

Matching

New Creations Match A person or company can create a new way to do things. They can release a new product, or come up with a fresh idea. When they do this, they are being innovative. New creations and ways of doing things can change the world.

Match the title with the sentence. Type the number of the title next to its sentence. /5

1	Mastery of the Horse	Used to see stars and galaxies. Used to see very small living cells.	<input type="text"/>
2	Compass	They let people travel all over.	<input type="text"/>
3	Steam Engine	A way of changing energy into motion.	<input type="text"/>
4	Paper Money	Something to find direction.	<input type="text"/>
5	Magnifying Lenses	Used to buy things. Used to earn things.	<input type="text"/>

Reading Passage

What It Takes to Challenge the Status Quo

To be innovative, you will challenge the status quo. Status Quo means the way things are or have always been. Challenging this may make it better. Every person who has inspired greatness has had to challenge the status quo. It takes an open mind, open heart, and open will. To have an open heart, to inspire and encourage others to take a chance. To have an open will, to be willing to risk and take bold steps. To have an open mind, to be learning and growing.

Start by asking yourself:

- What needs to be challenged?
- What needs to be improved?
- What is the greatest risk?
- What can I expect?
- What can I learn?

Comprehension Questions

Challenging the Classroom Status Quo

Are there things you do at school because "That is how it's always been done"? Make a list below with all the things that have stayed the same in YOUR classroom. Two examples have been added to the list to start you off.

- Quiet reading time is always in the afternoon.
- Lunch is always at 11:30.

Go over the list with your class. As a class, choose one of the items that you would like to change.

We would like to change:

/5

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 = /64