

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

Date: Monday 3/30/2020

BCCS-Boys

College: \_\_\_\_\_

Parent Signature:

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Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

### Common Core Standards & Skills:

CCSS.ELA-LITERACY.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.


CCSS.ELA-LITERACY.RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

My Mini Anchor Chart

## Drawing Conclusions

A conclusion is a judgement or decision about a character, setting, or event that is reached by reviewing all the available information. Good readers draw conclusions as they read to help them understand the story.



*Drawing conclusions and making inferences are both part of the problem solving process. While they are similar, they aren't exactly the same thing.*

### How to Draw Conclusions

<b>1</b>	The first step to drawing a conclusion requires the reader to review all the information stated in the text about a person, setting, or event.
<b>2</b>	The next step is for the reader to consider any facts or details that are inferred, but not stated.
<b>3</b>	Once the reader has all the information available, he/she should analyze it and consider what the next logical step or assumption would be for the given situation.
<b>4</b>	The reader comes up with a conclusion. He or she will determine the next logical steps or assumptions based on the information available.

**Main Idea:**

**Author's Purpose:**

## More kids are giving these less-common sports a try



Rock climbing is one example of a sport for kids who haven't enjoyed traditional team sports. Photo by: Don Mason/Getty Images

By Washington Post, adapted by Newsela staff on 01.07.19 Word Count **666** Level **830L**

Sports like baseball and football are popular in the United States. However, many children want different ways to exercise.

The Sports & Fitness Industry Association (SFIA) is a group that looks at participation in different sports. It says youth participation in traditional sports has been going down. Some people say sports are too competitive. Others think kids can get hurt too easily. SFIA president Tom Cove says that many kids and parents do not like "the seriousness of youth sports."

### **Kids Say Team Sports Are Not As Fun**

Kids have many choices. They can do obstacle course training like parkour, ninja warrior classes and rock climbing. "Some sports may be better suited to some personalities and physical capabilities than others," said JoAnn Yáñez, who leads a group of schools for doctors and wellness professionals.

Olivia Hunt is 16 years old and lives in Burlington, Vermont. She used to like soccer. It became difficult when her teammates talked about winning. She lost interest when she had to try out for the team. "It was no longer fun for me," Olivia said. This is a pattern Cove has seen. He says that intense training and competition "seems to be turning some kids off." Cove says, "Nontraditional sports can be more casual and allow kids to be kids." Nontraditional sports are activities that usually have kids competing on their own instead of playing on a team. Rock climbing is one example.

The local climbing gym, Petra Cliffs, was holding a summer camp. Olivia decided to give it a try. "With climbing I can just go and do it," Olivia said. Olivia has found confidence and satisfaction. "Climbing is one of those sports that you can track your own progress," she said. Olivia also joined a friend for Little Bellas mountain bike camp. She says that riding different trails lets her see how she is growing and getting more confident.

In these activities, children are in control. They make connections between their bodies and minds. They can set their own goals. "Sports like climbing, cycling and running allow a child to focus on making one move at a time to achieve a longer goal," said Dr. Michelle Flowers. She studies the minds of athletes. Flowers says these sports are more about "personal growth" rather than beating someone else.

### **Individual And Team Sports Have Similar Benefits**

In nontraditional sports, kids can learn to dust themselves off and try again. Flowers says that failing is part of learning. Kids can use these lessons in other parts of life.

Individual sports can offer similar benefits as team sports. Olivia says she talks with the other girls at the climbing gym. They encourage each other.

Lifelong participation is another benefit to these nontraditional sports. Sabra Davison is one of the founders of Little Bellas. Davison saw what happens in sports when girls get older or get injured and team sports end. Davison says people can do nontraditional sports for longer. Flowers agrees. "The physical benefits of balance, strength and agility can be generalized to multiple activities, including everyday adventures like going to the park or climbing trees," she said.

Some kids are looking for ways of staying active between sports seasons. Some want to enjoy exercise without the stress. Robyn Erbesfield-Raboutou is the owner of ABC Climbing in Boulder, Colorado. She says that kids and parents like what climbing has to offer, including cross training and problem-solving skills.

## **Nontraditional Sports Becoming More Popular**

The interest in more individualized sports has grown. In 2020, climbing, karate, skateboarding and surfing will be in the Olympics for the first time. Golf came back. Newer events in skiing and snowboarding have been added. Erbesfield-Raboutou said that climbing's popularity has grown fast in the past four years.

Kids can look beyond ball and field sports. Yáñez says that sports that provide children "self- esteem, an understanding of delayed gratification and the benefits of hard work, can have a long- term positive impact on their mental and physical health."

## Quiz

1. Which two choices are main ideas of the article?

1. *Many kids are choosing nontraditional sports over team sports.*
2. *Popular nontraditional sports include rock climbing and mountain biking.*
3. *Nontraditional sports allow kids to track their individual progress toward athletic goals.*
4. *The next Olympics will include nontraditional sports such as karate, skateboarding and surfing.*

(A) 1 and 2

(B) 1 and 3

(C) 2 and 4

(D) 3 and 4

2. Read the paragraph from the introduction [paragraphs 1-2].

*The Sports & Fitness Industry Association (SFIA) is a group that looks at participation in different sports. It says youth participation in traditional sports has been going down. Some people say sports are too competitive. Others think kids can get hurt too easily. SFIA president Tom Cove says that many kids and parents do not like "the seriousness of youth sports."*

How does this paragraph support a main idea of the article?

- (A) It shows why some people disagree with kids playing nontraditional sports.
- (B) It explains the role of the Sports & Fitness Industry Association in nontraditional sports.
- (C) It lists several reasons why people are moving away from traditional sports.
- (D) It gives several examples of traditional sports that are popular in the United States.

3. What caused Olivia Hunt to lose interest in soccer?

- (A) She did not like how competitive the sport was.
- (B) She did not make the team during tryouts.
- (C) She became too old to play on the team.
- (D) She became worried about getting hurt.

4. According to Dr. Michelle Flowers, what effect do nontraditional sports have on kids?

- (A) They help kids work toward longer goals and see that failing is part of the learning process.
- (B) They help kids gain more balance, strength and agility than traditional sports provide.
- (C) They teach the students teamwork better than traditional sports.
- (D) They help kids prepare for important athletic competitions such as the Olympics.

5. In what ways are nontraditional sports beneficial? Use two details from the text to support your response.

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**Common Core Standards & Skills:**

CCSS.ELA-LITERACY.RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**CHARACTER TRAITS**

RL.3 I can describe the characters in a story and explain how their actions affect the order of events.

Examples of Traits

athletic	inconsiderate	proud
bossy	independent	protective
brave	leader	rude
careful	kind	sensitive
caring	nosy	shy
confident	optimistic	smart
determined	patient	stuck-up
generous	pessimistic	thoughtful
greedy	mean	witty

**Good readers know the difference between traits and feelings.**

annoyed	<u>Examples of Feelings</u>	jealous
anxious	embarrassed	proud
confused	excited	scared
disappointed	exhausted	shocked
discouraged	hopeful	worried

**Main Idea:**

**Author's Purpose:**

## Lightning Quick



Image 1. "Watch and learn." Illustration by: Rafa Alvarez/ Highlights for Children Illustration by: Rafa Alvarez

**By Rich Wallace, Highlights for Children Published:10/01/2019 Word Count:1042**

The brisk wind blew Devin's cap off his head. He ran to scoop it up, but the new boy got there first — stomping his foot on it to keep it from reaching the street.

"Nice footwork, Eric," Devin joked. "Do you play soccer?"

Eric shrugged. "A little. I'm not very good at it."

"We were planning to play some basketball in my driveway this afternoon," Jordan said. "Want to play?"

"I'm not very good at hoops either," Eric replied.

"Come anyway," Jordan said. "It'll be fun."

Devin jammed his cap tighter on his head. "Hey!" he exclaimed, looking past Eric and Jordan toward the frozen pond. "The safety flag is up!"



Devin and his friends had been waiting for weeks for city **officials** to declare the pond safe for skating. There had been little snow so far that winter, but the days had turned cold.

"I got a new hockey stick for Christmas," Devin said.

"Hope my skates still fit," Jordan said. "How about you, Eric? Do you play hockey?"

Eric nodded.

Devin loved playing hockey on the pond. Like pickup basketball, it provided an energizing break from organized sports. They could play all day, with no timers, no referees, no pressure! Devin was the best hockey player among his friends, and he always played center. That was the prime goal-scoring position.

"Sometimes we don't even keep score," Devin said to Eric. "Want to play with us? You'd have fun, even if you aren't very good at it."

Eric broke into a big smile. "I said I wasn't very good at soccer or basketball. But I'm all right on skates."

Devin was not listening. He was thinking ahead to that great feeling of gliding on the ice with the puck, faking past defenders and shooting at the goal.

"We'll show you the ropes," he said. "Watch and learn."

Devin rushed home for his skates and pads. His new stick felt great in his hands — the perfect length and weight. He hurried back to the pond. All of his friends were already there. They were ready to choose sides.

Devin was quick to say, "I'll take the new kid." He turned to Eric. "Hang back and play defense. Just do your best."

Eric shrugged. "Defense is fine with me. I can see all the action from back there."

"Good idea," Devin said. "Watch and learn!"

Devin noticed that Jordan, who was also on his team, was giving him a sly grin. "What?" Devin asked.

Jordan laughed. "You'll see."

Devin lined up across from his friend Tara and gave her a **challenging** smile. "Game on."

The teams battled for possession of the puck for several minutes, with neither side gaining an **advantage**. The goalies skated from side to side in front of the nets, waiting for some action.

Finally, Tara poked the puck free and dodged by Devin. She passed to her brother, Bryan, who swept the puck in a wide arc, heading for the goal. Devin skated back to keep pace with Tara. Bryan sent a sharp pass directly across the front of the goal, and Tara lifted the puck with her stick and shot it hard.

The goalie knocked it away just in time, and the puck slid to the side. Devin and Tara raced toward it, but Eric got there first.

"Right here!" Devin called. He tapped his stick on the ice and grabbed the puck. He took it up to the midpoint before getting trapped by Bryan and another kid from the opposing team.

Devin spotted Eric trailing close behind. "Stay back," he said. "Defense, remember?"

Jordan regained possession, and Devin charged ahead. He took a pass from Jordan and angled toward the goal, but he lost control of the puck before he could shoot. It slid out of bounds.

"You should let Eric come up," Jordan said. "We need some more power."

Devin glanced toward Eric. "He's better off back there. Let him get some experience first."

Jordan laughed again. "You'll see. Here they come!"

Tara drove quickly up the center of the ice, zigzagging past Devin's teammates. She passed the puck to her left, giving Bryan a lead. He caught up to it and dodged past Jordan.

Devin **shifted** over to help out, but Bryan made a needle-threading pass to Tara, who was wide open and ready to shoot.

Eric darted over and deftly knocked the puck from Tara's stick. He gained control and skated up the ice.

"Pass!" Devin called, sprinting to catch up. "I'm right here!"

But Eric kept going, leaving Devin and Jordan and the rest of the team behind.

As the last defender skated toward him, Eric flipped the puck, gave a fake to the left, and zeroed in on the goalie. With a snap of his wrists, he sent the puck on a line drive into the net.

Jordan raised his arms and yelled, "Goal!" Eric gave a slight smile and skated back.

Devin shook his head as he looked at the goalie at the other end of the ice. Eric had covered that distance in about four seconds. Devin doubted he could do it in eight, even without trying to keep control of the puck.

"I thought you weren't any good at hockey," Devin said, patting Eric's shoulder.

"I said I wasn't very good at soccer or basketball," Eric said. "Hockey is a different story."

"I'll say. Where did you learn to move like that?"

"Ha!" Jordan said, skating toward them. "Eric was warming up when I got here. He skates about three times as fast as any of us. And his stickwork is way better, too."

"We moved here from northern Minnesota," Eric said. "Lots of lakes and long, cold winters. I lived on skates for nearly half the year."

"Wow," Devin said. He was **embarrassed** about underestimating Eric. "I guess you should be playing center instead of me."

Eric shook his head. "I like playing defense. It gives me a chance to see the entire rink and figure out when to charge."

"Right," Devin said. "Watch and learn. I should do more of that myself."

## Quiz

1. What lesson does Devin learn in the story?

- (A) Be patient with people who are new to an activity.
- (B) It is important not to brag when you are the best at something.
- (C) Teamwork is the best way to succeed at sports.
- (D) Do not judge people's skills until you have seen what they can do.

2. Select the answer choice that BEST describes the main events in the story.

- (A) Some friends decide to play hockey one afternoon. Devin thinks Eric, the new kid, is not good at hockey, so he tells Eric to watch him to learn how to play. Eric ends up being the best player in the game.
- (B) Eric is not good at sports. He wants to make friends, so he agrees to play hockey with Devin and some other kids. Devin teaches Eric how to play the game, and Eric becomes a skilled player.
- (C) Eric has just moved from Minnesota to a new town. He tells the other kids that he is really good at hockey, so they all want to play with him. He teaches Devin and Jordan how to be better at hockey.
- (D) Some friends decide they want to play sports one afternoon, but they cannot decide what to play. Devin suggests hockey because the pond just opened for skating. The friends learn that Eric is the best player.

3. Read the selection from the story.

*Devin loved playing hockey on the pond. Like pickup basketball, it provided an energizing break from organized sports. They could play all day, with no timers, no referees, no pressure!*

What does the author mean by the phrase "organized sports"?

- (A) games that are more exciting and fun to play
- (B) games where each team picks players ahead of time
- (C) games that are part of an official league with stricter rules
- (D) games that always end in a tie so that no one loses

4. Read the sentence from the story.

*"We'll show you the ropes," he said. "Watch and learn."*

What does the phrase "show you the ropes" mean?

- (A) explain which supplies are needed
- (B) teach how to do something correctly
- (C) teach the best way to tie up something
- (D) explain the different ways to play sports

5. What does the text reveal about Devin? Use two details from the text to support your response.

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CCSS.ELA-LITERACY.RI.4.4

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

## Context Clues

When strong readers come to an unfamiliar word, they can use context clues to help them determine the meaning of the unknown word.

**There are different types of context clues.**

<b>I</b>	<b>Inference</b> – the meaning is not given so you must use text clues	<i>Don't want to work with Ricardo, unless you want to hear him talk about himself. He is so arrogant.</i>
<b>D</b>	<b>Definition</b> – the meaning of the word is explained in the sentence	<i>Ricardo is so arrogant. He thinks he is more important than everyone else.</i>
<b>E</b>	<b>Example</b> – an example of the word is in the sentence or nearby sentences	<i>Ricardo is so arrogant. He is always bragging about how great he is at sports.</i>
<b>A</b>	<b>Antonym</b> – a word with opposite meaning is used in the sentence or near by sentences	<i>Ricardo is so arrogant. He needs to learn to be humble like his little brother Jose.</i>
<b>S</b>	<b>Synonym</b> – words with similar meaning are used in or near the sentence	<i>Ricardo is so arrogant, proud, self-centered, and over-bearing.</i>

Strong readers will always read the sentences surrounding the unknown word to look for clues.

**Main Idea:**

**Author's Purpose:**

## Three dinosaur replicas, stolen from a Utah park, have been found



Image 1. Three raptor replicas that educated children for more than 10 years were stolen from George S. Eccles Dinosaur Park in Ogden, Utah. The replicas were returned on March 5, 2020. Photo: Ogden's George S. Eccles Dinosaur Park Facebook

**By** Smithsonianmag.com, adapted by Newsela staff **Published:**03/18/2020 **Word Count:**584

The Eccles Dinosaur Park in Ogden, Utah, is a big green park filled with dinosaur models. Kids get to travel back in time and discover the awe-inspiring creatures that once roamed our planet. The park is dotted with around 100 dinosaurs. They have gaping jaws and towering limbs. Recently, though, three of those replicas were stolen. This was a weird crime that has ended with the recovery of the missing models.

According to Hailey Higgins of the local Ogden TV station Fox13, the thieves made off with three fiberglass raptors. Each measure 5 feet tall and 7 feet wide. The raptors were displayed as attacking a larger dinosaur. Two of the models were bolted to the ground. Another was mounted onto the side of the unfortunate prey, as though about to take a bite.

Whoever was responsible for the theft came prepared. The models were ripped off their mounts with power tools, according to a local reporter named Mike Anderson. The thieves managed to avoid the

park's security cameras. They did not, however, succeed in getting the dinosaurs out of the park unscathed. Staff found raptor feet by a back fence, where the culprits seem to have made their escape.

## Raptors Recently Refurbished

The stolen raptors have been part of the park for the past 15 years. They were recently refurbished by the artist Kirk Larsen. Larsen was checking on the models earlier this week when he discovered that they had vanished.

"Why — why would someone steal them?" Larsen asked in an interview with the local TV news station. "What purpose do they have with three dinosaur statues?"



Image 2. The spot at Eccles Dinosaur Park in Ogden, Utah, where three statues of raptors were stolen. This is what the exhibit currently looks like as the raptors are being repaired.

Photo: George S. Eccles Dinosaur Park

## "Not A Lot Of Resale Value"

The crime is indeed a baffling one. The models are worth between \$10,000 and \$20,000. Given that they are made out of common fiberglass, however, there is "not a lot of resale value," Jeff Bond said. Bond is the park's education manager. Still, Bond noted, the raptors are "worth a lot in terms of teaching visitors here."



Eccles Dinosaur Park is an educational attraction. Its models, some of them robotic, are based on dinosaur fossils. The Elizabeth Dee Shaw Stewart Museum is also inside the park. There, visitors can view fossilized remains. They can also watch paleontologists or dinosaur scientists at work in a lab.

## **Facebook Post Key To Recovery**

Fortunately, the stolen raptors have been found, though the details of the crime remain unclear. "Thank you all for the outpouring of love and for sharing the story about our Dino's!" the park said in a brief Facebook post on March 5. "They were found and recovered today!!"

The raptors are still in need of repairs. They will not immediately go back on display. The timing is not ideal for an exhibit to be removed, Bond says. The weather is warming and park season is on its way.

The incident, though it ended happily, came as a blow not only to park staff, but also to visitors of the attraction. Michelle Spencer, who was visiting the park with her son, summed up her thoughts on the theft. "It was rude! Why would you do that?" Spencer said on the local news.

On March 13, Bond said that the police have detained two people in connection with the crime.

## Quiz

1. Read the following paragraph from the section "Not A Lot Of Resale Value."

*The crime is indeed a baffling one. The models are worth between \$10,000 and \$20,000. Given that they are made out of common fiberglass, however, there is "not a lot of resale value," Jeff Bond said. Bond is the park's education manager. Still, Bond noted, the raptors are "worth a lot in terms of teaching visitors here."*

Which detail from this paragraph supports the conclusion that the dinosaurs are very important to the park?

- (A) The crime is indeed a baffling one.
- (B) Given that they are made out of common fiberglass, however, there is "not a lot of resale value," Jeff Bond said.
- (C) Bond is the park's education manager.
- (D) Still, Bond noted, the raptors are "worth a lot in terms of teaching visitors here."

2. Read the section "Facebook Post Key To Recovery."

Select the paragraph from the section that shows that the theft of the dinosaurs has caused inconvenience to the park.

- (A) Fortunately, the stolen raptors have been found, though the details of the crime remain unclear. "Thank you all for the outpouring of love and for sharing the story about our Dino's!" the park said in a brief Facebook post on March 5. "They were found and recovered today!!"
- (B) The raptors are still in need of repairs. They will not immediately go back on display. The timing is not ideal for an exhibit to be removed, Bond says. The weather is warming and park season is on its way.
- (C) The incident, though it ended happily, came as a blow not only to park staff, but also to visitors of the attraction. Michelle Spencer, who was visiting the park with her son, summed up her thoughts on the theft. "It was rude! Why would you do that?" Spencer said on the local news.
- (D) On March 13, Bond said that the police have detained two people in connection with the crime.

3. What effect did the dinosaur theft have on the park's visitors?

- (A) It caused them to feel upset for the park.
- (B) It caused them to feel unsafe at the park.
- (C) It caused them to donate money to the park.
- (D) It caused them to stop visiting the park.

4 According to the article, how was the dinosaur theft discovered?

- (A) The thieves were caught on camera removing the statues from the park.
- (B) Kirk Larsen realized the models were gone when he went to check on them.
- (C) Michelle Spencer found raptor feet by a back fence when she visited the park.
- (D) Jeff Bond noticed pictures of the stolen statues had been posted on Facebook.

5. Reread this paragraph.

*Whoever was responsible for the theft came prepared. The models were ripped off their mounts with power tools, according to a local reporter named Mike Anderson. The thieves managed to avoid the park's security cameras. They did not, however, succeed in getting the dinosaurs out of the park **unscathed**. Staff found raptor feet by a back fence, where the culprits seem to have made their escape.*

What does the word *unscathed* mean as it is used in the text? Use two details from the article to support your response.

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CCSS.ELA-LITERACY.RL.4.4

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.

My Mini Anchor Chart

## Figurative Language

Figurative language is when the words go beyond their literal meaning. Authors use figurative language to communicate ideas in a fun way.

**Common examples of figurative language:**

<b>Simile</b> A simile is a comparison that uses like or as. <i>She is as sweet as pie.</i>	<b>Metaphor</b> A metaphor directly compares two things. <i>She is a ray of sunshine.</i>
<b>Idiom</b> A common expression that means something other than what the words say. <i>Break a leg!</i>	<b>Personification</b> Giving human characteristics to non-human things. <i>The tree was dancing in the wind.</i>
<b>Onomatopoeia</b> A sound word that makes its sound when you read it. <i>Pop! Swoosh! Zap!</i>	<b>Hyperbole</b> An expression that is an exaggeration. <i>I'm never going to finish my homework.</i>

Figurative language can make a story fun to read.

**Main Idea:**

**Author's Purpose:**

## Trail into Darkness



Illustrations by Melissa Manwill

**By** Bradford H. Robie, Highlights **Published:**12/12/2019 **Word Count:**811

A boulder as big as a house. That's how the guide book described Giant Rock. Dad said it was carried here by a glacier millions of years ago.

I was finally going to see it, on snowshoes, with my three older cousins, my dad, and my uncle Don. I'd been snowshoeing before, and I liked the adventure of trekking through deep snow alongside wild-animal tracks. At the parking area, after putting on our snowshoes, we studied the map in the information kiosk. "We start here," Dad said, "on the red trail. Then we turn left onto the purple loop. That's where Giant Rock is."

"Remember to stick together, guys," Uncle Don said.

My cousins were fast, but I managed to keep up. The trail ran uphill alongside a stone wall. It was easy to follow because red markers were nailed to the trees and the snow had been packed down

by other hikers. At the top of the hill, we turned onto the purple trail, which wound back and forth, traversing the hills and gullies. We settled into a rhythm, with Dad and everyone else in front and me in the back, crunch-crunch-crunching through the snow.

The late afternoon sun felt warm, although it was already sinking lower. I saw lots of animal tracks—mostly deer, squirrel, and rabbit prints, which I recognized from my field guide. As the trail zigzagged on, my cousin Andrew said what I'd been thinking: "Will we ever reach Giant Rock?"

"It really is as big as a house!"

My cousin Aiden smiled and turned to me. "Luke, do you think your dad invented the idea of Giant Rock just to get us away from the TV for a while?"

I laughed. "You never know."

Finally, we crested a hill and saw the massive boulder sitting alone in the forest. "It really is as big as a house!" my cousin Josh said, gazing up.

My cousins and I high-fived each other and jogged down the slope until we stood at the base, breathless. Standing in the boulder's giant shadow, I noticed the sun had dipped even lower.

"Let's head back," Dad said after a few minutes.

Soon we were crunch-crunch-crunching our way home. I was a little behind the group when I noticed a set of animal tracks I didn't recognize. They were hard to see among the snowshoe prints, so I followed them off the trail for a closer look. There were no claw marks, which meant they didn't belong to a dog or a fox. Instead, they looked like tiny handprints and footprints. Must be a raccoon, I thought, matching them to prints in my guide.

"Where is everyone?"

I looked up when I suddenly realized how quiet it had gotten. I was totally alone. "Hey!" I shouted.

"Where is everyone?"

Nothing. Just the sound of my own breathing and the hammering of a woodpecker echoing in the bare woods. They couldn't have gone far, I thought, stepping back onto the trail. I'll catch up to them if I hurry.

I came to a junction where I could turn left or go straight, but both trails had purple markers. The path to the left looked familiar. But when I stepped over a log I thought I'd seen before, something told me I was going the wrong way. So I reversed direction. My mind started to race. Soon it might be too dark to tell what color the markers were. And I couldn't just follow my own footsteps because there were so many tracks from other hikers.

It seemed to grow darker by the second. I had no flashlight. No phone. I began running. What if I couldn't find my way back? I started tearing through the woods in a panic, watching as the sun disappeared behind the trees.

Then I came to a crossroads. Which way should I turn?

Stop, I told myself. Think. I pictured the map again. To get to Giant Rock we had turned left onto the purple loop. To get back, I needed to do the opposite and turn right onto the red trail. If this didn't work, I'd do what I had always heard you should do in a situation like this: stay put, and let your group find you.

I heard voices, someone calling. Then I noticed the stone wall, the trail running alongside it. This had to be right. I plunged downhill in giant steps. And then, the best sight ever: the parking lot—and my family! I shouted as I ran toward them.

And then, the best sight ever: the parking lot— and my family!

"Luke? Are you OK?" Dad's voice was urgent. He shined a flashlight in my direction. I'd only been lost for minutes, but it had felt like forever. Now all I wanted was a bear hug from Dad and to make tracks for home.

## Quiz

1. Why does the snowshoeing trek happen?
  - (A) The cousins have begged to try snowshoeing.
  - (B) Dad wants to get the kids away from the television.
  - (C) The family wants to see the famed Giant Rock.
  - (D) Uncle Don thinks everyone needs to exercise.
  
2. Which sentence from the story helps the reader understand that Luke enjoys being outdoors?
  - (A) I saw lots of animal tracks — mostly deer, squirrel and rabbit prints, which I recognized from my field guide.
  - (B) Finally, we crested a hill and saw the massive boulder sitting alone in the forest.
  - (C) I was a little behind the group when I noticed a set of animal tracks I didn't recognize.
  - (D) And then, the best sight ever: the parking lot — and my family! I shouted as I ran toward them.
  
3. How does the sun setting affect Luke's decision-making when he's lost?
  - (A) It forces him to calm down and think carefully.
  - (B) It forced him to stay on the trail he is already on.
  - (C) It proves to him he is on the correct trail.
  - (D) It makes him hurry even more to find his family.

4. Read the selection from the story.

*Stop, I told myself. Think. I pictured the map again. To get to Giant Rock we had turned left on to the purple loop. To get back, I needed to do the opposite and turn right onto the red trail. If this didn't work, I'd do what I had always heard you should do in a situation like this: stay put, and let your group find you.*

What inference can the reader make based on this selection?

- (A) Luke feels frightened because the sun is setting.
- (B) Luke does not have a copy of the map with him.
- (C) Luke has gotten lost in the woods before today.
- (D) Luke views being lost as an adventure



5. Reread this paragraph.

*I came to a junction where I could turn left or go straight, but both trails had purple markers. The path to the left looked familiar. But when I stepped over a log I thought I'd seen before, something told me I was going the wrong way. So I reversed direction. **My mind started to race.** Soon it might be too dark to tell what color the markers were. And I couldn't just follow my own footsteps because there were so many tracks from other hikers.*

What does the narrator mean when he says, "My mind started to race"? Use two details from the story to support your response.

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

Date: Friday 4/3/2020

BCCS-Boys

College: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

(Parent signature is proof that parent reviewed work with scholar)

**Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher**

Today my scholar was successful with....	Today my scholar struggled with understanding...

### Common Core Standards & Skills:

CCSS.ELA-LITERACY.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4.5






Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.

My Mini Anchor Chart

## Text Structure

Authors of non-fiction text organize their writing in a way that is helpful to their readers. The way they choose to organize their text is called text structure.

**There are five main non-fiction text structures.**

Type	Explanation	Key Words
Cause & Effect 	The text shares information about an event and what caused it to occur.	cause, effect, since, then, because, if, when, so
Compare & Contrast 	The text has two or more ideas or topics and the author writes about the similarities and differences.	like, unlike, but both, also, most, similar to, different from
Description 	The text provides a detailed description of the topic of the text.	to begin with, for instance, examples of, features include
Sequence 	The text is written in order of events or chronological order.	first, next, then, finally, before, after, during meanwhile
Problem & Solution 	The text includes information about a problem and possible or attempted solutions.	problem, solution, because, since, the issue is, resolved by

**Good readers pay attention to the text structure to help deepen their understanding of the text.**

**Main Idea:**

**Author's Purpose:**

## The Science of Snowflakes



A boy tries to catch snowflakes with his mouth on in Kleinmachnow, Germany, November 22, 2015.

RALF HIRSCHBERGER/AFP/Getty Images

**By** NASA.gov and NOAA.gov, adapted by Newsela staff **Published:**01/08/2020 **Word Count:**781

They say no two snowflakes are the same. However, every snowflake also has a lot in common with every other snowflake. Look at the snowflakes in the picture to the right.

Do you see a pattern? It may not be immediately clear, but they all have the same kind of shape. Each snowflake has either six sides or six arms. Each arm on a single snowflake is shaped exactly the same way. This gives snowflakes a special type of symmetry. Symmetry is when a shape or object looks the same after you flip, slide, or turn it.

Why do snowflakes have this pattern? And if they all have the same pattern, why is it impossible for two snowflakes to be exactly the same? To answer both questions, you have to know how a snowflake forms.

# The Birth Of A Snowflake

The birth of a snowflake begins with water vapor traveling through cold air. Water vapor is water in a gas form. For example, steam is water vapor.

When a bit of water vapor runs into a tiny particle or bit of floating dust, it coats the particle. It then begins to change from a gas to a solid. Put another way, the water vapor turns to ice and freezes onto the particle. The result is a tiny ice crystal.

Soon, more water vapor sticks to the new ice crystal. More ice crystals form and join together to form a new, larger ice crystal. That ice crystal continues to grow and change its shape, and soon a snowflake is born.

The shape of a snowflake reflects the shape of the molecules that make up water. Molecules are the building blocks that make up many substances. Different molecules have different shapes. Water molecules have a six-sided shape. Because of that, the ice crystals that make up snowflakes are six-sided, too.

As snowflakes form they develop "facets." A facet is a flat face on a three-dimensional shape. Think of one of the surfaces of a diamond, for example. Snowflake facets are always six-sided, just like the molecules of water.

Growing snowflakes usually develop arms that shoot out from the flake's center. Snowflakes always have six arms, each of which looks exactly the same as the others. However, the shape of these arms differs greatly from snowflake to snowflake.

As snowflakes grow, they can branch out in different directions. This branching happens because water vapor will condense on the first thing it touches. If there is a small bump on a flake's surface, the vapor will condense there instead of traveling any further. This makes the bump bigger, which makes it even more likely to "catch" more water vapor. The same thing happens again and again. Soon a branch is formed!

## How It Takes Shape

Tiny changes in temperature effect the way in which a snowflake takes shape. So do differences in the amount of water in the air.

The shape of an ice crystal is determined by the temperature. For example, a temperature of 23 degrees Fahrenheit leads to long, needle-like crystals. A temperature of 5 degrees Fahrenheit produces very flat crystals shaped like plates.

Imagine a growing snowflake in a cloud. As it blows back and forth, it experiences all sorts of changing conditions. There are different temperatures and amounts of water in different parts of the cloud. The order in which the snowflake experiences those changes and how long each set of conditions lasts determines the snowflake's final shape and pattern.

Snowflakes continue to form as they fall from the clouds. Their arms grow and change as the flakes head toward Earth. Slight changes in the temperature or quality of air can affect the final shape of the arms. Because each arm experiences the same conditions, the arms all look the same.

It is almost completely impossible for two different snowflakes to experience exactly the same set of conditions. That is why you will never find two flakes that look the same!

## **Summing It Up**

A snowflake begins to form when an extremely cold water droplet freezes onto a dust particle in the sky. This creates an ice crystal. As the ice crystal falls to the ground, water vapor freezes onto it. This leads to new crystals, which form the six arms of the snowflake.

The ice crystals that make up snowflakes are symmetrical. That's because they reflect the six-sided shape of the crystal's water molecules. These molecules arrange themselves to form a six-sided snowflake.

Individual snowflakes all follow slightly different paths from the sky to the ground. As a result, they encounter different conditions along the way. That is why each one is unique.

## Quiz

1. How is the structure of the section "The Birth Of A Snowflake" different from the structure of the section "How It Takes Shape"?
  - (A) The first section outlines the ways that dust particles in the air affect water vapor and the next section shows why dust particles are an important part of their shape.
  - (B) The first section explains problems that can keep snowflakes from forming properly and the next section shows the kind of weather that fixes these problems.
  - (C) The first section outlines the steps that make all snowflakes grow six arms and the next section explains what causes each snowflake to look different.
  - (D) The first section explains what causes snowflakes to form and the next section explains the effects that snowflakes have on the weather.
  
2. Fill in the blank in the sentence below. Overall, the article is organized around.....
  - (A) where and when to look for the best snowflakes.
  - (B) how and why snowflakes look the way they do.
  - (C) where and when the heaviest snowflakes form.
  - (D) how and why scientists study snowflakes.
  
3. Look at the graphic in the middle of the article. Which idea from the article is shown by this graphic?
  - (A) Snowflakes come in different forms and sizes, but they all have six sides.
  - (B) Because water molecules have a six-sided shape, all snowflakes are six-sided.
  - (C) Snowflakes develop six arms, which usually shoot out from the center of the flake.
  - (D) Because the six arms of a snowflake grow together, they all have the same shape.
  
4. Look at the graphic at the bottom of the article. Which selection from the article is BEST illustrated by the graphic?
  - (A) It may not be immediately clear, but they all have the same kind of shape. Each snowflake has either six sides or six arms. Each arm on a single snowflake is shaped exactly the same way. This gives snowflakes a special type of symmetry.
  - (B) Soon, more water vapor sticks to the new ice crystal. More ice crystals form and join together to form a new, larger ice crystal. That ice crystal continues to grow and change its shape, and soon a snowflake is born.

(C) If there is a small bump on a flake's surface, the vapor will condense there instead of traveling any further. This makes the bump bigger, which makes it even more likely to "catch" more water vapor.

(D) The shape of an ice crystal is determined by the temperature. For example, a temperature of 23degrees Fahrenheit leads to long, needle-like crystals. A temperature of 5 degrees Fahrenheit produces very flat crystals shaped like plates.

5. What is the overall text structure used by the author? Use two details from the text to support your response. (Text Structures: Sequence, Cause & Effect, Problem & Solution, Compare and Contrast, etc. )

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

Date: Monday 4/6/2020

BCCS-Boys

College: \_\_\_\_\_

Parent Signature:

\_\_\_\_\_  
(Parent signature is proof that parent reviewed work with scholar)

**Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher**

Today my scholar was successful with....	Today my scholar struggled with understanding...

**Common Core Standards & Skills:**

CCSS.ELA-LITERACY.RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

# Theme

The theme is the "BIG IDEA" or the lesson the author wants you to take away after reading the story.

**To help you identify the theme you can ask yourself these questions after reading a story.**

1. What was the problem or issue in the story?
2. What did the characters learn?
3. How did the characters feelings or actions change in the story?

Unlike the summary and main idea of a story, themes are general and could apply to multiple stories.

### Common Themes

- |                       |           |            |           |
|-----------------------|-----------|------------|-----------|
| Love                  | Hard Work | Acceptance | Family    |
| Overcoming Challenges |           | Friendship |           |
| Loyalty               | Courage   | Jealousy   | Team Work |
| Confidence            | Respect   | Hope       | Honesty   |



**Main Idea:**

**Author's Purpose:**

## The Sun Stands Still



Image 1. Grandpa's violin soars. Illustrations: Elisa Paganelli/Highlights

**By** Josephine Cameron, Highlights **Published:**01/08/2020 **Word Count:**758

Izzie stands in the snow by the oak tree and waits. Three more seconds. Two. One. Her watch alarm echoes across the field. It's officially noon.

Winter solstice is Izzie's favorite day of the year. Guests at her house enjoy food, songs and stories well into the night. But Izzie's favorite part has always been making snow angels with her grandfather at the exact stroke of noon. On the solstice, the northern half of Earth tilts far from the sun, creating the longest night and the longest noontime shadows of the year. When Izzie and Grandpa would stand over the snow angels, their shadows would look like two skinny giants with wings.

But this year is different. One shadow is missing. Izzie squints at her lone skinny giant and turns toward home. Uncle Bert greets Izzie with a hug. "Dazzle us with your fiddle tonight, Izzie?" Izzie holds her breath. Her fiddle reminds her of Grandpa. She hasn't picked it up in weeks.

"You know that Izzie doesn't like an audience, Bert," says Izzie's mom.

Mom and Izzie's brother, Simon, are busy making luminaries. It's their specialty. They pour sand into glass jars and set candles in the center. Izzie's specialty is mistletoe. Her job is to tie each

twig with ribbon. In winter, when other plants have died, mistletoe is still full of life. Tonight, Izzie will give each guest a twig as a blessing. She hands one to Uncle Bert.

"Thank you," he says. "I have a gift for you, too. I'll go get it."

Grandpa liked to tell stories about ancient people who believed that Earth was flat and the sun traveled across the sky. At the winter solstice, those people thought the sun stood still.

Izzie feels her heart stand still when Uncle Bert returns from his car with the gift.

"Izzie already has a violin," says Simon, looking at the case Uncle Bert is holding.

But Izzie opens the case. She turns the fiddle over and touches the familiar image of a sun carved into its neck.

"It's Grandpa's fiddle," Dad says, and Mom puts a warm hand on Izzie's head.

The wood is smooth and cold on her chin. She touches the strings, silently fingering the song Grandpa taught her. How can we have solstice without Grandpa's song?

When the rest of the guests arrive, the sun is low in the sky. Izzie greets each one with a twig of mistletoe.

Izzie loves this moment — just before dark on winter solstice. Friends and family carry gifts of bread, cookies and hot cider. They follow the luminaries down a winding path to a field where Mom and Dad serve steaming mugs of stew under the oak tree.

Laughter wafts through the air. For a moment, Izzie thinks she hears Grandpa's voice, his slow belly laugh. But it's only Uncle Bert sounding almost like him.

Soon the only light left will be the luminaries and the moon. Dad will start the bonfire and the celebration will begin.

Grandpa was always first. When the bonfire began, he'd step up onto the oak bench, lift his fiddle to the sky, and play his favorite tune, "Sweet Angels Come Nearer." Izzie would get a warm feeling. Izzie knows that tomorrow the sun will start rising earlier and setting later each day until the snow melts, flowers bloom and the air is thick with heat.

But her heart feels stuck without Grandpa's song. Someone needs to play it.

But who will?

Dad tells a story. Aunt Bea sings. Simon reads a poem.

Izzie's heart thumps.

In a moment of quiet, her hand shoots into the air.

"Izzie?" Dad is surprised. "You'd like to share?"

Voices murmur as Izzie flings off her mittens and runs up the winding path to the house.

She returns out of breath, thankful for the darkness as she steps up onto the bench. The faces around the bonfire watch her, waiting.

Mom whispers, "Go for it."

Izzie's hands shake. She inhales and turns her back to the fire. Facing the oak tree, she can pretend no one is watching. Izzie points Grandpa's fiddle to the sky and her heart calms. One shaky note. Another. She imagines Grandpa's hands playing the same violin. Her notes become stronger.

As she plays, a voice rises behind her, singing the words to Grandpa's song. It's Uncle Bert. Mom joins in. Then Dad. Simon. Aunt Bea.

Voices swell.

Grandpa's violin soars.

Izzie feels the love of her family enfold her, warm like sunshine.

## Quiz

1. Which paragraph from the story shows the MAIN problem of the story?

- (A) Winter solstice is Izzie's favorite day of the year. Guests at her house enjoy food, songs and stories well into the night. But Izzie's favorite part has always been making snow angels with her grandfather at the exact stroke of noon. On the solstice, the northern half of Earth tilts far from the sun, creating the longest night and the longest noontime shadows of the year. When Izzie and Grandpa would stand over the snow angels, their shadows would look like two skinny giants with wings.
- (B) But this year is different. One shadow is missing. Izzie squints at her lone skinny giant and turns toward home. Uncle Bert greets Izzie with a hug. "Dazzle us with your fiddle tonight, Izzie?" Izzie holds her breath. Her fiddle reminds her of Grandpa. She hasn't picked it up in weeks.
- (C) Mom and Izzie's brother, Simon, are busy making luminaries. It's their specialty. They pour sand into glass jars and set candles in the center. Izzie's specialty is mistletoe. Her job is to tie each twig with ribbon. In winter, when other plants have died, mistletoe is still full of life. Tonight, Izzie will give each guest a twig as a blessing. She hands one to Uncle Bert.
- (D) Izzie loves this moment — just before dark on winter solstice. Friends and family carry gifts of bread, cookies and hot cider. They follow the luminaries down a winding path to a field where Mom and Dad serve steaming mugs of stew under the oak tree.

2. Read the paragraph below from the story.

*Grandpa was always first. When the bonfire began, he'd step up onto the oak bench, lift his fiddle to the sky, and play his favorite tune, "Sweet Angels Come Nearer." Izzie would get a warm feeling. Izzie knows that tomorrow the sun will start rising earlier and setting later each day until the snow melts, flowers bloom and the air is thick with heat.*

What happens in this paragraph?

- (A) Grandpa teaches Izzie how to play a song on a fiddle.
- (B) Izzie and Grandpa look forward to the next day's solstice.
- (C) Izzie remembers what Grandpa did during past solstices
- (D) Grandpa tells Izzie why he likes his favorite song

3. How does Izzie feel about the upcoming solstice?

- (A) She is excited because she gets to play a song with Grandpa.
- (B) She is jealous because her brother gets to read a poem.
- (C) She is thrilled because she will get cookies and hot cider.
- (D) She is distressed because Grandpa will not be there.

4. What lesson does Izzie learn?

- (A) People can be brave and carry on traditions.
- (B) Everyone should be proud of the job they have.
- (C) The solstice is the most fun for younger children.
- (D) Holidays are a time to give and receive presents.

5. What is the central message/theme of this text? Use two details from the text to support your response.

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

Date: Tuesday 4/7/2020

BCCS-Boys

College: \_\_\_\_\_

Parent Signature:

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(Parent signature is proof that parent reviewed work with scholar)

**Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher**

Today my scholar was successful with....	Today my scholar struggled with understanding...

**Common Core Standards & Skills:**

CCSS.ELA-LITERACY.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**Main Idea**

The Main Idea is what the entire text is mostly about. The details included in the text will connect back to the main idea.

**You can:**

- Write the main idea in 1-2 sentences.
- Write a main idea for an entire text, a paragraph, or a chapter.
- Write the main idea for non-fiction or fictional texts

**Main idea:** Ice cream is the best summer treat.

**Supporting Detail:** Ice cream is cold, and it refreshes you on a hot summer day.

**Supporting Detail:** There are so many different types of ice cream, everyone can find a treat they enjoy.

**Supporting Detail:** You can eat ice cream on a stick or in a cone, so it is a really easy treat to take with you on a busy summer day.

<b>Main Idea:</b>	<b>Author's Purpose:</b>

## Otters play a vital role in ecology of rivers



Image 1. A river otter named Mary has been at the Maryland Zoo since 2001 when she arrived as an orphaned pup. Here, she enjoys some fish. An otter's strong jaws can bite through bones and even turtle shells. Photo: Ann Cameron Siegal/Washington Post

**By** Washington Post, adapted by Newsela staff **Published:**03/26/2020 **Word Count:**584

North American river otters often sound like squeaky toys. The playful animals like to wrestle each other, slide down riverbanks and frolic in water. Spotting these cute, furry animals is good fun. It is also good news for the environment.

A population of North American river otters can show how healthy, or unhealthy, the environment is. The otters experienced a steep drop in numbers in the 1900s. This was because of fur trapping and pollution. They are not considered endangered today, though. The nomadic animals often travel miles over land or through rivers and streams. They seek habitats with clean water and a healthy fish population.

River otters are high on the food chain. They eat fish, clams, snakes, turtles, small mammals and birds. Scientists look for contaminants and parasites in otter poop, which is called spraint. This helps scientists learn about the health of the surrounding environment and its food sources.

River otters don't need music to do a funny two-step dance. They move their short hind legs, while raising their long tails and wiggling their butts as they defecate. This funny motion is known as "the poop dance." It releases spraint that serves to identify otters.

### **Otter Numbers Are Rising**

Spraint is one of the things scientists look for to track the presence of otters.

Karen Sheffield is in charge of Huntley Meadows Park in Virginia. She notes that otter sightings are unpredictable. However, recent tracks and spraints show there has been increased otter activity there, she said. A wetlands restoration project was completed six years ago at the park. It is making way for healthy native species while minimizing invasive types that might take over.



Image 2. North American river otters are playful furballs that live near ponds, streams, lakes and rivers. They can also be seen at zoos, including the Smithsonian's National Zoo, above. River otters in the wild are a sign of clean water.

Photo: Ann Cameron Siegal/Washington Post

The Elizabeth River flows between Norfolk and Portsmouth, Virginia, contributing to the Chesapeake Bay. It was long considered a "dead river" because of pollution. It is flourishing now. The community has worked for 10 years to keep out chemicals and waste.

"In the past five years, we have seen a great many more otters," said Marjorie Mayfield Jackson. She is the leader of the Elizabeth River Project. "It means we are doing our job in the community and for the otters."



Nonprofit groups are raising awareness of the importance of river otters.

### **Helping Scientists Learn More About Otters**

The Elizabeth River Project helped develop an otter display at Nauticus science center in Norfolk. Wild otters are often seen hanging around the docks there. An "Otter Spotter" program asks for people's help. It encourages volunteers to record any other sightings or signs of activity.

A newly formed project of the Smithsonian Institution in Washington, D.C., is looking for people, including kids, to help scientists learn more about the animals.

"No one has ever done scientific research on otters in the Chesapeake Bay area," said Karen McDonald. She is part of the Chesapeake Bay Otter Alliance. The alliance is the Smithsonian's citizen-science project. It is designed to help people understand otters and their important role in the food web. Anyone can email sightings of river otters or their spraints.

Everyone can help provide a good home for the otters.

"Otters need a clean watershed to live," McDonald said. "We are all watershed neighbors, and we need to be good neighbors."

## Quiz

1. Read the introduction [paragraphs 1-4]. Select the paragraph from the section that shows how studying otters helps scientists understand the overall health of river ecosystems.

- (A) North American river otters often sound like squeaky toys. The playful animals like to wrestle each other, slide down riverbanks and frolic in water. Spotting these cute, furry animals is good fun. It is also good news for the environment.
- (B) A population of North American river otters can show how healthy, or unhealthy, the environment is. The otters experienced a steep drop in numbers in the 1900s. This was because of fur trapping and pollution. They are not considered endangered today, though. The nomadic animals often travel miles over land or through rivers and streams. They seek habitats with clean water and a healthy fish population.
- (C) River otters are high on the food chain. They eat fish, clams, snakes, turtles, small mammals and birds. Scientists look for contaminants and parasites in otter poop, which is called spraint. This helps scientists learn about the health of the surrounding environment and its food sources.
- (D) River otters don't need music to do a funny two-step dance. They move their short hind legs, while raising their long tails and wiggling their butts as they defecate. This funny motion is known as "the poop dance." It releases spraint that serves to identify otters.

2. Read the section "Otter Numbers Are Rising." Which sentence from this section shows why otters have returned to the Elizabeth River?

- (A) She notes that otter sightings are unpredictable.
- (B) A wetlands restoration project was completed six years ago at the park.
- (C) The community has worked for 10 years to keep out chemicals and waste.
- (D) "In the past five years, we have seen a great many more otters," said Marjorie Mayfield Jackson.

3. What caused the decline in the otter population in the 1900s?

- (A) growth in the number of animals that eat otters
- (B) the construction of dams and waterworks
- (C) human consumption of their main food sources

(D) a combination of hunting and pollution

4. What is the relationship between the Smithsonian Institution and the Chesapeake Bay Otter Alliance?

(A) They are both dedicated to reducing pollution in the Chesapeake Bay.

(B) They are working together to study and teach people about otters.

(C) They are both organized by Karen McDonald.

(D) They are working together to build homes for otters.

5. What is the central idea/main idea the author is trying to convey? Use two details from the article to support your response.

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

Date: Wednesday 4/8/2020

BCCS-Boys

College: \_\_\_\_\_

Parent Signature:

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(Parent signature is proof that parent reviewed work with scholar)

**Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher**

Today my scholar was successful with....	Today my scholar struggled with understanding...

**Common Core Standards & Skills:**

CCSS.ELA-LITERACY.RL.4.1


Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**Character Feelings & Traits**

The characters you read about in stories have feelings and personality traits just like you.



**Character Feelings**  
Character's feelings are the emotions they have in response to a specific situation. They can change over time.

**vs.**

**Character Traits**  
Character's traits are the part of their personality that is consistent over time. Traits don't change as quickly as feelings.

Character Feelings	Character Traits
<ul style="list-style-type: none"><li>• Happy</li><li>• Angry</li><li>• Scared</li></ul>	<ul style="list-style-type: none"><li>• Sad</li><li>• Upset</li><li>• Jealous</li><li>• Kind</li><li>• Shy</li><li>• Respectful</li><li>• Generous</li><li>• Rude</li><li>• Principled</li></ul>

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**Main Idea:**

**Author's Purpose:**

## Papadum Pizza



Illustration 1. "Smells wonderful!" Mom said. Illustration by: Natalie Smith Art by Natalie Smith  
**By Carolyn Fay, Highlights Magazine Published:11/05/2019 Word Count:572**

When Devon's sister, Lil, went off to college, Devon's stomach felt all twisty. Then Mom said that Siroj, a high-school student from India, would be staying in their house. In Lil's room. That made Devon's stomach feel worse. He missed his sister so much.

"What if I can't understand him?" Devon asked.

"He speaks English well," Mom said.

On Siroj's first day, he made some small talk and then disappeared into his room. Lil's room, thought Devon. As days went on, Siroj started spending more time in the rest of the house. He was in the kitchen a lot. His cooking filled the air with steam and spice that made Devon's eyes water.

"Smells wonderful!" Mom said. When Lil called a few days later, Devon told her about Siroj's cooking.

"Seems too spicy for me," said Devon.

"Lucky!" Lil said.

"I love Indian food."

"Seems too spicy for me," said Devon.

One day, Mom had to work late.

"Siroj will stay with you until I get home," she said. Devon's stomach flipped. Lil had always stayed with him when Mom had to work late. When Devon got home from school, Siroj greeted him at the door.

"Would you like a snack?" Siroj asked.

Devon shrugged. He and Lil used to cook together after school. They called it "making messes."

Siroj opened the refrigerator. "How about a yogurt?"

"I had one at breakfast," said Devon.

Siroj opened a cupboard. "Pretzels?"

"No, thanks." Siroj smiled.

"Wait here." He returned with a package.

"An Indian snack," he said.

He pulled out a round, thin cracker the size of a small Frisbee. He poured oil into a pan and fried the cracker. The kitchen filled with a peppery smell. Siroj handed Devon a plate with the sizzling disk on it. "Papadum," he said. "Made from lentil flour." Devon's stomach flipped again. But Lil had said she loved Indian food. Should he try it? He broke off a piece. It was crunchy and snappy on his tongue.

Illustration 3. "Not bad." Illustration by Natalie Smith

"Not bad." He took another bite.

"Not bad," he said. It was actually really good.

Siroj's face crinkled into a big smile. "My sister made these," he said. "At home, in India."

"Do you miss her?" Devon blurted.

This was Siroj's special food from home. "Every day," Siroj said. He slid another papadum into the pan. "Usually we eat these with sauces."

"Like tomato sauce?" Devon said.

"Lil and I put sauce and cheese on English muffins to make mini pizzas. I wonder how these would taste with ..." He stopped, suddenly embarrassed. This was Siroj's special food from home.

But Siroj tilted his head from side to side and said, "Why not?" Siroj fried up more papadums. Devon added sauce and cheese. Siroj put them in the oven for just a few minutes.

The flat brown pizzas crunched in their mouths when they ate them.

"Not bad," Siroj said. "I'll have to tell my sister."

Then he laughed. Devon couldn't help laughing, too. They made another batch. The kitchen smelled of tomatoes, cheese and zingy pepper when Mom called to say she was on her way home.

"Shall I pick up food?" she asked.

"You don't need to," said Devon. "We have dinner covered."

"Really?" Mom sounded surprised.

"Yep," said Devon.

"Siroj and I have been making messes."

## Quiz

1. From whose point of view is the story written?

- (A) Siroj
- (B) Mom
- (C) Lil
- (D) Devon

2. How does Devon feel about Lil going off to college?

- (A) Devon is sad
- (B) Devon is worried about his sister
- (C) Devon is jealous of his sister
- (D) Devon is surprised she wanted to go to college

3. What does Devon think of Siroj's cooking at the end of the story?

- (A) He thinks it is messy.
- (B) He thinks it is too spicy.
- (C) He thinks it tastes good.
- (D) He thinks it looks funny.

4. What lesson does Devon learn?

- (A) It is important to try new things.
- (B) It is hard when people have to work late.
- (C) It is important to like different kinds of food.
- (D) It is hard to say goodbye to family members.

5. How does Devon change from the beginning to the end of the story? Use two details from the text to support your response.

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

Date: Thursday 4/9/2020

BCCS-Boys

College: \_\_\_\_\_

Parent Signature:

\_\_\_\_\_  
(Parent signature is proof that parent reviewed work with scholar)

**Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher**

Today my scholar was successful with....	Today my scholar struggled with understanding...

**Common Core Standards & Skills:**

CCSS.ELA-LITERACY.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.




CCSS.ELA-LITERACY.RI.4.8

Explain how an author uses reasons and evidence to support particular points in a text.

## Author's Purpose

Author's Purpose is as easy as PIE.

Authors write for a variety of reasons. Their purpose for writing will have an impact on the genre they write.

 <b>P</b>	The author wants to <b>persuade</b> you to do something or think a certain way. <i>Examples: Commercials, Ads, Persuasive Letters</i>
 <b>I</b>	The author wants to give you <b>information</b> . They will share facts about a specific topic. <i>Examples: Science books, Biographies, Timelines</i>
 <b>E</b>	The author wants their writing to be <b>entertaining</b> . They want to keep you interested. <i>Examples: Stories, Fantasy, Poetry</i>

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<b>Main Idea:</b>	<b>Author's Purpose:</b>
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## Too sick to go to school? Send in the robots



Image 1. Jilly DeStephano talks with her friends through a robot from home during social studies class. Jilly is a middle schooler at Octorara Intermediate School in Atglen, Pennsylvania. She uses a robot in school because she has an ongoing illness. Photo by: Sydney Schaefer/Philadelphia Inquirer/TNS.

**By** Philadelphia Inquirer, adapted by Newsela staff **Published:**03/09/2018 **Word Count:**731

During social studies class, Jilly DeStephano acted like any other sixth-grader at her school. She was lost in chatter with her good friends Melanie and Katie.

"Jilly, I like your hair," said Melanie, admiring her friend's neat brown pigtails. Suddenly, their teacher Melissa Fanelli showed up.

"Jilly, did you get the classwork I emailed you?" Fanelli asked.

"Got it," answered Jilly.

Jilly wasn't actually in the classroom. She was a couple of miles away from her school, Octorara Intermediate School in Pennsylvania. She was sitting at her dining-room table at home.

## **"Perfect Attendant"**

Her friends and teacher had been talking to her image on an iPad. The tablet was on top of a skinny robot, called a "Perfect Attendant." Basically, the device is a pole on wheels that Jilly controls from a computer at home.

The high-tech helper is one of more than 1,000 robots in America's classrooms. They are called "remote presences" or "telepresence" robots. The robots allow kids, like Jilly, to go to school remotely. They can take quizzes, goof around with friends and even go to lunch or on field trips.

"Sometimes I'm too tired to actually go to school," said Jilly. Since she was very young, Jilly has had an illness that makes her feel very tired. Her body's cells are not able to make energy properly. By third or fourth grade, Jilly was spending more time at home than in class. A teacher came to give her lessons at home. So when the school asked her last year if she would test out the robot, Jilly and her family loved the idea.

When she saw it, she said, "Hey, it's cool. Oh my gosh, it looks like me."

Paul Sanfrancesco is the director of technology at Owen J. Roberts School District. Two kids in his district use the robots. One just had heart surgery, and the other is in the hospital. He said that technology is a natural for the kids. They walk the robot from class to class as if their actual friend were there. "They wave to her when she comes down the hall," he said.

## **Students With Chronic Illness Won't Feel Left Out**

Around the country, some students are using their robots for more than just class time. They might use it to attend school choir practice or go along on field trips. Several years ago, a student in South Carolina dressed up her robot in a tutu and pink ribbons!

For Jilly, the robot lets her stay home on the days when she needs to save her strength. That way, she will have enough energy to go to school activities. She doesn't have to miss floor hockey or flute practice, for example.

Ashley DeStephano is Jilly's mother. She said conserving energy lets Jilly recover enough to do fun things and "be a kid."

Jilly loves school, DeStephano said, and she was sad when she had to be taught alone at home. "She was just bummed," said DeStephano. "She always felt left out."

Jilly is an animal lover, and her favorite classes are art and science. Her goal is to become a veterinarian or to rescue sloths in the Amazon rain forest. Sloths are her favorite animal.

Image 3. Jilly's robot is guided out of social studies class and into the hallway by a friend at Octorara Intermediate School. Photo: Sydney Schaefer/Philadelphia Inquirer/TNS.

But first, Jilly has to learn about ancient Egypt in social studies. She attended the class with her robot at her school desk, while she sat in front of her computer at home.

Working with her friends Melanie and Katie, Jilly researched facts about Egypt. The girls chatted and Jilly made a thumbs up sign from time to time. Fanelli, their teacher, leaned in to check on their progress.

### **The Occasional Glitch**

Fanelli said there are sometimes glitches with the robot, but overall it has been great for Jilly's schoolwork.

A few minutes before class was over, Melanie guided Jilly's bot to her next class. The pair hadn't even reached her desk when a teacher asked, "Jilly, do you have that article printed out yet?" Science class was starting for Jilly — and for her robot, too.

## Quiz

1. Which detail BEST supports the idea that other kids in the school are adjusting well to having robots in their classroom?

- (A) Paul Sanfrancesco is the director of technology at Owen J. Roberts School District. Two kids in his district use the robots. One just had heart surgery, and the other is in the hospital.
- (B) He said that technology is a natural for the kids. They walk the robot from class to class as if their actual friend were there. "They wave to her when she comes down the hall," he said.
- (C) They might use it to attend school choir practice or go along on field trips. Several years ago, a student in South Carolina dressed up her robot in a tutu and pink ribbons!
- (D) But first, Jilly has to learn about ancient Egypt in social studies. She attended the class with her robot at her school desk, while she sat in front of her computer at home.

2. Read the section "Students With Chronic Illness Won't Feel Left Out." Select the paragraph from the section that shows how Jilly felt about school before she got the robot.

- (A) Ashley DeStephano is Jilly's mother. She said conserving energy lets Jilly recover enough to do fun things and "be a kid."
- (B) Jilly loves school, DeStephano said, and she was sad when she had to be taught alone at home. "She was just bummed," said DeStephano. "She always felt left out."
- (C) Jilly is an animal lover, and her favorite classes are art and science. Her goal is to become a veterinarian or to rescue sloths in the Amazon rainforest. Sloths are her favorite animal.
- (D) Working with her friends Melanie and Katie, Jilly researched facts about Egypt. The girls chatted and Jilly made a thumbs up sign from time to time. Fanelli, their teacher, leaned in to check on their progress.

3. Which sentence from the article BEST supports the article's central idea?

- (A) During social studies class, Jilly DeStephano acted like any other sixth-grader at her school
- (B) Around the country, some students are using their robots for more than just class time.

- (C) For Jilly, the robot lets her stay home on the days when she needs to save her strength.
- (D) A few minutes before class was over, Melanie guided Jilly's bot to her next class.

4. Read the paragraph from the article.

*The high-tech helper is one of more than 1,000 robots in America's classrooms. They are called "remote presences" or "telepresence" robots. The robots allow kids, like Jilly, to go to school remotely. They can take quizzes, goof around with friends and even go to lunch or on field trips.*

HOW does this paragraph support the MAIN idea of the article?

- (A) It illustrates the reason why Jilly had to use a robot for class.
- (B) It shows how other kids in the classroom are reacting to the robots.
- (C) It describes some of the problems kids encounter when using robots.
- (D) It explains exactly how a robot can go to class for kids who cannot.

5. What was the author's purpose for writing this article? Use two details from the text to support your response.

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