Extended Response

- Step 1: LIST** (List the reasons for your position. For each reason, explain with details.)
Step 2: CROSS OUT (Reread your reasons and details. Cross out any that you decide not to include.)
Step 3: CONNECT (Connect any details that could go into one sentence.)
Step 4: NUMBER (Number the reasons in a logical order.)
Step 5: WRITE (Write your response.)
Step 6: EDIT (Revise and proofread your response.)

Prompt: What three modern inventions do you think have made the most difference in the world and why?

Planning Box

(position)	<i>Three modern inventions have made the most difference in the world.</i>
① (reason)	<i>— telephone improved communication</i>
(explain)	<i>— letters take days or weeks</i> <i>— people can communicate instantly</i> <i>— hear voices of friends and family</i>
② (reason)	<i>— refrigerator made food last longer</i>
(explain)	<i>— possible to transport food or keep it in storage longer</i> <i>— things spoil less easily</i>
③ (reason)	<i>— computer made difficult tasks simpler</i>
(explain)	<i>— math-based tasks, like bookkeeping, take less time</i> <i>— people share information easily with disks and e-mail</i>

Directions: Write your extended response on a separate piece of paper.

Rubric— Extended Response	Student or Partner Rating	Teacher Rating
1. Did the author tell his/her position in the first sentence?	Yes Fix up	Yes No
2. Did the author include at least three strong, logical reasons for his/her position?	Yes Fix up	Yes No
3. Did the author provide a strong, logical explanation for each of his/her reasons?	Yes Fix up	Yes No
4. Is the response easy to understand?	Yes Fix up	Yes No
5. Did the author correctly spell words, particularly the words found in the article?	Yes Fix up	Yes No
6. Did the author use correct capitalization, capitalizing the first word in the sentence and proper names of people, places, and things?	Yes Fix up	Yes No
7. Did the author use correct punctuation, including a period at the end of each sentence?	Yes Fix up	Yes No

WRITING Points