

BES

4<sup>th</sup> Grade ELA

May 4-15 Work  
Packet

4<sup>th</sup> Grade ELA

May 4-8

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

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

**FSA Coach Book Lessons:** Complete Coach Lesson 10.

- **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 City Systems.

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

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

**Writing Assignment:** Plastic Straws

- **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.

# Analyze Texts Across Genres

## 1 GETTING THE IDEA

Authors may present information about a single topic in many different ways. Think about the topic of baseball. One author may write an informational text to give facts about the history of baseball. Another may write a realistic fiction story about a boy whose grandfather teaches him how to play the game.

Readers compare and contrast fiction and informational texts to see how they are similar and different.

### **Fiction or Nonfiction**

**Fiction** is a made-up story, while **nonfiction** presents facts. Fiction includes fables, myths, and realistic fiction. Some nonfiction texts are newspaper articles, scientific articles, and biographies. Each of these types of texts has unique features that readers can recognize.

Even though fiction and nonfiction are different, they do have some things in common.

Fiction	Both	Nonfiction
<ul style="list-style-type: none"><li>• tells a story</li><li>• includes characters, settings, events, and other details that are completely or partly made up by the author</li><li>• does not have to be true</li></ul>	<ul style="list-style-type: none"><li>• may present information in the form of a story</li><li>• are told from a certain point of view</li><li>• can include scientific or historical facts</li></ul>	<ul style="list-style-type: none"><li>• gives facts about a topic</li><li>• may tell a true story</li><li>• may be broken into sections separated by headings</li><li>• may include graphic features such as diagrams, charts, and graphs</li></ul>

Some text types include elements of both fiction and nonfiction.

**Historical fiction** is usually set in a real time or place from the past. It may even include real people and events. What makes it fiction are the made-up characters, events, and details authors add to the historical facts.

**Science fiction** is often set in the future, in space, or on another planet. Like a scientific text, science fiction may include real-life details about science and technology. But it also tells a story through made-up characters, events, and details.

**Literary nonfiction** includes biographies and autobiographies. These texts tell true stories about real people. They give facts about people's lives. Writers use storytelling techniques such as vivid details, suspense, and conflict. Dialogue is sometimes used to make the stories more interesting.

### Analyze Texts

When you read two related texts, pay close attention to the main ideas and details. Ask questions as you read. This will help you compare and contrast the texts later.

Fiction	Nonfiction
What is the <b>theme</b> , or main message, the author wants to share?	What is the <b>main idea</b> of the text?
Who are the characters? What is the setting? What are the key events?	What <b>supporting details</b> does the author include?

The main message or main idea of a text is not always directly stated. You may have to make inferences to figure it out. Once you know the main idea and details of each text, you can figure out what the texts have in common.



Read each passage below. One is fiction, and one is nonfiction. Pay attention to the settings, events, and people described. Circle any elements that are alike. Underline any elements that are different.

### **Tea in the Water**

"John, come quickly," I called to my brother. "We have to go see what is happening. A group of men with painted faces just snuck past, toward the harbor."

"Finally, their words are turning into action, Richard. Let us go watch this rebellion."

John and I walked quietly down to the water and joined the crowd of spectators. All of us on the shore looked on in amazement. We watched as the disguised men boarded the ships. We hooted and hollered as they lifted each crate and tossed it overboard. Wood cracked and tea splashed into the water. The scent of victory filled the air.

### **Boston Tea Party**

In the years leading up to the revolution, American patriots were unhappy with their rulers. In May 1773, England created a Tea Act that helped the East India Company to sell more tea in America. The patriots did not agree with this law. They pushed merchants, or sellers, to refuse the tea.

In Boston, some people wanted to send tea back to England. When the governor didn't agree with this idea, people took action. On December 16, 1773, Sam Adams and a group of men boarded three tea boats. Many of them were dressed in disguise. They broke the tea chests and threw them overboard. The event became known as the Boston Tea Party. It was just one of many events that would spark a war.



Now let's **compare** and **contrast** the two passages.

"Tea in the Water"	Both	"Boston Tea Party"
<ul style="list-style-type: none"><li>• fictional story</li><li>• narrator is a made-up character</li><li>• author makes up what it was probably like to watch the Tea Party</li></ul>	<ul style="list-style-type: none"><li>• discuss the Boston Tea Party</li><li>• include a real event from history</li><li>• use details to describe the historic event</li></ul>	<ul style="list-style-type: none"><li>• informational text</li><li>• gives facts about why the Boston Tea Party happened</li><li>• includes the name of a real person</li></ul>

### **Integrate Information**

The two passages were on the same topic but presented the information differently. One presented a narrative about fictional characters. The other focused on facts. When you read more than one text on the same topic, you can combine information from the texts to form a better understanding of the topic.

- How can you use both texts to tell about the events of the Boston Tea Party?
- In what other ways might the topic be presented? For example, how might it be different if it were written from Sam Adams's point of view?

### **Language Spotlight • General Academic Vocabulary**

**Academic vocabulary** consists of words that appear in many school subjects and even in daily language. You can use context clues to help you determine the meaning of academic vocabulary.

The words *examine* and *identify* are both academic vocabulary words. In reading, you may examine two texts and identify how they are alike and different. In art class, you may examine a sculpture and identify the material used to make it.

Now write a sentence using the words *examine* and *identify* in relation to each of the following subjects:

science: \_\_\_\_\_

social studies: \_\_\_\_\_



Read the passage.

## The Halifax Explosion

Almost one hundred years after the Halifax Explosion, people still wonder how it could have happened. Many people believe that the tragic events of December 6, 1917, could have easily been prevented. No single event caused the devastation. No one person was to blame. But, if any one in a series of missteps and mistakes had been handled differently, the city might have been spared.

In 1917, the Canadian city of Halifax, Nova Scotia, was booming. The city's large harbor helped it to flourish, and ships carrying war supplies frequently docked at its shore. But the harbor was not always properly managed. Ferries, fishing boats, and military ships crowded the harbor. Minor crashes often occurred.

On December 5, a ship named *Mont-Blanc* had arrived near Halifax to join a convoy headed to the war in France. It was packed with a massive amount of explosives. Most ships carrying such cargo would normally fly a warning flag, but the *Mont-Blanc* did not. It would be traveling among enemy boats and did not want them to know what was on board. Although a pilot boarded the ship that night, it was too late for it to depart. So the ship stayed outside the harbor.

Another ship, the *Imo*, was across the harbor. It, too, was supposed to set off on December 5 but did not receive the coal it needed to leave on time. Already behind schedule, the *Imo* sped toward a small area of the harbor called the Narrows the next morning. Like drivers on a road, ship captains must follow certain rules. Traffic should keep to the right and stay below a certain speed. Drivers should clearly communicate where they are turning.

As the *Imo* approached, the *Mont-Blanc* was heading into the Narrows from the opposite direction. The *Mont-Blanc* whistled that it was staying on the right side and would continue on its path. But the *Imo* refused to get out of the way. Facing an impending crash, both ships reacted. The *Mont-Blanc* veered to the left and the *Imo* headed in reverse. Either one of these reactions could have stopped the crash, but the two combined spelled disaster. The ships could not avoid a collision.

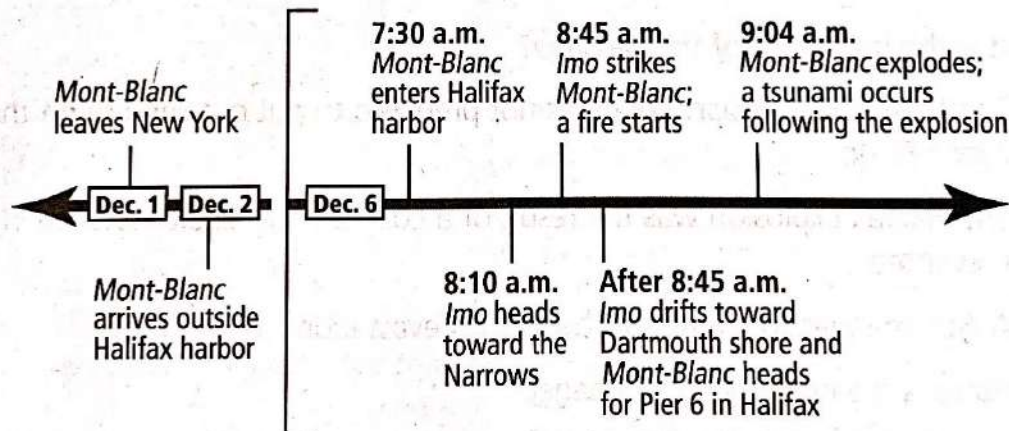


At 8:45 a.m., the *Imo* struck the *Mont-Blanc* and hit parts of the ship carrying the dangerous explosives. Sparks flew, and soon a huge fire raged on board the *Mont-Blanc*. People gathered along the Halifax coast to watch the spectacular blaze. The fire department and its truck, the *Patricia*, arrived on the scene. But their efforts would be fruitless. Twenty minutes after the crash, a tremendous explosion burst through the boat and everything around it. A deafening roar filled the air. Glass shattered and houses crumbled. More fires spread through the city.

The impact of the explosion pushed the water around the *Mont-Blanc* out of the harbor. Then, when the water rushed back in, it created a huge wall of water known as a tsunami. Survivors had barely reacted to the explosion when this great wave of water rushed over them.

Both Halifax and Dartmouth, a city across the harbor, were greatly affected by the explosion and tsunami. Everywhere people looked, they saw devastation. More than 1,500 people were killed, and thousands more were injured. It was a day no one would soon forget. People all over the world learned from the disaster and changed their policies for harbor management. They hoped to prevent such a senseless tragedy from ever occurring again.

### The Halifax Explosion, 1917



**Answer the following questions.**

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

**Part A**

What type of text is this passage?

- A. historical fiction
- B. science fiction
- C. nonfiction article
- D. nonfiction biography

**Part B**

Which features of the text help you figure out the text type?

- A. The text gives facts about a real event from history.
- B. The author adds made-up characters and details to the events.
- C. The events of the text take place in the future.
- D. The author tells about one person's life.

**Hint** Think about the features of each text type. Which features are present in this passage? Does the author present only facts? Or are there characters and events that are made up?

- 2** What is the main idea of this passage?

- A. The Halifax Fire Department was not prepared to put out the fire on the *Mont-Blanc*.
- B. The Halifax Explosion was the result of a collision that could have been prevented.
- C. A tsunami was to blame for the worst devastation.
- D. Harbors are not properly managed.

**Hint** Why did the author write this passage? Think about the main point the author is trying to make.



- 3 The events of December 6, 1917, are out of order. Write numbers 1 through 6 in the boxes to put the events in the correct order.

- A tremendous explosion occurred.
- A huge wall of water, called a tsunami, was created.
- The *Mont-Blanc* and the *Imo* headed toward each other.
- The *Mont-Blanc* blew its whistle to say it was staying to the right.
- A fire started on the *Mont-Blanc*.
- The *Imo* and the *Mont-Blanc* crashed into each other.

**Hint** Think of how each event led to the next. This will help you place the events in the correct order.

- 4 What text structure does the author use? Why do you think he or she uses this structure?

Use details from the text to support your answer.

Write your answer on the lines below.

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**Hint** Think about the main idea of the text. How does the structure help the author convey that main idea? How does the structure help the reader understand the events that occurred?



Use the Reading Guide to help you understand the passage.

## In a Flash of Light

### Reading Guide

Why does the author include the introduction at the start of this passage?

Look at some of the features the author includes. Which features help you understand what type of text it is?

Why is Olivia surprised by how people in the city are acting this morning?

*Three years into World War I, Halifax, Nova Scotia, was a thriving city. Boats carrying supplies for the war moved into and out of the harbor, and factories and mills were bustling from all the business. Yet, on the morning of December 6, 1917, disaster would strike. As city residents looked on, two boats collided in the harbor and set off a chain of events that would lead to unbelievable devastation.*

"Johnny, please hurry; we're going to be late for school." I grabbed my little brother's hand and dragged him toward the door. As the oldest in the family, it was my job to take my little brothers to school, but it was never an easy task. Alden was like a little pocket watch. You could spot him standing at the door and know that it was exactly 8:50 on the dot. Johnny, on the other hand, was a little dickens<sup>1</sup>—or at least that's what our mémé<sup>2</sup> called him. Aside from their identical features, you would never guess that the boys were twins.

We kissed Mama goodbye and then rushed out the door and down the street toward school. All around us, there was a flurry of activity as people pushed past us and ran toward the shore. *Why such a frenzy this morning?* I wondered. Sure, the war had the factories working overtime to handle all the demand, but that was nothing new.

"Look, Olivia!" Johnny pointed. "It's *Patricia*; she's heading to the shore, too!"

*Patricia*, the fire department's new fire truck, had been the talk of the town for weeks. She was the first motorized truck the city ever had, and everyone in town, not just truck-loving little boys, was amazed by her.

<sup>1</sup> **dickens**: a playful nickname for a troublemaker

<sup>2</sup> **mémé**: grandma



## Reading Guide

What do some people think caused the fire? How does Olivia react to the fire?

Look for details the author uses to describe the explosion. How does the explosion affect the characters?

Think about why Olivia has a hard time finding her house. What does this situation show about the explosion?

We raced to follow her and then suddenly saw the reason for all the excitement. Black smoke filled the air around the harbor, and arms of red and orange flames reached toward the sky.

"The Germans are attacking!" someone yelled.

I pulled my brothers in and held them tightly against my chest.

"We should head back home; it's obviously not safe here," I said, trying to guide them back in the opposite direction. But despite my nudging, they both stood frozen, eyes wide in wonder.

"It's not the Germans," I heard a familiar voice say. It was my friend, Anne, from school. "Two boats crashed; I saw it from my kitchen window and came out here for a better look."

"Whatever caused the fire doesn't matter; we really should stay back to keep sa—"

My words were cut short as an eerie silence washed over everything. A burst of bright light flashed across the sky, and then the world turned dark.

I woke up yards away, dizzy and disoriented. Then I heard a soft whimper beside me and turned to see Alden.

"Are you okay, Alden?"

"Yes, Olivia, I'm fine; just a little stunned."

I lifted him up, and we headed to where Johnny was sitting, scratching his head and looking puzzled.

"What just happened?" he asked. "Did something explode?"

"It must have been one of the boats; it was probably carrying supplies for the war. Thank goodness we're all safe, but we should go check on Mama."

We started back toward our house, but I wasn't sure where it was anymore. Huge chunks of metal were scattered everywhere, and piles of rubble marked where familiar homes and stores once stood. I realized then how lucky we were. Many people were hurt, and others walked around in a daze.



## Reading Guide

Why do you suppose soldiers herded people uphill, away from the harbor?

Why does the author include the detail that occasionally a person shouted out a name?

How did Olivia and her brothers finally reunite with their mother?

Suddenly, people began shouting. I looked up to see a massive wave of water barreling up from the harbor. I pushed my brothers against an iron gate and told them to hang on. We clung to the gate and waited for the water to pass. Alden and Johnny began to cry. For the longest time, we held onto the gate, afraid to move. Then I saw soldiers herding people uphill, away from the harbor.

"Look," I said, "The soldiers are sending people uphill. Maybe Mama or Papa will go there, too."

We slowly made our way uphill. Occasionally, a person shouted out a name, and two family members were reunited. I kept listening for my name, but no one called "Olivia." Then, I thought I heard my name. I looked around and heard it again. Alden and Johnny heard it, too, and we broke into a run. We ran to Mama, and she squeezed us in a tight embrace.

"I was so worried about you," she said, wiping away a tear from her cheek.

## Answer the following questions.

- 1 Why does the author include an introduction before the events of the story?
  - A. to tell about the goods made in the city's factories
  - B. to introduce the character of Olivia's grandmother
  - C. to show that Halifax is located in the eastern part of Canada
  - D. to give readers historical background information about the events



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

**Part A**

Read the sentence from the text and the directions that follow.

**"Yes, Olivia, I'm fine; just a little stunned."**

What does the word stunned mean in this sentence?

- A. cheerful
- B. alert
- C. shocked
- D. bored

**Part B**

Which sentences from the text help you figure out the meaning? Choose **all** that apply.

- A. All around us, there was a flurry of activity as people pushed past us and ran toward the shore.
- B. I woke up yards away, dizzy and disoriented.
- C. I lifted him up, and we headed to where Johnny was sitting, scratching his head and looking puzzled.
- D. I looked up to see a massive wave of water barreling up from the harbor.
- E. We clung to the gate and waited for the water to pass.

**Answer the following questions about both passages in this lesson.**

- 3** Based on information from both passages, what is one conclusion about the events you might make?
- A.** Olivia and her family never returned to Halifax again.
  - B.** Some people who experienced the explosion and tsunami were confused by what happened.
  - C.** Fire departments stopped using motorized trucks to respond to fires.
  - D.** Residents of Halifax were curious about the fire on the *Mont-Blanc*.



- 4 Compare and contrast how each author presents information about the events surrounding the Halifax Explosion. How do the features of each text help you identify the type of text? How do they affect your understanding of the topic?

Write your answer on the lines below.

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

**Part A**

Read the paragraph from "The Halifax Explosion." Then, answer the question that follows.

**The fire department and its truck, the *Patricia*, arrived on the scene. But their efforts would be fruitless. Twenty minutes after the crash, a tremendous explosion burst through the boat and everything around it. A deafening roar filled the air. Glass shattered and houses crumbled. More fires spread through the city.**

Which **two** sentences give details about the devastation of the explosion?

- A. The fire department and its truck, the *Patricia*, arrived on the scene.
- B. But their efforts would be fruitless.
- C. Twenty minutes after the crash, a tremendous explosion burst through the boat and everything around it.
- D. A deafening roar filled the air.
- E. Glass shattered and houses crumbled.
- F. More fires spread through the city.

**Part B**

Which **two** sentences from "In a Flash of Light" add to your understanding of the devastation that the explosion caused?

- A. *Why such a frenzy this morning?* I wondered.
- B. I pulled my brothers in and held them tightly against my chest.
- C. Huge chunks of metal were scattered everywhere, and piles of rubble marked where familiar homes and stores once stood.
- D. I realized then how lucky we were.
- E. Many people were hurt, and others walked around in a daze.
- F. I pushed my brothers against an iron gate and told them to hang on.



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

# City Systems

By Barbara Radner  
2007

*No matter what city you live in, your community depends on the help of the systems in place. In this informational text, Barbara Radner further explores the systems that help a city run. As you read, take notes on the different systems that are in place in a city.*

[1] Thousands of people work in Chicago's government. You probably see the mayor<sup>1</sup> on television, and you see other government workers in your community. If you see a police officer or a crossing guard, they are government workers. They are safety workers, and they are part of a system that helps everyone in the city. Thousands of people work every day to keep you safe, make sure you have water and other services.



*"Untitled [Explore #18]" by Logan Campbell is licensed under CC BY-SA 2.0*

There are other safety workers you don't see, but they keep you safe. There are food inspectors. They go to restaurants, not to eat but to check for problems. They make sure the restaurant is clean so that customers won't get sick. You may have seen a sign on a restaurant that it was closed by the health department. The inspectors have found serious problems. The restaurant will be inspected again before it is allowed to open. Sometimes a person gets sick because of food at a restaurant. That person usually takes a day to recover. Some people even have to go to the hospital after they get food poisoning.<sup>2</sup>

There are many workers who help run the city's systems. One of the systems you don't see is mostly underground. It is the sewer system. That system carries the dirty water from homes and businesses. The water goes to a sewage treatment site. There it is cleaned. Workers have to make sure the sewers are working. They need to check for leaks. They may need to replace a part of the system. If you have ever seen a hole in the road and workers digging deep underground you know they're fixing a sewer. When a sewer breaks it is urgent<sup>3</sup> to fix it. If they don't fix it right away, it could become a health problem.

1. a leader of a city that the people vote for
2. illness caused by bacteria or other toxins in food
3. **Urgent (adjective):** requiring immediate action or attention

There's another system that involves water. It is the water system. People in Chicago have very clean water. The water you drink comes from the lake. About fifty years ago, it would come right from the lake and go into people's homes. Pipes carried it to the homes. People might turn on the faucet and get water and a little fish. Yes, a fish could come into the home from the pipes. It would have traveled from the lake to the home. Pipes still carry water to the homes, but now it is filtered first. There is a very big filtration plant along the lakeshore. Water is pumped into the plant. Then it is cleaned. Then it is pumped to homes and businesses through the system of pipes under the city. There are hundreds of miles of pipes that carry the water.

- [5] So every day when you get water, cross a street, or go to a restaurant, you're being helped by the government. The systems that the government runs help people stay safe and healthy. The thousands of people who work for the government all work for you.

*"City Systems" from Center for Urban Education at DePaul University by Barbara Radner. Copyright © 2007. Used with permission. All rights reserved.*



## Text-Dependent Questions

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

1. PART A: What is the main idea of the text?
  - A. The government doesn't provide as many services as you might think.
  - B. While there are many city systems, the most important are sewer and water.
  - C. City systems have changed over the years to focus mainly on keeping people safe.
  - D. There are many systems in place in a city that you might not realize are helping you.
  
2. PART B: Which detail from the text best supports the answer to Part B?
  - A. "There are food inspectors. They go to restaurants, not to eat but to check for problems." (Paragraph 2)
  - B. "There are many workers who help run the city's systems. One of the systems you don't see is mostly underground." (Paragraph 3)
  - C. "When a sewer breaks it is urgent to fix it. If they don't fix it right away, it could become a health problem." (Paragraph 3)
  - D. "People might turn on the faucet and get water and a little fish. Yes, a fish could come into the home from the pipes." (Paragraph 4)
  
3. How does the author organize the information?
  - A. The author details the different city systems and the work related to them.
  - B. The author compares city systems of the past with today.
  - C. The author discusses city systems, and then discusses her favorite.
  - D. The author compares necessary city systems to those we don't need.
  
4. How does the text help us understand the relationship between people and the government?

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## Discussion Questions

**Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.**

1. After reading the text, do you think there are some government jobs that are more important to a city than others? If so, what are they? Describe a government job that you might be interested in one day.
2. In the text, the author explores the different jobs and systems necessary for a city to run. Why is it important that workers involved in these systems work together? Describe another example of a community in which people need to come together to accomplish a goal.



4<sup>th</sup> Grade ELA

May 11-15

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

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

**FSA Coach Book Lessons:** Complete Coach Lesson 11.

- **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 Whitehouse Tour

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

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

**Writing Assignment:** Continue working on Plastic Straws

- **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.



**Read the passage.**

## **America's 200th Birthday Celebration**

In 1976, the United States celebrated its two hundredth birthday. This day was so big and important that the party had a special name. It was called the Bicentennial celebration. Planning for the Bicentennial was not much different from planning a regular birthday party. Of course, the guest list was much bigger. Every person living in the United States was invited!

### **Planning for the Party**

In 1967, the U.S. government formed the American Revolution Bicentennial Commission. The group decided that the main celebration would be held in Philadelphia, Pennsylvania. It was also decided that a park would be built in each of the other states, and each state would use its new park for a smaller party.

However, problems soon developed. Some people did not think it was fair for one city to have the biggest party. Because people felt the planning group had failed, another group was formed to create a new plan for America's big day. The new committee agreed that some celebrations would be held for the whole country. It was also decided that each state would plan its own celebrations. Every city and town would decide independently how to celebrate.

### **Celebrations for Everyone**

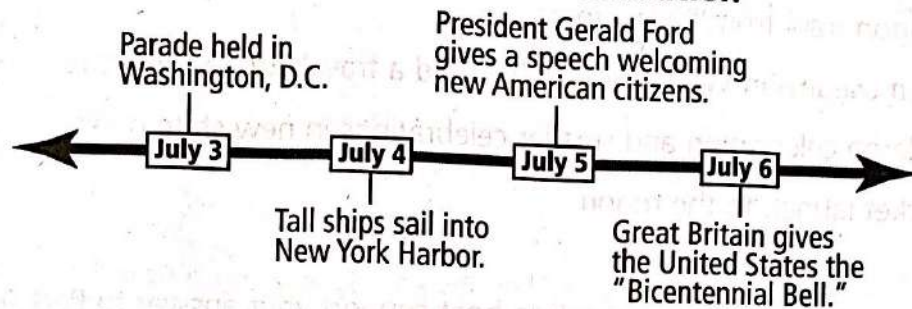
The committee planned several events for everyone to enjoy. For example, the spacecraft *Viking I* was launched in August 1975. It landed on Mars a few weeks before the big day. The National Air and Space Museum opened in Washington, D.C., on July 1. An old train was restored and turned into a traveling museum. The "Freedom Train" visited cities and towns across the country.

In addition, each state planned ways to honor the things that make it unique. In the past, many people traveled across the United States in covered wagons. The state of Pennsylvania wanted people to remember these trips. Volunteers were asked to travel in covered wagons. Sixty thousand people in many different states began a journey in covered wagons to Pennsylvania. The trip took two years. In states such as Alaska and Ohio, log cabins were repaired and turned into museums. Across the country, other historic buildings, bridges, and cemeteries were restored. Bicentennial parks were created in many states.



Several states made time capsules, filling the containers with items from the present day. Most of the time capsules were small, but one town in Nebraska built a time capsule so big it held a car! The plan is for all the time capsules to be opened in 2076. They will show people what life was like in 1976.

### 1976 Bicentennial Celebration



The timeline shows some of the events planned for the Bicentennial celebration.

### The Big Day

On July 4, the celebration really began! In Philadelphia, two million people watched a six-hour parade. People from all fifty states marched in the parade. Five hundred thousand people watched a parade in Washington, D.C. In New York City, six million people lined the waterfront as sixteen of the world's tallest ships sailed into the harbor. Ships included Italy's *Amerigo Vespucci*, Chile's *Esmeralda*, and Japan's *Nippon Maru*. There were more than two hundred smaller sailing ships and twenty thousand other ships, too.

There was also a lot of food at these celebrations. Philadelphia made a giant cake. It was fifty feet tall and weighed forty-nine thousand pounds. Many other towns served birthday cakes. Some had picnics and barbecues, too.

At 2:00 p.m. in Philadelphia, bells rang out. At the exact same time, bells in cities and towns across the country tolled. The country was two hundred years old! That night, vivid fireworks filled the night sky. The careful planning had paid off. America's birthday party was a success.



**Answer the questions.**

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

**Part A**

What was the original plan for the celebration?

- A. a wagon train from Philadelphia
- B. new museums in Washington, D.C., and a traveling train museum
- C. one large celebration and smaller celebrations in new state parks
- D. a rocket launch to the moon

**Part B**

Which two sentences from the article **best** support your answer to Part A?

- A. The group decided that the main celebration would be held in Philadelphia, Pennsylvania.
- B. It was also decided that a park would be built in each of the other states, and each state would use its new park for a smaller party.
- C. The new committee agreed that some celebrations would be held for the whole country.
- D. It was also decided that each state would plan its own celebrations.
- E. Every city and town would decide independently how to celebrate.

- 2** Which of the following statements about the passage are true? Circle **all** that apply.

- A. It is based on one person's observations.
- B. It expresses the author's strong opinions.
- C. It is written about events that have already happened.
- D. It uses pronouns such as *I*, *me*, *we*, and *us*.
- E. It contains bias.
- F. It contains information found through research.

3 Read the following sentence from the passage.

In addition, each state planned ways to honor the things that make it unique.

Which of the following words is an antonym for honor as it is used in this sentence?

- A. illustrate
- B. improve
- C. insult
- D. introduce

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

**Part A**

What is **one** main idea of the passage?

- A. The U.S. Bicentennial was a celebration meant for the entire country.
- B. Small groups are better at planning events like the Bicentennial.
- C. The U.S. Bicentennial broke many world records.
- D. Many areas planned their own Bicentennial events.

**Part B**

Which sentence from the passage **best** supports the main idea?

- A. It was fifty feet tall and weighed forty-nine thousand pounds.
- B. Every city and town would decide independently how to celebrate.
- C. In 1967, the U.S. government formed the American Revolution Bicentennial Commission.
- D. Every person living in the United States was invited!



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

**Part A**

Read this paragraph from the passage.

**At 2:00 p.m. in Philadelphia, bells rang out. At the exact same time, bells in cities and towns across the country tolled. The country was two hundred years old! That night, vivid fireworks filled the night sky. The careful planning had paid off. America's birthday party was a success.**

Which text structure is used in this paragraph?

- A. chronological
- B. problem and solution
- C. cause and effect
- D. compare and contrast

**Part B**

Which group of words and phrases from the paragraph **best** support your answer to Part A?

- A. At 2:00 p.m.; At the exact same time; That night
- B. in Philadelphia; in cities and towns across the country
- C. bells rang out; bells . . . tolled; vivid fireworks filled the night sky
- D. The country; The careful planning; America's birthday party

Read the passage.

## The Best Birthday Party Ever

When I was ten years old, the United States celebrated its two hundredth birthday. As the day drew closer, I grew more and more excited! Growing up in New York, the Fourth of July was always a fun occasion. But our family knew that this Bicentennial celebration would be extra special. Even my two-year-old brother knew something exciting was happening. It almost seemed like we were waiting impatiently for our own birthdays to arrive. My sister, brother, and I all shared the same sleepless excitement and sense of butterflies in our stomachs.

There were lots of preparations to make. In June, the kids in our city painted all the fire hydrants. Some got stars and some got stripes, but all now wore red, white, and blue instead of the chipped yellow paint they had been covered in. The firefighters thought it was a good idea, too, and helped paint the hydrants on our street. At the end of the month, my mom bought streamers to hang from our front porch. The tri-colored decoration looked very patriotic, but I thought it was important to display our American flag, too. We hung the flag between the pillars on the porch. Now our house was ready to celebrate.

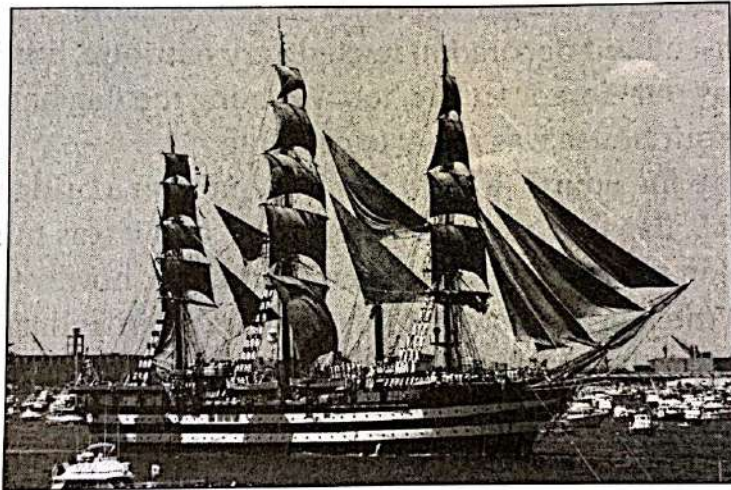
A few days before the Fourth, a giant flag was hung on a bridge near our house. It was the largest U.S. flag that had ever been made, and it was hung from one of the longest bridges in the country. There was a problem, however. The wind in the harbor pushed the flag against the bridge cables again and again, creating small tears. As a result, the wind was able to whip through the holes and shred the beautiful symbol of our country.

Finally, it was Independence Day. We went down to the waterfront at noon. Mom packed a big picnic—enough for all our cousins, aunts, and uncles. Even Grandpa came, beaming with happiness and pride. He said he was glad that he had lived to see the Bicentennial. He said that this day made him glad he had immigrated to this country sixty years ago. Mom nodded her head. She was happy she had come to the United States, too, and she was proud to be a new citizen.



At about 2:00 p.m. we saw the first ship sail into New York Harbor. It was a tugboat, a tiny craft able to pull ships many times its own weight. It was followed by other tugboats and a fireboat that had a water cannon. That boat shot a blast of water high into the air to announce the arrival of the next ships. They were the tall ships, and they were breathtaking. These ships were made of wood, with sails carried on tall masts. Grandpa said they reminded him of the ships that brought many immigrants to the United States years ago. The ships glided elegantly under the Verrazano Bridge and were met by hundreds of small boats. The tiny boats moved through the harbor excitedly, dancing around each other as they greeted the tall ships that had come from fourteen different countries.

That night we went back to the water's edge to watch the fireworks. We clapped and cheered as rockets hissed and boomed over the inky waters of the harbor. Across the land, we knew people were doing the same thing. Together we celebrated our independence and our country's birthday. The United States was two hundred years old. I was glad that I was at the party!



The tall ship *Amerigo Vespucci* sailed into New York Harbor during the Bicentennial celebration.



**Answer the questions.**

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

**Part A**

Read the sentences from "The Best Birthday Party Ever."

**The wind in the harbor pushed the flag against the bridge cables again and again, creating small tears. As a result, the wind was able to whip through the holes and shred the beautiful symbol of our country.**

Which of the following statements **best** describes the relationship between the two sentences?

- A. The first sentence makes a claim that is supported by the second sentence.
- B. The sentences compare two different things.
- C. The sentences describe a sequence of events.
- D. The first sentence describes the cause of the event in the second sentence.

**Part B**

Which phrase helped you answer Part A?

- A. pushed the flag
- B. against the bridge
- C. As a result
- D. whip through the holes

- 7** Which sentence from the story does the photograph help readers to understand?
- A.** It was a tugboat, a tiny craft able to pull ships many times its own weight.
  - B.** That boat shot a blast of water high into the air to announce the arrival of the next ships.
  - C.** Grandpa said they reminded him of the ships that brought many immigrants to the United States years ago.
  - D.** The ships glided elegantly under the Verrazano Bridge and were met by hundreds of small boats.

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

**Part A**

Read the sentences from "The Best Birthday Party Ever." Then, answer the question that follows.

**Even Grandpa came, beaming with happiness and pride. He said he was glad that he had lived to see the Bicentennial. He said that this day made him glad he had immigrated to this country sixty years ago. Mom nodded her head. She was happy she had come to the United States, too, and she was proud to be a new citizen.**

Which **three** phrases from the paragraph provide the **best** help in figuring out what immigrated means?

- A. beaming with happiness and pride
- B. lived to see the Bicentennial
- C. this day made him glad
- D. to this country sixty years ago
- E. come to the United States, too
- F. proud to be a new citizen

**Part B**

Which is the **best** definition for immigrated, as it is used in this paragraph?

- A. hoped for a wonderful new life
- B. come to live in a new country
- C. left the homeland forever
- D. fled from an enemy



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

# Let's Take a White House Tour

By John Riley and Barbara Burt  
2010

*The White House is an important building in the United States. It's where the president lives. You can take a tour there! As you read, take notes on what a person will experience on a tour of the White House.*

## A bit of history before we begin...

- [1] President John Adams and his wife, Abigail, moved into the White House on November 1, 1800. That makes the year 2000 the 200th anniversary of the White House.

Back when the Adamses moved in, the building was called the President's House.



["The White House DSC03305"](#) by Nicolas Karim is licensed under CC BY-NC-ND 2.0

It was the largest house in America. Abigail Adams said it was twice as big as her church back home in Massachusetts. It was also cold and drafty,<sup>1</sup> and some of the rooms and stairs weren't finished. But the Adams family believed that the house would stand for a long time, and it has. In 200 years, 40 presidents have lived and worked in the White House at 1600 Pennsylvania Avenue in Washington, D.C. It has become a famous symbol of American leadership.

## Start the tour!

Today, some rooms of the White House are open to the public. More than one million people visit each year. Other rooms are private, set aside for the personal use of the president's family and their guests. The wallpaper, furniture, and art have changed over the years. First families<sup>2</sup> try to make the White House a comfortable home for as long as they live there.

- [5] Although the inside of the White House has changed, the outside has stayed the same. Offices have been built in wings on both sides, but the main part of the White House looks much as it did when President Adams arrived 200 years ago on a chilly November day.

To take a tour, you'll need tickets. You can pick them up at the White House Visitor Center. The tours take place in the morning. After waiting in line, you'll enter the East Wing and walk down the East Colonnade. A colonnade (a long hallway with windows or columns) extends from both sides of the main building.

1. having cold air move through it  
2. the families of U.S. presidents

On the ground floor, you can look into some rooms as you walk by. The Red Room has walls and furniture covered in apple-red fabric. The Green Room contains furniture that was made in America 200 years ago! Many people think that the Blue Room, with gold wallpaper and a blue and gold rug, is the most beautiful room in the White House. The Green Room, Blue Room, and Red Room are often used for receptions.<sup>3</sup>

Upstairs, the grand East Room is often used for large gatherings. The grand piano can be used to entertain guests. The East Room can also be set for large dinners and even rock concerts! Presidents often hold their press conferences<sup>4</sup> there.

When the morning tours are over, the ropes are removed and the rugs are put back into place.

## The private White House

- [10] The White House belongs to all the citizens of the United States, but it's also the home of the president's family. Only guests of the first family get to see the private rooms on the second floor.

If you were an overnight guest, your bedroom would be on the second or third floor. You might watch a movie in the family movie theater, or bowl a game in the underground bowling alley!

## The White House outdoors

The public tour doesn't include the big "backyard" of the White House. But if you were a White House guest, you could visit the Children's Garden, play tennis, swim in the pool, go for a jog on the jogging path, and admire the flowers and trees.

## Visiting the president at work

The president's offices are located in the West Wing. You'll need a special appointment to visit. The president's office is called the Oval Office because of its shape. Each president can decorate the office any way they like, but one thing never changes: the Oval Office is very impressive. Imagine how many world leaders have met with U.S. presidents here. Perhaps, someday, you'll be the person sitting behind the desk!

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3. social gatherings

4. an interview or announcement given to the press



## Text-Dependent Questions

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

1. What is the main idea of the text?
  - A. People can see the private and public areas of the White House on a tour.
  - B. People can see many important rooms in the White House on a public tour.
  - C. People learn a lot about the White House on public tours, but do not see a lot of it.
  - D. People are not allowed to tour the White House when important people are staying there.
  
2. PART A: Which of the following describes the Adamses' opinion of the White House?
  - A. They thought it was too uncomfortable to be a home.
  - B. They thought it should remain the same over the centuries.
  - C. They thought it would continue to be an important building.
  - D. They thought it was too small for their family and employees.
  
3. PART B: Which detail from the text best supports the answer to Part A?
  - A. "Abigail Adams said it was twice as big as her church back home in Massachusetts." (Paragraph 3)
  - B. "the Adams family believed that the house would stand for a long time, and it has." (Paragraph 3)
  - C. "The wallpaper, furniture, and art have changed over the years." (Paragraph 4)
  - D. "First families try to make the White House a comfortable home for as long as they live there." (Paragraph 4)
  
4. Why are some areas of the White House not included in the tour?
  - A. They are under construction.
  - B. There are expensive rugs on the floor.
  - C. The president and his family live there.
  - D. They are the oldest rooms in the house.
  
5. Based on the information in the text, why has the White House "become a famous symbol of American leadership"? (Paragraph 3)
  - A. It is the oldest house in America.
  - B. It is the biggest house in America.
  - C. The president lives and works there.
  - D. Presidential elections take place there.
  
6. How do the authors organize information in the text?
  - A. They provide information about the White House and tours of the building.
  - B. They describe how each room in the White House has changed over time.
  - C. They compare the president's house with other world leaders' houses.
  - D. They list different rooms in the White House that they have toured.

7. Which statement describes the authors' most likely purpose in the text?
- A. to tell people what to expect on a tour of the White House
  - B. to urge readers to visit the White House as guests of the president
  - C. to offer advice on how the tour of the White House could be better
  - D. to make the president feel bad for not allowing tours of private rooms
8. How does the sentence "Perhaps, someday, you'll be the person sitting behind the desk!" contribute to the text?
- A. It urges readers to tour the Oval Office.
  - B. It challenges readers to sit behind the president's desk.
  - C. It suggests that readers could be the president one day.
  - D. It suggests that there is a way to sneak into the Oval Office.
9. What are the different uses for the White House? Use evidence from the text to support your answer.

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## Discussion Questions

**Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.**

1. If you had a choice, would you ever live at the White House? Why or why not?
2. Based on the information in the text, which room or space in the White House are you most interested in visiting and why?

Read the “Should Cities Ban Plastic Straws?” passage set.

## Should Cities Ban Plastic Straws?

### Source 1: Turtle in Trouble

by Sarah Wiggins

- 1 Christine Figgner and a team of research scientists from Texas A&M University were studying sea turtles off the coast of Costa Rica. They noticed something sticking out of one turtle’s nose. The team hoisted the 77 pound turtle, the size of a fifth grader, onto the boat to get a better look. One researcher commented that he thought the object in the turtle’s nose was a worm.
- 2 Carefully, the team worked together to hold the turtle steady and keep it calm. One person used pliers to gently pull the worm out. He worked slowly and carefully because the scientists were worried the worm may be attached to the turtle’s brain. The turtle was sneezing repeatedly and struggling to get away. As the scientist continued tugging the worm, the turtle started hissing. He was clearly uncomfortable. A small stream of blood even dripped from his nostril.
- 3 The scientists were worried they wouldn’t be able to get the entire worm out, and they decided to cut it. They examined the piece that they separated and made a big discovery. It wasn’t a worm; it was a plastic straw! The turtle had somehow gotten a plastic straw lodged up his nose.
- 4 Once they realized this, the scientists knew they had to get the rest of the straw out. Not only was it probably uncomfortable for the turtle, but it could also interfere with his ability to breathe. They pulled on the straw for about five more minutes, and eventually, it came out. It was a four inch piece of plastic straw.
- 5 Figgner suspects the turtle probably swallowed the straw accidentally. Then, as he gagged it up, it got stuck in his nose. Since the passageways for a turtle to swallow food and also to breathe are connected, like in humans, it makes it possible for objects to enter the wrong path.
- 6 After removing the straw, the team observed the turtle to make sure he was ok. They disinfected his nostril, and then they released him back into the ocean.



Read the “Should Cities Ban Plastic Straws?” passage set.

## Should Cities Ban Plastic Straws?

### Source 2: Small Straw, Big Debate

by Amelia Brennan

- 7 A single straw costs less than a penny to make and weighs less than an ounce. How can a piece of plastic so tiny cause such a big stir?
- 8 It is estimated that Americans use more than 200,000,000 plastic straws each day. Straws are among the top five items found in beach cleanups. There are an estimated 2,000 tons of plastic straws discarded in the ocean. While plastic straws can be recycled, most are not. They are so small, that many people simply forget to recycle them. Those that make it to the recycling center are often sorted out accidentally by machines because of their size.
- 9 Plastic can take thousands of years to decompose or break down. This means that all of these straws will be sitting in a landfill, on the beach, or in the ocean for a millennium or more. What is the solution to this plastic problem? Many people believe that the United States should ban plastic straws or make it illegal to purchase or use them.
- 10 A straw ban could, however, pose a problem for many individuals. Dianne Laurine has cerebral palsy. She is unable to use her hands and feet. The only way she can drink is by moving her head to the straw. When a reporter asked her how she felt about the proposed straw ban, she replied, “Awful. Awful. Awful.” Many people with disabilities depend on the flexibility of plastic straws in order to drink. Additionally, some elderly people with limited motor control also rely on plastic straws.
- 11 Others simply do not think a ban is necessary. The 2,000 tons of plastic straws in the ocean seems like a lot until you consider that there is in total 9,000,000 tons of plastic waste in the ocean. 2,000 tons is a small percentage of 9,000,000. Some people think we should focus on plastic bottles and discarded fishing nets instead of plastic straws.
- 12 Environmentalists recognize that straws are a small part of a larger problem. Many feel that a ban on straws will get the ball rolling so we can move onto addressing bigger plastic pollution issues. Yet others argue it might actually hurt the cause. People might give up straws and think they’ve done enough to help the environment and stop there.
- 13 Others feel that making a law is not necessary for change. First, let’s make people aware of the problem. Maybe we can help change habits and get people using fewer or no straws. Then, we educate. It’s better to teach people to dispose of, or get rid of, their plastic properly rather than banning straws altogether.

Read the “Should Cities Ban Plastic Straws?” passage set.

## Should Cities Ban Plastic Straws?

### Source 3: Other Kinds of Straws

by Matthew Evans

- 14 Some people want to get rid of straws altogether. However, this would make drinking a milkshake or a Frappuccino pretty tricky.
- 15 While traditional plastic straws are the most common, there are actually other materials that can be used to make straws. One common type of straw is a paper straw. Paper straws do not last a long time and can even fall apart while you are drinking. They will still end up in landfills, but they will break down more quickly than their plastic counterparts.
- 16 Engineers have also experimented with creating straws from biodegradable materials such as corn or wheat. This means the straws will break down easily when discarded. You won't have to worry about them sitting in landfills because the natural materials will disintegrate back into the earth.
- 17 While paper or biodegradable straws would eliminate some of the plastic waste, some people point out that they would require more fossil fuels and electricity to create than plastic straws. Also, these straws are more expensive. This could cause companies to increase the prices on drinks.
- 18 This has led many people to push for reusable straws. Several companies have created stainless steel straws. These are designed to last a long time. They are sturdy and dishwasher safe. One negative is that it can be hard, even with a dishwasher, to ensure that the inside crevice is fully clean.
- 19 Another option is a glass straw. These are designed to be reused and last a long time. There are many designs with multiple patterns and colors. You can see through them to ensure they are clean. Glass, however, can shatter if you drop it.
- 20 There are many straw options out there besides the plastic straw. If plastic straws are harmful to the environment, why not try a new kind?



# Writing Prompt

Your city leaders are considering a ban on plastic straws in your city, making it illegal to sell or use plastic straws. Write an essay for your city leaders in which you give your opinion about whether or not plastic straws should be banned. 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.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.



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

## PLANNING SHEET

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

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There is no handwriting or other markings on the paper.

**This sheet will NOT be scored.**