

BES

4<sup>th</sup> Grade ELA

April 6-17

Work Packet

4<sup>th</sup> Grade ELA

April 6-10

## 4<sup>th</sup> Grade ELA

### **\*Graded Assignments\***

**FSA Coach Book Lessons:** Complete Strand 2, Lessons 6.

- **Directions:** Students should read the lesson and then mark the text. Continue on with each lesson by reading both stories and answering both sets of questions.

**CommonLit:** Complete the CommonLit article on the Everglades.

- **Directions:** Students should—read the passage, mark the text, and answer all questions

### **\*Optional (but highly recommended) Assignments\***

**Writing Assignment:** Opinion Writing Prompt—Space Tourism

- **Directions:** Students should—analyze the writing prompt, read through and mark the sources, create a plan, write a 4 paragraph essay, and check over/make revisions as needed.

# Persuasive Texts

## 1 GETTING THE IDEA

**Persuasive texts** try to persuade, or convince, readers to agree with a certain view or take a specific action. Political speeches on television and opinion blog posts online are persuasive texts. Advertisements in newspapers and magazines are also persuasive texts. They try to convince you to buy certain products. Many newspapers and magazines also have an editorial section. In this section, editors write persuasive texts to give their opinions about topics. Readers write letters to the editor to give their opinions about editorials, news stories, and current events.

### Text Structure

Many persuasive texts follow a specific structure.

- The **introduction** states the **claim**, or the main point the author wants to make.
- The **supporting paragraphs** give reasons why readers should believe the claim and include evidence to back up the reasons.
- The **conclusion** restates the author's position, summarizes the key points, and leaves readers with a final thought about the topic.

### Point of View

Persuasive writing is different from most informational writing. Generally, informational texts are neutral. This means they present the facts about a topic without giving opinions about it. Often, informational texts present both sides of an issue.

Persuasive texts are not neutral. In a persuasive text, an author gives his or her **point of view**, or feelings about a topic. At the beginning of the text, the author makes a claim. The claim states his or her position in support of or against a topic. It is the main idea of the text. The author's claim is usually an opinion. **Opinions** are statements that are based on feelings or beliefs. They cannot be proven true.

## Reasons and Evidence

A writer of a persuasive text wants readers to agree with his or her opinions. An author defends a claim by giving reasons to back it up. **Reasons** are supporting ideas that tell readers why they should believe the author's opinions.

Authors also supply evidence to support the reasons. **Evidence** includes facts, examples, quotes, and other data. In contrast to opinions, **facts** are statements that can be proven true or used to prove that something else is true. For a persuasive text to be convincing, it has to include enough evidence for the reader to believe or agree with the author's claim.

Read the sentences below. Circle the opinion. Underline the fact.

Children need a specific bedtime every night. The National Sleep Foundation recommends that school-age children get ten to eleven hours of sleep each night.

The opinion is a belief. The writer believes that children need a specific bedtime. But that idea cannot be proven true. Other people may hold a different opinion and think children do not need to go to bed at the same time each night. The fact, however, is a true statement. It can be proven that the foundation suggests ten to eleven hours of sleep per night for school-age children.

This chart shows an author's claim and the reasons and evidence used to support it. When you read a persuasive text, pay attention to how the author uses specific evidence to support each reason.

<b>Claim:</b> Children need a strict bedtime to ensure they get enough sleep.		
<b>Reason:</b> Children need more than eight hours of sleep each night to function at their best.	<b>Reason:</b> Children need to get enough sleep to stay healthy and alert.	<b>Reason:</b> Not getting enough sleep can affect a student's performance in school.
<b>Evidence:</b> The National Sleep Foundation recommends that school-age children get ten to eleven hours of sleep each night.	<b>Evidence:</b> Many studies have found connections between too little sleep and a greater risk of health problems.	<b>Evidence:</b> Researchers have found that students who get less sleep have more difficulty remembering information.

## Methods of Persuasion

Writers have different ways to try to get you to agree with their opinions. Here are some strategies authors may use in persuasive writing.

An author may . . .	An author wants readers to . . .	Example
use strong words that appeal to readers' emotions.	have feelings about the author's views. If readers feel strongly, they may be more likely to change their views or take action.	Why risk your children's health to let them stay up later at night? When children don't get enough sleep, their overall health is affected.
suggest that "everyone is doing it."	feel a need to belong and agree with an idea to "fit in" with others.	Almost all parents give their children a specific bedtime.
use an expert's name to promote something.	believe what an expert says. Readers may be more likely to agree with a view if a trusted expert supports it.	Dr. Pam, a well-known expert on sleep patterns, encourages parents to stick to a set bedtime each night.

### Language Spotlight • Persuasive Language

Persuasive writers choose their words carefully. They use precise words to explain exactly what they think and use persuasive language to affect how a reader thinks and feels. An author's word choice affects how convincing the writing is.

Read the paragraph. Underline the persuasive words the author uses. How does the author's choice of words make the information convincing?

Help student athletes prevent unnecessary injuries! Athletes who do not get the required sleep are less able to focus and risk getting hurt. In one 2012 survey, student athletes who had eight hours of sleep each night reported fewer injuries than those who slept less.

**Read the passage.**

May 8, 2013

Dear Editor,

What ever happened to Americans' right to personal choice? In places across the country, people are being told what they can and cannot eat, drink, or buy. Recently, some colleges and towns have even banned the sale of personal-sized disposable<sup>1</sup> plastic water bottles. Someone needs to put an end to this insanity. No one should be allowed to ban the sale of plastic water bottles.

First of all, everyone knows that water is a basic need for all human beings. A large amount of the human body is made up of water. People need to drink water to stay hydrated. Doctors and nutritionists recommend that people drink eight glasses of water a day. The easiest way for people to meet this requirement is to carry bottles of water with them. That way they can make sure to have enough water.

This is especially important for people who work or exercise outside. They may not have access to a water fountain or tap. When people sweat, they lose water. They need to replace this water by drinking so they don't get dehydrated. When a person gets dehydrated, he or she may feel dizzy and weak, and may even pass out. So, many workers and athletes rely on disposable water bottles. They are lightweight and easy to carry, and can be thrown away after use.

In addition, there are other situations in which people may not have access to tap water. My family, for instance, goes hiking and camping. We often explore areas that are far from towns and a water supply. We need to carry water bottles with us so we can stay hydrated. Just think of what could happen if we got dehydrated in the middle of nowhere.

Safety experts at government health agencies also recommend that people keep a supply of bottled water in case of emergencies. In some big storms, like a blizzard or hurricane, the water supply may be affected. People may not be able to drink tap water and may need a backup supply of bottled water to drink.

<sup>1</sup> **disposable:** can be thrown away, usually after one use

Unfortunately for some people, this lack of clean tap water is an everyday concern. Many people around the world do not have access to clean tap water. Drinking unclean water can lead to illness and even death. Disposable plastic water bottles can ensure that all people have access to clean drinking water.

I understand that people are concerned by the amount of plastic waste water bottles create. But that's why most towns encourage people to recycle their water bottles. Plastic water bottles can be recycled into new bottles and even be made into other goods, like clothing! Recycling is the better solution to the waste problem.

Banning water bottles is not a suitable option. Without water bottles, people will be more likely to get dehydrated and be exposed to unhealthy drinking water. Why force people to suffer from illness or disease, or even to die, from a lack of clean water? Water bottles should be kept on store shelves so people can get the water they need.

Gianna Levitt

**Answer the following questions.**

- 1 What is the author's claim?
- A. People should recycle more.
  - B. Plastic water bottles should not be banned.
  - C. People should drink eight glasses of water a day.
  - D. Athletes need to drink more water than other people do.

**Hint:** Think about the main point the author wants people to agree with.



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**Hint** Recall the differences between opinions and facts. Facts can be proven.

- 3 Write the evidence from the box in the correct locations on the chart to support the opinions from the article.

Doctors and nutritionists recommend that people drink eight glasses of water a day.

Water bottles are lightweight and can be thrown away after use.

Many people around the world do not have access to clean tap water.

Opinion	Evidence
Personal-sized disposable water bottles are convenient.	
Disposable plastic water bottles help people stay hydrated.	
Disposable plastic water bottles can ensure that all people have access to clean drinking water.	

**Hint** Read each opinion carefully. Decide which piece of evidence best supports that opinion.

4 The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What persuasive strategy does the author use in the last paragraph of the letter?

- A. words that suggest everyone is using disposable water bottles
- B. an expert's opinion to show disposable water bottles are necessary
- C. strong words and phrases that appeal to the readers' emotions
- D. examples and facts to get readers to buy disposable water bottles

**Part B**

Which sentence from the letter's last paragraph **best** supports your answer to Part A?

- A. Banning water bottles is not a suitable option.
- B. Without water bottles, people will be more likely to get dehydrated and be exposed to unhealthy drinking water.
- C. Why force people to suffer from illness or disease, or even to die, from a lack of clean water?
- D. Water bottles should be kept on store shelves so people can get the water they need.

**Hint** What type of language does the author use? How does this language affect readers?

Use the Reading Guide to help you understand the passage.

## Plastic Water Bottles Are Destroying the Environment

### Reading Guide

Look at the introduction to this passage. What is the author's point of view on disposable plastic water bottles?

What kind of evidence does the author provide?

Pay attention to paragraph 4. How does the author address an opposing viewpoint?

The environment is in trouble, and plastic water bottles are to blame! Personal-sized disposable plastic water bottles generate waste that harms the environment. Even recycling isn't an acceptable solution because toxins are still released and too much energy is wasted. We need to find a better solution. Although the sale of water bottles has been banned in some places, more should be done to protect our health and the well-being of the environment. All personal-sized disposable plastic water bottles should be banned.

First, plastic bottles require too many resources and too much energy to make. It takes millions of barrels of oil to make the plastic water bottles that the United States uses each year. And that is just to make the bottles. Think of all the resources that are wasted by large trucks carting the bottles from warehouses to stores.

In a single year, Americans consume more than fifty billion personal-sized bottles of water! That's almost one hundred sixty bottles per person! But people don't need to drink their water from small disposable bottles. Instead of using multiple small bottles, people should refill reusable bottles with tap water. Or, if they don't have clean tap water, they should buy large containers of water and use that water to refill reusable bottles. Using reusable bottles will also save people money.

Small, disposable, plastic water bottles create a huge amount of trash. Although some people may argue that the bottles can be recycled, many people throw plastic in the regular trash. Landfills are quickly filling up with mounds of plastic that people carelessly throw away. The plastic does not break down very quickly. Pretty soon, landfills will be full and there will be nowhere to put the garbage.

## Reading Guide

How does the author use persuasive language?

What does the author suggest as alternates to bottled water?

Does the author provide a strong conclusion to the passage? Explain your answer.

Even with recycling, there is a negative impact on the environment. When plastic is recycled, gasses are released into the air. These gasses can harm the air that we breathe. The recycling process also uses a huge amount of energy. If we keep using our natural resources as we are, they will no longer be available to us.

Many people are afraid to drink tap water because they think it's unclean. But there are risks to drinking bottled water, too. Some plastics contain chemicals that can leak into the water. No one knows for sure whether plastic water bottles are completely safe. So, why take a chance on drinking bottled water when there's perfectly good water in your tap?

Of course, some communities do not have access to clean water. But trucking in mass amounts of small water bottles will not help these communities. If anything, that will only create trash problems for these places. Instead, other solutions should be considered. Wells, water tanks, and relocation are all options that have been used to help people gain access to safe, clean water.

The best thing we can do for our health and for the environment is to use reusable glass or aluminum bottles filled with filtered tap water. Some colleges and towns have helped citizens take this step by banning water bottles smaller than one liter. For example, at the University of Vermont, students must carry their own reusable bottles and refill them at water stations. The college hopes this will help reduce waste on the campus.

Other colleges, towns, and even state governments should take a lesson from this plan. They, too, should enforce bans on the use of small water bottles. Landfills are piling up with plastic, and the process of recycling plastic is polluting our air with chemicals. Why isn't anything being done to address these harmful situations? I, for one, refuse to watch the environment be destroyed one plastic bottle at a time. We all need to take action and push to ban plastic bottles around the world. Our health and the future of the planet depend on it!

**Answer the following questions.**

- 1 Write the sentences from the box in the correct locations on the chart to show how the author introduces and supports the claim.

In a single year, Americans consume more than fifty billion personal-sized bottles of water!  
Small, disposable, plastic water bottles create a huge amount of trash.  
All personal-sized disposable plastic water bottles should be banned.

<b>Claim</b>	
<b>Reason</b>	
<b>Evidence</b>	

- 2 Which statement from the text includes the **most** precise language to support the author's claim?
- A. First, plastic bottles require too many resources and too much energy to make.
  - B. When plastic is recycled, gasses are released into the air.
  - C. No one knows for sure whether plastic water bottles are completely safe.
  - D. We all need to take action and push to ban plastic water bottles around the world.

3 The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Which statement **best** summarizes what the author wants the reader to do?

- A. recycle water bottles more often
- B. support a ban on water bottles
- C. buy larger water bottles
- D. clean up landfills and other areas with trash

**Part B**

Which sentence from the passage **best** supports your answer for Part A?

- A. Instead of using multiple small bottles, people should refill reusable bottles with tap water.
- B. Landfills are quickly filling up with mounds of plastic that people carelessly throw away.
- C. The recycling process also uses a huge amount of energy.
- D. We all need to take action and push to ban plastic bottles around the world.

4 The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

In which **two** statements from the passage does the author address an opposing view?

- A. But people don't need to drink their water from small disposable bottles.
- B. Although some people may argue that the bottles can be recycled, many people throw plastic in the regular trash.
- C. Even with recycling, there is a negative impact on the environment.
- D. Some colleges and towns have helped citizens take this step by banning water bottles smaller than one liter.

**Part B**

Which **two** statements give reasons and evidence that the author provides to disprove the opposing views?

- A. Some people fail to recycle plastic bottles—instead, they place them in the regular trash.
- B. Some plastic bottles contain chemicals that can get into water—this means that it isn't always safe to drink bottled water.
- C. University of Vermont students must carry their own reusable bottles and refill them at water stations.
- D. It takes energy to recycle plastic bottles, and we cannot afford to waste energy these days.

5 Which of the following reasons does the author give to support the opinion that people should use reusable water bottles instead of disposable plastic water bottles? Choose **all** that apply.

- A. People can save money by using reusable water bottles.
- B. Some communities do not have access to clean water.
- C. People can refill a reusable bottle with filtered tap water.
- D. People are afraid to drink tap water because it is not clean.
- E. Reusable water bottles are easy to carry.



Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Getting Started

By Highlights for Children

*The Everglades is a region in southern Florida filled with all different types of plants and animals. In this Highlights text, the author discusses the effects that humans have had on this environment. As you read, take notes on how humans have helped and hurt the environment.*

[1] Sometimes we only appreciate something when we realize we may lose it. That is the story of the Everglades. A shallow slow-moving river, the Everglades once covered about 18,000 square miles of southern Florida. Until the 1900s, few people lived in the grassy wetlands.<sup>1</sup> Not much was understood about the unique balance of nature that existed there. Plants, creatures, and water had formed a remarkable ecosystem.<sup>2</sup>



*"Cypres dome with Alligator, NPSphoto, G.Gardner.jpg" by Everglades NPS is in the public domain.*

South Florida has two seasons — a dry season and a wet season. During the wet season from April to November, rain historically saturated<sup>3</sup> the land. It also filled Lake Okeechobee in central Florida. When it rained a lot, the lake overflowed its southern banks. It created sheet flow. Sheet flow is water flowing in a thin layer over the landscape. In this case, the water traveled slowly southward over Florida’s flat limestone shelf to Florida Bay.

By the early 1900s, Florida’s pleasant winters attracted more people. Visitors became new permanent residents. They built homes and roads. The conditions looked good for farming, so the newcomers planted large agricultural<sup>4</sup> crops. But South Florida’s cycle of flooding was a problem. To address that, developers attempted to drain the land. They also built structures to control water levels and flow.

Those changes made it easier for more people to live year-round in South Florida. They also disrupted life in the Everglades. The Everglades depends on freshwater regularly replenishing<sup>5</sup> the land. But the area’s growing human population needed freshwater, too. And large farms consumed<sup>6</sup> large quantities of freshwater. By the mid-1900s, Lake Okeechobee did not collect enough water to overflow and form sheet flow. Water levels in southern Florida began to shrink. A few new residents saw the Everglades as more than a vast marshland.<sup>7</sup> They saw that the Everglades was being harmed. Lack of freshwater wasn’t the only problem. As more and more land was developed for people and farms, the Everglades’ historic boundaries shrank. Loss of habitat and hunting threatened the survival of native species<sup>8</sup> in the Everglades.

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1. a land or areas covered in shallow water
  2. a physical environment and the creatures that live in it
  3. to thoroughly soak
  4. related to farming
  5. **Replenish (verb):** to fill something up again
  6. to use up a resource
  7. an area of land that is flooded during rainy seasons and remains wet
  8. plants or animals that grow or are born in a specific area

- [5] In the early 1900s, the federal government had set aside large natural spaces in the West as public parks. Some people hoped that federal recognition might save the Everglades. They fought for it. Everglades National Park was established in 1947. It is the largest wilderness area east of the Mississippi River. It became the first park in the United States created for its biodiversity.<sup>9</sup>

Today, people understand that the changes made to the land nearly 100 years ago are jeopardizing<sup>10</sup> the Everglades' future. Some things cannot be reversed. Six million people live in South Florida today. Major agricultural crops such as sugar cane and citrus fruits grow there. Still, a 40-year plan was enacted in 2000 to restore some of the natural flow of freshwater to southern Florida.

Everglades National Park protects 1.5 million acres along the southern tip of Florida. The site appears to be mostly marshy and flat. Yet, that description is deceiving.<sup>11</sup> An amazing variety of creatures live there. About 360 different species of birds have been sighted in the park. Nearly 300 different species of fish have been identified. About 40 species of mammals and 50 species of reptiles inhabit the park. Nature still rules in the Everglades. It remains a place that seems naturally wild. A place worth understanding, appreciating, and protecting.

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9. an environment with many different types of plants and animals  
10. **Jeopardize (verb):** to put something or someone at risk  
11. **Deceive (verb):** to cause someone to believe something that is not true

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the main idea or the text?
  - A. The damage to the Everglades has been reversed since it was made a national park.
  - B. Humans helped improve the land in southern Florida by preventing flooding.
  - C. Changes to the weather in southern Florida has damaged the Everglades.
  - D. Humans upset the balance in the Everglades and need to continue to protect it.
  
2. PART B: Which detail from the text best supports the answer to part A?
  - A. "South Florida has two seasons — a dry season and a wet season. During the wet season from April to November, rain historically saturated the land." (Paragraph 2)
  - B. "It is the largest wilderness area east of the Mississippi River. It became the first park in the United States created for its biodiversity." (Paragraph 5)
  - C. "Today, people understand that the changes made to the land nearly 100 years ago are jeopardizing the Everglades' future. Some things cannot be reversed." (Paragraph 6)
  - D. "About 360 different species of birds have been sighted in the park. Nearly 300 different species of fish have been identified." (Paragraph 7)
  
3. How is the text organized?
  - A. The author describes how the Everglades developed over time to be the ecosystem it is today.
  - B. The author discusses how humans abused the Everglades in the past, and how they continue to abuse the land today.
  - C. The author discusses why the Everglades exist, and then how humans have harmed the land and can help protect it.
  - D. The author expresses how healthy the Everglades are today, and then describes how damaged they used to be.
  
4. Which of the following describes the problems the Everglades face today?
  - A. Past damage and continued human activity affects the Everglades.
  - B. Humans didn't learn their lesson about controlling the water in southern Florida.
  - C. Humans hunt many of the species that live in the Everglades today.
  - D. Most of the Everglades has been destroyed to make room for homes.

5. What is the connection between the actions of humans and the Everglades?

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Read the “Should Space Tourism Be Legal?” passage set.

## Should Space Tourism Be Legal?

### Source 1: Space Travel—Worth the Cost?

by Sarah Wiggins

1 Humans are curious creatures. It is in our nature to ask questions and explore the world around us. Humans are also adventure seeking. We surf giant waves and climb treacherous mountains. One new industry claims to have just the thing for all of the curious explorers and adventurers out there: space travel.

2 While space travel used to be limited to highly trained astronauts, several companies are offering tickets to space for the rest of us. The catch? To experience astronomical travel, you must pay an astronomical price. Virgin Galactic has reportedly sold 700 tickets costing at least \$200,000 each.

3 Not everyone in the world is able to afford the ticket, but for those who can, it promises to be an out of this world experience. Travelers will experience six minutes of zero gravity. They will also have the opportunity to view the earth from above.

4 The price may seem outrageous now, but as the space tourism industry expands, experts are certain the cost will go down. Any new technology or experience is much more expensive when it first begins. For instance, the price of an international airplane flight in the 1930’s would equal about \$20,000 in today’s currency.

5 So why invest in an industry that offers an expensive thrill ride for an elite few? It is impossible to know the future of space tourism, but it has the potential to be life changing. What if space tourism grows like the airline industry? Not only would this create many jobs, but it could open doors for so much more.

6 Space tourism will encourage exploration and discovery. Perhaps there are new minerals waiting to be discovered. Maybe we could find ways to colonize the moon or other planets. What if there really is life out there? There are so many possibilities. Until now, the exploration has been limited to a handful of astronauts. When we open the doors of discovery to others, the potential is endless. Some might even say priceless.

Read the “Should Space Tourism Be Legal?” passage set.

## Should Space Tourism Be Legal?

### Source 2: Pros and Cons of Space Tourism

by Ross Gellar

- 7 The tourist industry in the world is humongous. It includes hotels, airlines, tour companies, cruise lines, rental cars, theme parks, and countless other businesses and activities. According to statistics from the World Travel and Tourism council, in 2015, the tourism industry brought in more than seven trillion dollars. Additionally, it generated 284 million jobs.
- 8 Dr. Alan Fyall, a professor at the University of Central Florida suggests, “There’s every reason to believe that commercial space travel will have a similar impact on the economy.” Space tourism could boost industry and create new jobs. It could bring in a lot of money for many countries.
- 9 Fyall also points out potential benefits for the environment. “Space travelers will gain a deeper appreciation for our planet and hopefully want to take a more active approach to protecting it.” This could lead to innovative solutions to problems such as pollution and global warming. It might encourage more people to take care of the earth.
- 10 Similarly, NASA Astronaut Anna Lee Fisher believes that space tourism will have a positive impact on humanity. “I seriously believe that if more people had the opportunity to go into space and see the Earth from that vantage point they would definitely stop thinking of themselves as being from this country or that country and slowly start feeling like they’re just from this planet.” This could ultimately lead to a more peaceful world.
- 11 Dr. Asli D.A. Tasci, an associate professor at UCF views the space tourism debate differently. She states, “Commercial space travel by civilians is a dangerous endeavor, not only for humans but also for our planet.” She mentions the deadly rocket crash of the VSS Enterprise where the pilot was seriously injured, and the co-pilot died. There are also unknown health risks for sending just anyone into space.
- 12 Former NASA astronaut Sherwood “Woody” Spring warns “When you get into orbit, 99 percent of astronauts go through what we call ‘space adaptation syndrome’; some people throw up, some don’t, but you’re probably not going to feel well the first two days.” He describes it similar to a mild flu.
- 13 In terms of our planet, there are dangers there, too. Dr. Tasci points out that soot or black carbon is released into the atmosphere when rockets are launched. It can stick around and result in dangerous climate change. With more companies jumping on board, this could potentially lead to a lot of pollution.
- 14 One one hand, space tourism could possibly boost the economy, spark a global interest in conserving the earth, and help build a sense of world community. On the other hand, it is potentially dangerous to both humans and the planet. We are in the early stages of a new frontier, and there are still a lot of questions to be answered.

Read the “Should Space Tourism Be Legal?” passage set.

## Should Space Tourism Be Legal?

### Source 3: So You Want to Travel in Space?

by Rachel Green

- 15 So you want to be an astronaut? The standards are tough, and the training is rigorous. NASA will not accept just anyone into the training program. As a minimum, astronaut hopefuls must have a four year bachelor’s degree in engineering or other scientific fields. Many have even more advanced degrees which require additional years of study. They must be in top physical condition, and they must have a personality that works well with others and can handle the pressures of space travel. These are just the requirements to be accepted into the program.
- 16 Once you are accepted, this does not guarantee that you will travel to space. You are required to take more classes. You must participate in military survival training. You are required to become a certified scuba diver and a trained pilot. You also have to complete spacewalk simulations, endure high and low atmospheric pressure, and complete other physically challenging tasks. It may be years before you are chosen for a mission if you are chosen at all. In the past, this was the only way you could make it to space.
- 17 Now, there are companies working to develop space travel for civilians, or non astronauts. This means regular people may have the opportunity to orbit the earth. There are concerns about the safety of space travel for the average person. The physical requirements set by NASA are designed to ensure safety. Space tourism companies will provide training to potential space travelers, but it will not be as extensive or comprehensive as NASA’s training.
- 18 Since space tourism is such a new idea, there is not a lot of research. All of the studies on the effects of space on humans has been completed on professionally trained astronauts. They are in optimal physical and mental health. According to an article from Reuters, “Space tourists will likely be a much more diverse group, with a broader range of health conditions.” This means, we just don’t know how space will affect the average citizen in less than perfect health.
- 19 Increased g-forces and motion sickness are two concerns. Also, space radiation may interfere with implanted medical devices such as artificial knees or screws and pins used to repair bone fractures. Aside from the physical aspects, another concern is that passengers might behave unpredictably when stuck on a spaceship traveling at high speeds away from earth. Will people suddenly feel claustrophobic and panic? The bottom line: There’s just not enough information to determine if space tourism is safe for the average citizen.



# Writing Prompt

Congress is meeting to discuss whether or not average citizens should be allowed to travel in space. Write an essay for Congress in which you give your opinion about whether or not space tourism should be allowed by law. Use information from the passage in your essay.

Manage your time carefully so that you can

- read the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to include

- an introduction;
- support for your opinion using information from the passages; and
- a conclusion that is related to your opinion.

Your response should be in the form of a multiparagraph essay. Write your response in the space provided.

A large rectangular box containing 25 horizontal lines for writing.



A large rectangular box containing 25 horizontal lines for writing.

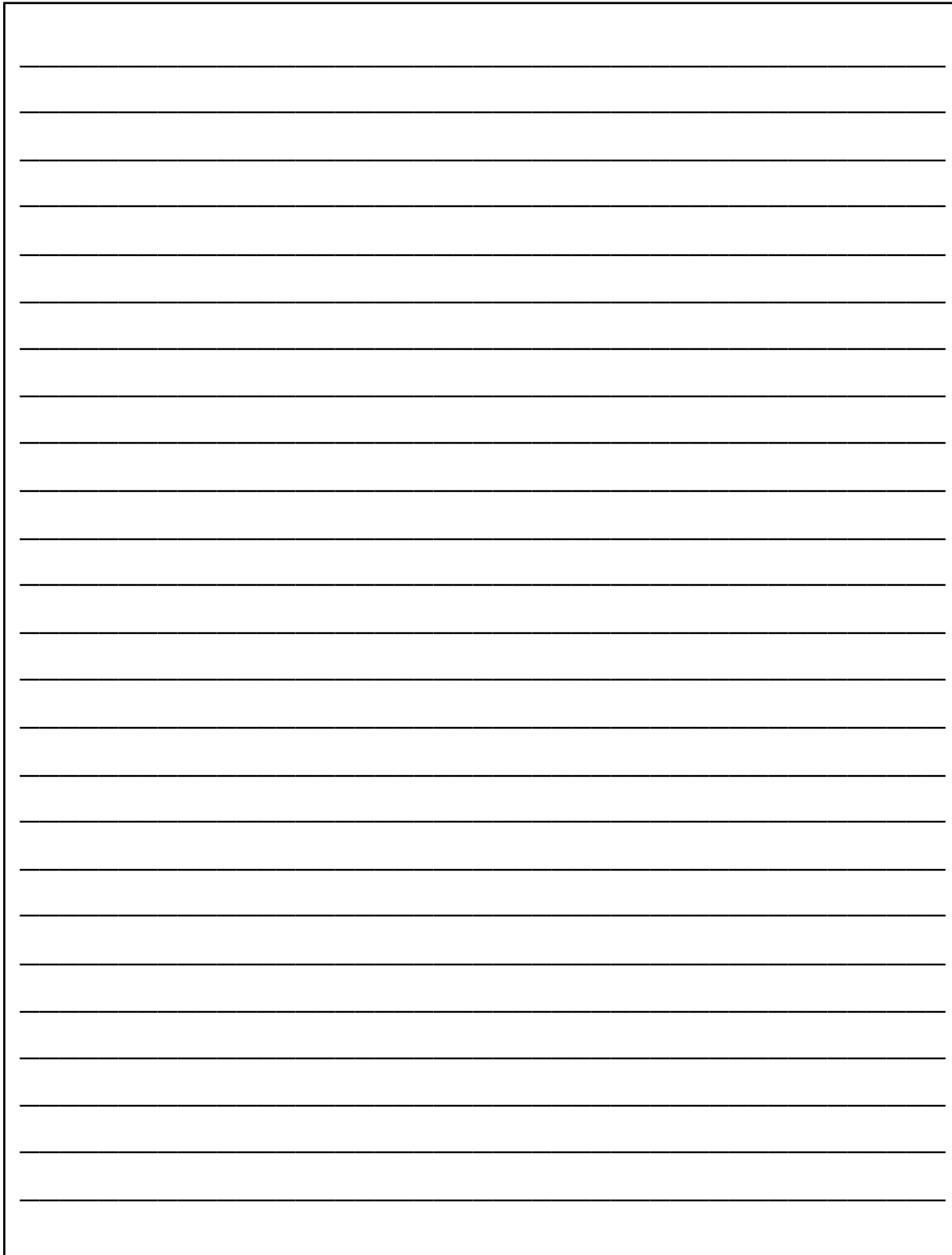




STUDENT NAME \_\_\_\_\_

## PLANNING SHEET

Use this sheet to plan what you will write. The writing on this sheet will NOT be scored.

A large rectangular box with a black border, containing 25 horizontal lines for writing. The lines are evenly spaced and extend across the width of the box.

**This sheet will NOT be scored.**

4<sup>th</sup> Grade ELA

April 13-17

## 4<sup>th</sup> Grade ELA

### **\*Graded Assignments\***

**FSA Coach Book Lessons:** Complete Strand 2, Lesson 7

- **Directions:** Students should read the lesson and then mark the text. Continue on with each lesson by reading both stories and answering both sets of questions.

**CommonLit:** Complete the CommonLit article *Cave Explorer*

- **Directions:** Students should—read the passage, mark the text, and answer all questions

### **\*Optional (but highly recommended) Assignments\***

**Writing Assignment:** Continue working on and finish Space Tourism from previous week

- **Directions:** Students should—analyze the writing prompt, read through and mark the sources, create a plan, write a 4 paragraph essay, and check over/make revisions as needed.

# Historical Texts

## 1 GETTING THE IDEA

**Historical text** is writing about people and events from the past. When you read historical texts, you look for facts and evidence in both records from the past and writings from the present. From this **evidence**, or proof, you begin to understand what life was like at a certain time. Here are a few types of historical text.

- In a **speech**, a person talks about a topic. The speaker presents an idea to inform or persuade the audience. Evidence is given to support that idea.
- A **government document** provides facts from or about the government. Examples include laws, treaties, and regulations.
- A **nonfiction book** contains facts and ideas about a subject, which the author has gathered through research.
- A **biography** tells about the life of another person. An **autobiography** is a story that a person tells about his or her own life.
- A **newspaper article** provides factual information about a topic or event.

### **Firsthand and Secondhand Accounts**

Some historical texts are written from the author's point of view as he or she experienced an event. This type of historical text is called a **firsthand account**. Firsthand accounts are based on the observations of one person. Therefore, the reader learns only what that person sees, hears, and thinks. Examples of firsthand accounts include diaries, letters, and autobiographies. They often use pronouns such as *I*, *me*, and *we*.

Read the sentences from a letter written by Abigail Adams to her husband, John Adams. At the time, John Adams was attending the Continental Congress, which drafted the Declaration of Independence. How can you tell that this is a firsthand account?



March 31 1776

. . . in the new Code of Laws which I suppose it will be necessary for you to make I desire you would Remember the Ladies, & be more generous & favourable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. . . . If particular care & attention is not paid to the Ladies we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation . . .

Most historical texts, however, are written by someone who did not directly experience the events. This type of historical text is a **secondhand account**. The author researches events and writes about them. Secondhand accounts are not as personal. They can be less accurate because they are written after the events happen and because the author was not present. However, they may have a more balanced view of the events than a firsthand account. Examples include biographies, encyclopedia articles, and textbooks. A secondhand account uses pronouns like *he*, *she*, and *they*.

### **Text Structure**

Authors use **text structure** to organize the information they present. The structure helps readers understand how ideas in the text are related. Here are common types of text structures used in historical texts.

- A **sequence (or chronological) structure** presents events in the order in which they happen. In historical texts, the sequence may use dates or time-order words. Biographies and autobiographies often use sequence structure.
- A **compare-and-contrast structure** explains how two or more topics are alike and different. Signal words, such as *alike*, *both*, *unlike*, and *however*, are used in this structure.
- A **problem-and-solution structure** tells about a problem and explains how it was solved. A political speech might use this structure.
- A **cause-and-effect structure** explains what happened (effect) and why it happened (cause). Signal words, such as *because*, *as a result*, *due to*, and *if . . . then*, relate the events and help clarify which event came first.

## Graphic Features

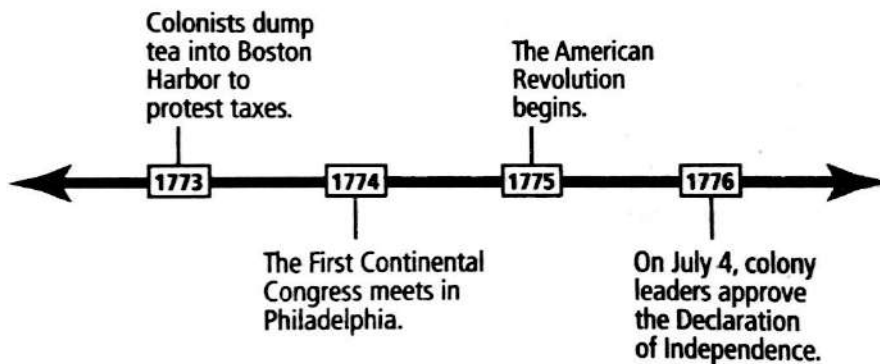
Historical texts often include graphic features. A **graphic feature** presents information in a visual way. Here are some of the graphic features that might be found in historical texts.

- A **map** shows the location of things or places.



- A **timeline** shows the dates and order of events over time.

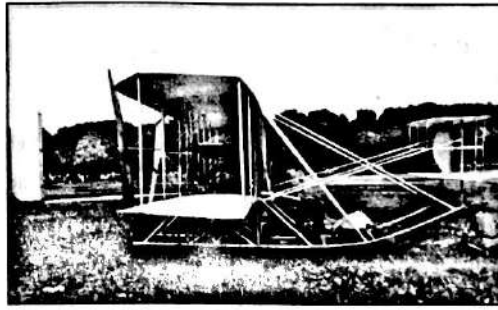
### The Beginning of the American Revolution



- **Graphs, charts, and tables** organize information. A **graph** uses bars or lines to show how ideas relate. A **table** or a **chart** lists information in rows and columns, as shown below.

The Thirteen Colonies		
New England Colonies	Middle Colonies	Southern Colonies
Connecticut Rhode Island Massachusetts New Hampshire	Delaware Pennsylvania New Jersey New York	Maryland Virginia North Carolina South Carolina Georgia

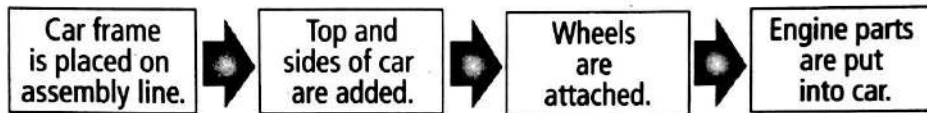
- A **photograph** shows people, events, or objects as they really appeared at the time.



The Wright Brothers military flyer, 1909

- A **flowchart** shows steps in a process or how ideas connect.

#### Car Assembly Line



### Language Spotlight • Domain-Specific Vocabulary

Historical texts often include **domain-specific vocabulary**, or words that are specific to the subject. The words may be unfamiliar because they are not used in everyday language. Sometimes, words you do recognize have a different meaning when used with a particular subject. Context clues, a glossary, or a dictionary can help you learn what the words mean.

Read the paragraph. Underline two domain-specific words that name landforms.

An isthmus is a narrow strip of land that connects two large landmasses and separates two bodies of water. The Isthmus of Panama, for example, links the continents of North and South America and separates the Pacific and Atlantic Oceans. Often, a canal is built across an isthmus to connect the two bodies of water. The Panama Canal was built across the Isthmus of Panama to connect the Pacific and Atlantic Oceans.

Read the passage.

## The Day I Saw a Sheep Fly!

I once saw a sheep fly! If that wasn't incredible enough, the sheep flew with a duck and a rooster. All three animals rose 1,500 feet into the air above King Louis the XVI's palace at Versailles in France. They were in a cage attached to something that looked like a globe. It was called a balloon.

The date was September 19, 1783, and I was one of thousands of people on hand to witness a hot-air balloon demonstration. Two Frenchmen, Etienne and Joseph Montgolfier, were about to prove to King Louis the XVI that living things could fly. Even Queen Marie Antoinette was there that day.

No one knew what effect the air higher in the atmosphere would have on a person. The king suggested that the brothers launch prisoners up in the balloon. Instead, the Montgolfier brothers decided to use a sheep, duck, and rooster to test what the air would do to the riders. They thought the animals would serve as a better experiment.

People around me seemed doubtful that this experiment was going to prove useful. Everyone wondered how the huge structure was going to get off the ground and into the air. It didn't take long for me to find out.

First, the brothers hung a basket below the balloon. Then, I spied them lifting a cage containing the sheep, duck, and rooster into the basket. That was no easy task. Next, they lit a fire on the ground where the balloon sat. They used straw, manure, and some other materials to get the fire blazing. The heated air flowed into the balloon. Finally, right before my eyes, something amazing happened! The balloon began to rise. I could hardly believe what I was seeing.

For eight minutes, that sheep, duck, and rooster floated in the enormous balloon above us. People on the ground pointed in disbelief. Many clapped. I cheered loudly. Then, the balloon started to make its descent back to Earth, so I ran to the landing place as fast as my feet would carry me.

I got there just as the balloon came down. I could see the animals perfectly. In fact, I saw them so clearly that I noticed during the landing that the excited sheep kicked the rooster, hurting its wing. If it had not been for that clumsy sheep, everything would have been perfect. As it was, the experiment proved successful. I will never forget that momentous day!



Large crowds gathered to watch early balloon flights.

**Answer the following questions.**

- 1** This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Read this paragraph from the passage and answer the questions that follow.

**First, the brothers hung a basket below the balloon. Then, I spied them lifting a cage containing the sheep, duck, and rooster into the basket. That was no easy task. Next, they lit a fire on the ground where the balloon sat. They used straw, manure, and some other materials to get the fire blazing. The heated air flowed into the balloon. Finally, right before my eyes, something amazing happened! The balloon began to rise. I could hardly believe what I was seeing.**

What is the structure of the paragraph?

- A. problem and solution
- B. comparison
- C. cause and effect
- D. sequence

**Part B**

Which group of words from the paragraph **best** supports your answer to Part A?

- A. first, then, next, finally
- B. spied, lifting, flowed, rise
- C. basket, balloon, cage, ground
- D. easy, blazing, amazing, hardly

**Hint** Consider the types of words that can signal a text's structure. Which of those signal words appear in this paragraph? Which text structure do those words show?

**2** What caused the balloon to rise? Use details from the passage to explain your answer.

Write your answer on the lines below.

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**Hint:** Look for events and ideas that connect the effect of the balloon rising to the causes, or people's actions, that made it rise.

3 Read this sentence from the passage and the directions that follow.

**No one knew what effect the air higher in the atmosphere would have on a person.**

Which words from the sentence **best** help the reader understand the meaning of the word atmosphere?

- A. what effect
- B. no one knew
- C. air higher
- D. on a person

**Hint** Which words describe where or what the *atmosphere* is?

4 How does the illustration help you better understand the author's written account of the events? Explain **two** details from the picture that help you understand the text.

Write your answer on the lines provided.

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**Hint** Notice the main objects shown in the drawing. Then, compare them to what you read in the passage.



Use the Reading Guide to help you understand the passage.

## The Science of Hot-Air Balloons

### Reading Guide

Is this passage a firsthand or secondhand account? Look for details and pronouns that signal the type of account.

What is the text structure of paragraphs 2 and 3? What clues help you decide?

How do signal words make it easier to follow the ideas in the paragraphs?

Near the end of *The Wizard of Oz*, the wizard promises to take Dorothy back to Kansas in his hot-air balloon. Other movies, such as *Up*, have also relied on hot-air balloons for added excitement. Hot-air balloons are used in real life, too. During the Civil War, both the North and South manned spy balloons to gather information about the other side. Today, hot-air balloons are used for pleasure, advertisements, and sports. They also play an important role in scientific research. Weather scientists use them to gather information about daily weather as well as tornadoes and other storms. A special type of balloon that uses the sun's heat to power it might someday explore Mars. This new balloon is a solar Montgolfier balloon, named for the two brothers who built the first hot-air balloon.

### The Montgolfier Brothers

Joseph and Etienne Montgolfier were born in France during the mid-1700s. They came from a family of sixteen children. Their father owned a factory that manufactured paper. When the two brothers were older, they worked in the business. However, they were not happy being papermakers. Both brothers enjoyed experimenting. After watching smoke rise as paper burned, the brothers filled some paper bags with smoke to see what would happen. The smoke-filled paper bags floated upward. From this experiment, they learned that smoke is lighter than air.

After that, Joseph built a balloon from silk. At its opening, he placed some paper. Then, he burned the paper, which forced smoke into the balloon. The balloon rose. When the smoke cooled, the balloon returned to the ground. This was the first hot-air balloon.

**Reading Guide**

How does the example of the coin and the cork help you understand the concept of density?

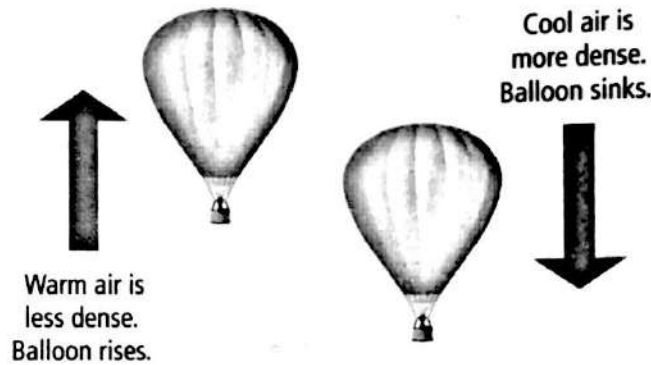
What information does the diagram show?

How does the diagram work with the text to explain how a hot-air balloon rises?

**Why Hot-Air Balloons Rise**

The Montgolfier brothers did not really understand the reason why their balloon rose and fell. It had to do with density. Something that is denser than its surroundings will sink. A coin in a bucket of water, for example, sinks because the coin is denser than water. A cork, on the other hand, floats in water. Why? It is less dense than water.

When the air inside a balloon is heated, it becomes less dense than the cooler air outside the balloon. The less-dense warm air rises and lifts the balloon. When the air inside the balloon cools, it becomes denser. The air sinks and the balloon lands.



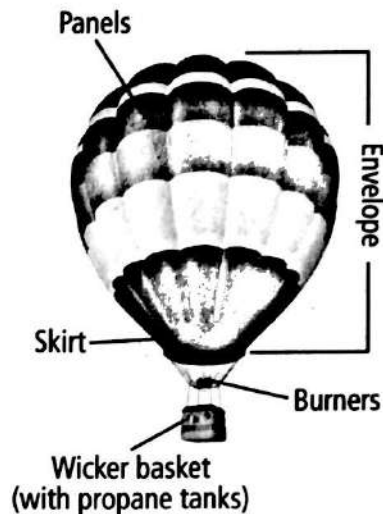
**Balloon Design**

The Montgolfier brothers' first large-scale hot-air balloon demonstration lasted eight minutes. They had not figured out how to keep hot air inside the balloon. The trip could only last as long as the initial blast of hot air stayed inside the balloon. The trick was to keep hot air flowing into the balloon. Today's balloon designs have solved that problem.

## Reading Guide

What is the purpose of the diagram? How does it relate to the text in the passage?

What does each part of the hot-air balloon do? How does each part help the whole balloon work?



The *envelope* is the actual balloon. It is made from *gores*, or strips of fabric, which are formed from many smaller *panels*. At the bottom of the envelope, the *skirt* holds all the gores together. Balloons are usually made from nylon, which is strong, light, and heat-resistant. Parachutes are made from the same material. The skirt is coated with an extra fire-retardant substance to protect it even more from the nearby flames.

Propane tanks in the basket hold fuel for the burners. Propane is a liquid fuel often used in outdoor grills. The burners shoot out hot flames and can keep heating air as long as there is fuel in the tanks. Today's balloons have controls that allow the balloon operator, or pilot, to let more or less fuel enter the burners, so the balloon can rise or fall. The wicker basket holds the tanks, as well as any passengers or equipment. Baskets are made from wicker, or bendable twigs, because it is sturdy but also flexible. When the balloon lands, the basket bends a little to soften the landing.

### To the Future

When the Montgolfier brothers first demonstrated their hot-air balloon, people were amazed. Since that time, people have continued to improve hot-air balloons and have found a variety of uses for them. Today's balloons are lighter and stronger. They fly higher and longer. One day, balloons may fly to outer space. The Montgolfier brothers would be amazed to see how much their experiment paved the way to the future.

**Answer the following questions.**

- 1** This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What event caused the Montgolfier brothers to experiment with hot-air balloons?

- A. They were born in France during the 1700s.
- B. They came from a large family.
- C. They learned to make paper.
- D. They watched smoke rise as paper burned.

**Part B**

Which sentence from the passage **best** supports your answer for Part A?

- A. Their father owned a factory that manufactured paper.
- B. From this experiment, they learned that smoke is lighter than air.
- C. Something that is denser than its surroundings will sink.
- D. However, they were not happy making paper.

2 Read this paragraph from the passage and the directions that follow.

**After that, Joseph built a balloon from silk. At its opening, he placed some paper. Then, he burned the paper, which forced smoke into the balloon. The balloon rose. When the smoke cooled, the balloon returned to the ground. This was the first hot-air balloon.**

What kind of structure does the author use to organize the paragraph? Explain how you know. (Which words and phrases help you figure out what the structure is?)

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- 3 Read the sentence from the passage and the directions that follow.

**When the air inside the balloon cools, it becomes denser.**

Which word is the **best** synonym for denser?

- A. heavier                      C. stiffer  
B. larger                         D. stronger

- 4 These four parts of a hot-air balloon are out of order. Use the diagram in the passage to number them from top (1) to bottom (4).

\_\_\_\_\_ wicker basket

\_\_\_\_\_ panels

\_\_\_\_\_ skirt

\_\_\_\_\_ burners

- 5 The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What happens to a hot-air balloon when there is no hot air left in the envelope?

- A. It rises.                      C. It sinks.  
B. It explodes.                 D. It collapses.

**Part B**

Which sentence from the passage supports your answer for Part A?

- A. The trick was to keep hot air flowing into the balloon.  
B. Propane tanks in the basket hold fuel for the burners.  
C. Balloons are usually made from nylon, which is strong, light, and heat-resistant.  
D. When the air inside the balloon cools, it becomes denser.

Name: \_\_\_\_\_ Class: \_\_\_\_\_

# Stephen Bishop: Cave Explorer

By Judith Boogaart  
2016

*Franklin Gorin purchased a slave, Stephen Bishop, to act as a tour guide for Mammoth Cave in Kentucky. Stephen went on to make many discoveries in the cave and to be a well-known guide. As you read, take notes on how the author describes Stephen.*

- [1] Stephen's lantern cast shaky shadows on the walls of Mammoth Cave, Kentucky. Hurrying after his guide, he stumbled along the rocky path. He couldn't lose sight of Mr. Miller. He might not find his way back out.

Stephen was a slave owned by Franklin Gorin. Gorin had bought Mammoth Cave to develop it for tourists. Like many people in the 1830s, he didn't worry about preserving<sup>1</sup> the natural wonder. He wanted to make money from it. Since a slave wouldn't need to be paid, Gorin decided to have 17-year-old Stephen trained as a guide.



*"Thousands of spelunkers, amateur cave explorers, take guided tours of Mammoth Cave each year. Only experienced cavers explore and survey new passages." by Gary C. Berdeaux is used with permission.*

At Mammoth Cave in Kentucky, Stephen Bishop was known as the "prince of guides."

## Facing the Challenge

Stephen knew little about caves, but he was expected to obey his master. Every day he followed his guide, Mr. Miller, over the cave routes.<sup>2</sup> Stephen found he could easily remember the twisting passages and the formations<sup>3</sup> that served as markers. Soon he knew the eight miles of cave routes as well as Mr. Miller.

- [5] But guiding meant more than knowing the trails. Stephen had to explain what visitors were seeing. He listened closely to learn facts and stories about the caves.

Soon Stephen began giving tours himself. He pointed out log pipes and wooden vats<sup>4</sup> in the passages. These had been used in the mining<sup>5</sup> of saltpeter<sup>6</sup> to make gunpowder for the War of 1812.

1. **Preserve (verb):** to keep something in its original state
2. **Route (noun):** a path to get from one point to another
3. **Formation (noun):** the structure or arrangement of something
4. a large container
5. to dig into the earth for minerals
6. a naturally occurring substance used in explosives

He took visitors deep underground to Chief City. Here, early tribes had left behind slippers, gourds,<sup>7</sup> and cane sticks. Stephen lit fires to show off the room's huge size.

In Registration Hall, miners, guides, and visitors had used smoke from lamps or candles to write their names on the smooth ceiling. Legend says Stephen learned to read and write by studying them. Soon he added his name to theirs.

## Exploring Mammoth Cave

Stephen loved the cave. While giving tours, he spotted many leads off the main passages. He itched<sup>8</sup> to explore them, and Gorin let him. More passages meant more cave tours — and more money for Gorin.

- [10] Stephen spent hours underground. He climbed up domes and down pits. In the dim light of his tin lamp, he squeezed through narrow tunnels and crawl spaces. He memorized landmarks such as special rocks or sand beds to guide himself back out.

One day, Stephen followed a twisting passage not on the tours. He climbed up a slick<sup>9</sup> wall, over slopes, and down a 30-foot drop. He crawled through an opening partway up the passage wall. There he found a large dome no one had known about. Gorin was thrilled. It was named Gorin's Dome, and newspapers printed stories of the discovery.

## Beyond Bottomless Pit

Stephen kept exploring, but one space always stopped him: Bottomless Pit. On tours, he lit scraps of paper and tossed them in. Visitors, watching them drift down, could never see the bottom. The pit gaped as wide as a country lane.<sup>10</sup> No one had ever dared to cross it. But Stephen wanted to know what was on the other side.

On October 20, 1838, Stephen and a visitor decided to risk it. Using a ladder of cedar poles, they crossed over Bottomless Pit. Imagine inching over a yawning black hole on a crude<sup>11</sup> ladder. "I'm not sure I would have tried it," admits Chuck DeCroix, an experienced caver who guides visitors today. "They had poor lighting and no knowledge of what was below them. It would take guts to cross."

Stephen's courage<sup>12</sup> paid off. He and the visitor found two miles of new passages that day. What beautiful stalactites, stalagmites,<sup>13</sup> and gypsum rosettes<sup>14</sup> they saw! Again Gorin was thrilled. He had a sturdy bridge built across the pit. Guides and visitors explored six more miles of passages that year.

- [15] Stephen discovered underground rivers in Mammoth Cave. He saw eyeless fish swimming in them. No one had heard of such creatures. Scientists came from all over the world to study them.

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7. a type of fruit that has a hard shell that is used for decoration and not eating
  8. to feel a strong desire to do something
  9. **Slick (adjective):** wet, slippery
  10. a road in the countryside
  11. basic or simple
  12. **Courage (noun):** the ability to do something that is frightening
  13. structures formed by mineral dripping from the ceiling or piling up on the floor
  14. a type of crystal



Stephen became famous for his dramatic<sup>15</sup> tours. He gave boat trips on the rivers. He showed off a beautiful place called Snowball Room. Its ceiling was covered with white gypsum rosettes. He used lantern light and torches to make formations sparkle and glow. He sang songs to demonstrate the cave's great sound. He told interesting stories. One visitor called him the "prince of guides."

Stephen drew a new map of Mammoth Cave. Slaves didn't usually get credit for their accomplishments, but the map was published in 1845 under Stephen's name.

For 150 years, other people have continued to explore the cave. Today, 365 miles have been surveyed<sup>16</sup> in the Mammoth Cave system. It is the longest cave in the world. Stephen Bishop found more miles of passage than any other guide of his time. His curiosity, determination,<sup>17</sup> and courage helped him discover Mammoth's secrets.

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15. **Dramatic** (*adjective*): exciting and impressive
  16. to examine and record the details of an area of land
  17. **Determination** (*noun*): the ability to keep trying something, even if it is difficult

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the central idea of the text?
  - A. The different species and rock formations that Stephen discovered made important contributions to science.
  - B. Stephen's work as a guide in Mammoth Cave was so impressive that he eventually received pay for his work.
  - C. Despite only having basic tools, Stephen made more discoveries in Mammoth Cave than any explorer in the years to come.
  - D. Stephen was able to make important discoveries in Mammoth Cave because of his brave explorations.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "At Mammoth Cave in Kentucky, Stephen Bishop was known as the 'prince of guides.'" (Paragraph 3)
  - B. "In Registration Hall, miners, guides, and visitors had used smoke from lamps or candles to write their names on the smooth ceiling." (Paragraph 8)
  - C. "The pit gaped as wide as a country lane. No one had ever dared to cross it. But Stephen wanted to know what was on the other side." (Paragraph 12)
  - D. "On October 20, 18, Stephen and a visitor decided to risk it. Using a ladder of cedar poles, they crossed over Bottomless Pit." (Paragraph 13)
  
3. PART A: Why was Stephen called the "prince of guides"?
  - A. Stephen knew more about caves than anyone.
  - B. Stephen discovered jewels in the cave.
  - C. Stephen was known to be an amazing guide.
  - D. Stephen made a lot of money as a guide.
  
4. PART B: Which quote from the text best supports the answer to Part A?
  - A. "No one had ever dared to cross it. But Stephen wanted to know what was on the other side." (Paragraph 12)
  - B. "What beautiful stalactites, stalagmites, and gypsum rosettes they saw!" (Paragraph 14)
  - C. "Stephen became famous for his dramatic tours. He gave boat trips on the rivers." (Paragraph 16)
  - D. "Slaves didn't usually get credit for their accomplishments, but the map was published in 1845 under Stephen's name." (Paragraph 17)

5. What is the connection between Stephen's status as a slave and the lack of credit he got for his discoveries?

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