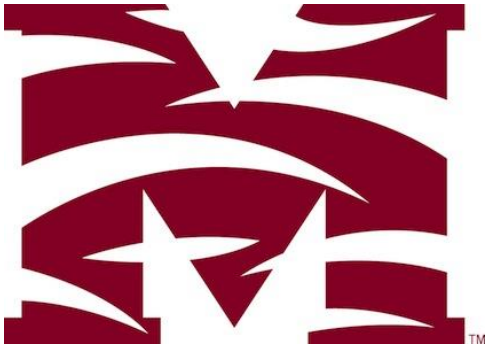




Name _____

4th Grade ELA Remote Learning Packet
Weeks 7-9
May 11th - May 29th



Parents please note that all academic packets are mailed home to scholars but are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars. Online assignments are to be completed if you have access to technology. If you are unable to access packets online, every Wednesday between the hours of 8:00am-11:00am someone will be at our school to provide a hard copy. We thank you greatly for your continued support!

4th Grade ELA Frequently Asked Questions:

How often are ELA assignments given?

- Articles are assigned daily (M-F). Scholars should be reading and annotating the assigned article. After they read and annotate the text, they should complete the quiz.

Are the ELA packet assignments the same as the NewsELA online assignment?

- Yes, the assignment in the 4th grade ELA packet is exactly the same as the assignment on NewsELA. See the next question regarding specifics.

Should my scholar complete the 4th Grade ELA packet or the NewsELA online work?

- If your scholar *has* access to a device and internet connection, he should be completing the assignments online via NewsELA. Teachers will check scholars' progress daily and provide feedback on their work.
- If your scholar *does not* have access to the NewsELA app or website, please have him complete the assignments in the packet. At the conclusion of each day, take a picture of the quiz and send it via the Remind app to either Mrs. Stines or Mrs. Capone so your scholar can receive credit.

Where can my scholar find support for the topics/skills covered?

- Mrs. Stines & Mrs. Capone hold daily Zoom ELA lessons at 10 a.m. to review the concept/skill for that day. Join the Remind app to get the link each day.
- Scholars can also visit the Brighter Choice YouTube page (BCCS Boys) for assistance. Fourth grade has its own playlist that includes videos of the concepts covered.
- Scholars can utilize the anchor charts pictured on the first page of each assignment to review the concept prior to starting the article.

4th Grade ELA Remote Learning Scope and Sequence
Mrs. Capone and Mrs. Stines
Week 7
May 11th - May 15th

Date	Standards	Description of Packet/NewsELA Online Assignment (30 minutes of work)
5.11.20	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).	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: Harry the Wind is Blowing Source: News ELA <i>printed</i>
5.12.20	CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: Primary Sources: Letter from a German Soldier During WWII Source: News ELA <i>printed</i>
5.13.20	CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: Dunked Source: News ELA <i>printed</i>
5.14.20	CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: Essay: MLK Jr. a Timely Leader Source: News ELA <i>printed</i>
5.15.20	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).	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: Solo on the Subway Source: News ELA <i>printed</i>

Name: _____

Date: Monday 5/11/2020

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.4.3](#)

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).

Types of Conflict

All great fiction stories have some type of conflict. There are four main types of conflict an author might choose to incorporate into the storyline of their story. Sometimes stories might have more than one type of conflict.

Character vs. Self

The main character face an internal decision or battle.



Character vs. Character

The main character face a conflict with another character in the story.



Character vs. Environment

There is a force of nature that creates a problem for the main character.



Character vs. Society

The main character faces a conflict with a group, community or culture.



Main Idea:

Author's Purpose:

Harry, the Wind is Blowing



By Helena Clare Pittman, Cricket Media

Harry was afraid of the wind. It whistled under his door. It made the iron fence hum eerie music.

The wind followed Harry home from the school bus. It blew off his hat. At night it made the trees creak in the woods near his house. It made sheets drying on the line sound like thunder.

"How can anyone be afraid of the wind?" asked Harry's friend Emma.

Harry shrugged. But it didn't change the way he felt.

Harry's friend Liam thought being afraid of the wind was a waste of time. That didn't help Harry either.

Harry's friend Antony didn't make fun of Harry. "You'll get over it, Harry," he said.

Sometimes that made Harry feel better. But not for long.

On windy days Harry stood at his window and watched Emma riding her bike. Her hair flew out behind her in the wind. He watched Liam sailing his boat in a puddle.

Harry drew a picture of a boat sailing in the wind. He wished he weren't afraid.

One day Antony came to Harry's house to play.

"Look at my glider," said Antony. "It does tricks and loop-de-loops when I fly it outside in the wind."

"Nice," said Harry.

They played cars. They played robots. They drew pictures.

Clouds rolled in. The tree in front of Harry's house swayed. A garbage can top clattered down the street.

"Harry," said Antony, "the wind is blowing. I don't want to stay inside. I want to fly my glider."

Harry was silent.

"Want to come?" asked Antony.

"No, thanks," answered Harry. Harry stayed inside and played with his **construction** set. He pictured launching the glider with Antony. But when he imagined the wind blowing against his face, he shivered. Harry drew pictures of Antony's glider lifting with the wind. He drew it doing figure eights. He felt sad to be in his room while everyone else was outside.

Harry got a big piece of paper and drew a kite. He cut it out and colored it. He took two sticks from his craft bin and crossed them. He tied them together, then took four more and made a diamond shape. He glued the paper onto the sticks and **attached** a piece of yarn to make a rudder. He found a ball of string and tied it to the rudder.

Harry pretended the kite was flying against the clouds. But after a while, he got tired of pretending. Outside the window Antony's glider was making circles. It was flying upside down. Harry sighed. He was tired of feeling afraid. **Suddenly** he wanted to stomp his feet. He wanted to yell out loud. He wanted to yell, "I AM NOT AFRAID!!!"

So he tried it. Harry was surprised. It felt good to yell.

"NO, I'M NOT!" Harry added.

Harry stomped and shouted about not being afraid until his mother asked him if he was alright.

"YES!" said Harry. "I AM!" And Harry took his kite and went outside.

"Harry, the wind is blowing!" said Antony. "Harry, the wind is blowing!" said Emma. But Harry didn't turn back. He marched forward and pulled himself into the **branches** of the tree in front of his house. He sat there in its branches with his kite. The tree's leaves rustled. Its branches swayed. They snapped as the wind picked up. Harry held on.

Now the tree was rocking Harry. The wind tipped Liam's boat. Antony's glider was spiraling. Harry held on.

Harry was enjoying himself. He liked the way the wind smelled of spring blossoms. He liked moving with the tree.

"This isn't so bad!" said Harry.

The wind blew harder. It blew so hard it shook Harry. Harry was surprised that he didn't mind. That made him laugh!

Then Harry let his kite go. The wind caught it. Harry watched it zig-zag. He heard it flap. The kite's crayon colors sparkled in the sunlight.

Harry let out the string and the kite climbed higher. It moved as the wind moved, just above the tree.

Liam watched Harry's kite. Emma watched Harry's kite. Antony watched Harry's kite.

Harry watched his kite, too. He sat in the tree and watched it until the wind became a **gentle**, whispering breeze. Then the kite settled into the garden.

Harry climbed down and rewound the ball of string.

Then Harry, Antony, Liam, and Emma played outside together all afternoon.

Quiz

1. Read the paragraph below from the story.

Harry got a big piece of paper and drew a kite. He cut it out and colored it. He took two sticks from his craft bin and crossed them. He tied them together, then took four more and made a diamond shape. He glued the paper onto the sticks and attached a piece of yarn to make a rudder. He found a ball of string and tied it to the rudder.

What happens in this paragraph?

- A) Harry winds up string after flying a kite.
- B) Harry draws a picture of Antony's glider.
- C) Harry looks for paper and glue with Emma.
- D) Harry makes a kite while he stays inside.

2. Read the following events in order from the story.

- 1. Harry gets tired of pretending to fly his kite.
- 2. Harry stomps his feet and yells out loud.
- 3. ?
- 4. Harry sits in the branches of the tree with his kite.

Which event goes in the blank?

- A) Harry draws a picture of a boat sailing.
- B) Harry decides to take his kite and go outside.
- C) Harry laughs when the wind rocks the tree.
- D) Harry watches Emma riding her bike.

3. How does Harry feel about staying inside while his friends play outside?

- A) He feels angry with his mother.
- B) He feels excited to play robots.
- C) He feels sad to be in his room alone.
- D) He feels happy to watch the clouds.

4. What lesson does Harry learn?

- A) The wind is nothing to be afraid of.
- B) Gliders cannot fly as high as kites.
- C) Children should listen to their parents.
- D) Friends have more fun playing inside.

5. What type of conflict is Harry facing and how does it impact him? Use two details from the text to support your response.

Name: _____

Date: Tuesday 5/12/2020

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.4.6](#)

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

FIRSTHAND ACCOUNT vs. SECONDHAND ACCOUNT
What is a firsthand account? What is a secondhand account?

A firsthand account is someone's personal experience with a topic.

A secondhand account is based on an author's research, or what they have read and heard about a topic.



Can include opinions and emotions

Includes information and facts

In 1st Person Point of View ('I, me')

In 3rd Person Point of View (He, She, They)

Examples: Speech, Diary, Letter, Autobiography

Examples: Textbook, Nonfiction Article, Biography

Main Idea:

Author's Purpose:

Primary Sources: The Titanic, the Wireless Operator's Story



Photo by: Universal History Archive/ UIG via Getty Images
By New York Times, adapted by Newsela staff

Editor's Note: The Titanic was a huge boat built in the early 1900s. At the time, it was the largest ship ever made.

On the morning of April 10, 1912, the Titanic set off on an ocean voyage. Some of the richest people in the world were onboard.

The Titanic was equipped with a telegraph machine. It allowed the boat to send and receive messages.

There were two telegraph operators onboard. They worked the telegraph machine. Harold Bride was one of the two operators. He was 22 years old and had just learned to use a telegraph machine.

On the night of April 14, 1912, something terrible happened. The Titanic hit an iceberg.

The enormous hunk of ice punched several holes in the ship. Soon, the Titanic began sinking. It went under very quickly and more than 1,500 people drowned.

Bride was one of the lucky ones. He was rescued just in time. Bride tells his story below. He told it to the New York Times newspaper.

"You Had Better Send Out A Call For Help"

I became a telegraph operator last July.

My job on the Titanic was to take over for the main telegraph operator. His name was Phillips. I filled in for him from midnight until the early morning. That night I was standing by Phillips telling him to go to bed when the captain showed up.

"We've struck an iceberg," the captain said. "You had better send out a call for help."

The crew had spotted the iceberg. However, they thought it was further away than it actually was. The captain told us the blow was in the middle of the ship.

"The Front Of The Ship Began Sinking"

Suddenly, the front of the ship began sinking, and soon the whole ship began to tilt forward.

By then Phillips had telegraphed two nearby ships, the Frankfurt and the Carpathia. Both were on their way to help us. Phillips kept in touch with them to let them know where we were and what was happening.

Soon, the crew began putting women and children into lifeboats.

I noticed that the boat was tilting more and more. The water had almost reached the boat deck by then. How poor Phillips worked through it right to the end I do not know.

"I Will Never Forget The Work Of Phillips"

He was a brave man. He stuck to his work while everybody else was running about. I will never forget the work of Phillips during the last awful 15 minutes.

As the boat kept sinking, I ran to my cabin to grab my lifebelt. When I returned I saw Phillips standing on the deck. He was still sending telegraph messages to the Carpathia, telling them how we were doing.

I went to the place I had seen a lifeboat on the boat deck. To my surprise, I saw the boat and a group of men still trying to push it off. I guess there wasn't a sailor in the crowd, and they just couldn't do it. I went up to them to help when a large wave washed over the deck.

The big wave carried the boat off the deck, and me along with it.

"I Was Underwater"

But that was not all. The boat landed in the water upside down, with me trapped under it. And I remember I realized that whatever happened I must not breathe, for I was underwater.

How I got out from under the boat I do not know, but I took a breath of air at last. There were hundreds of men in the water all around me, trying to keep from drowning.

I felt I simply had to get away from the ship. She was gradually turning on her nose, just like a duck does that goes down for a dive. I knew I had to avoid being pulled in when she went down.

Soon, the Titanic was sticking straight up in the air, and she began to slowly disappear. Then, I saw her vanish altogether beneath the waves.

I began swimming toward a nearby lifeboat and as I came up to it someone pulled me aboard. There was just enough room left in it for me to roll onto the edge.

"At Last The Carpathia Arrived"

At last the Carpathia arrived. Our boat drew near, and one by one the men were taken off of it.

One man onboard our lifeboat was dead. It was Phillips, who had waited to the last minute to save himself. He had died from the cold and from overwork, I guess.

I will never forget the way Phillips kept sending messages after the captain told him he could leave. He was a true hero.

Quiz

1. **Read the section “At Last The Carpathia Arrived.” Why was the Carpathia important to survivors of the Titanic?**
 - A) The Carpathia helped rescue survivors from the cold ocean water.
 - B) The Carpathia helped prevent the Titanic from fully sinking.
 - C) The Carpathia sent telegrams to other ships to come help the Titanic.
 - D) The Carpathia brought food and clothes to the people from the Titanic.

2. **Which sentence from the article BEST explains how the Titanic disaster occurred?**
 - A) We’ve struck an iceberg,” the captain said. “You had better send out a call for help.”
 - B) The captain told us the blow was in the middle of the ship.
 - C) Suddenly, the front of the ship began sinking, and soon the whole ship began to tilt forward.
 - D) Soon, the crew began putting women and children into lifeboats.

3. **Read the section “I Was Underwater.” According to the article, how did the narrator survive the disaster?**
 - A) He safely got off the ship onto a lifeboat when it first started to sink.
 - B) He swam away from the sinking ship toward a lifeboat so he wouldn't be sucked underwater.
 - C) The people in the water around him helped prevent him from drowning.
 - D) He held his breath until the lifeboat turned right-side up, then got in and helped other people.

4. **Read the section "You Had Better Send Out A Call For Help." Based on information in the article, which of these statements is TRUE?**
 - A) The crew on the Titanic did not see the iceberg before the accident.
 - B) The captain of the Titanic had asked the narrator to take over Phillips' job.
 - C) The narrator's job on the Titanic was to send telegraphs during the late night hours.
 - D) The iceberg struck the front of the ship, causing it to immediately start to sink.

5. **What type of account/source is this text and how does it impact the way in which the events are told? Use two details from the text to support your response.**

Name: _____

Date: Wednesday 5/13/2020

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 message the author wants you to take away from 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?
4. What can I learn from the characters?

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

Common Themes

- Be proud of who you are
- Honesty is the best policy
- Never underestimate the power of kindness
- Hard work helps us achieve our goals
- Home is where the heart is
- Friends can help you get through life's challenges
- Good will always triumph over evil
- Don't judge a book by its cover

Main Idea:

Author's Purpose:

Dunked!



Illustration by: Gerald Kelley/Highlights for Children
By Rich Wallace, Highlights for Children

Jordan broke through the **surface** of the pool, sputtering water. Who had dunked him?

Seconds before, he had been rushing toward the goal, trying to get open to receive a pass. Now the ball was gone.

Worse yet, Jim Rosa was just a few yards from the Minnows' goal, raising the ball to shoot. Jordan's teammate Devin swam toward Jim, but Jim threw the ball toward the net.

Goal!

Jordan sighed. His water-polo team, the Minnows, trailed the Turtles, 4–2, and time was running out.

The Minnows' hopes for a playoff rested on winning this game. Only four teams would qualify.

"Who put me underwater?" Jordan asked Devin.

"Joey did," Devin said. "He sneaked up behind you. I yelled for you to watch out."

Jordan glared at Joey. Dunking a player was against the rules in this league. Apparently, the referee did not see it happen, because he hadn't called a foul.

Twins Jim and Joey Rosa were quick and strong. They were the best players in the summer water-polo league, and Jordan was friends with both of them. But that illegal dunk had given the Turtles an unfair **advantage**.

"I should have gotten a penalty shot," Jordan said.

"Forget it," Devin replied. "Let's score!"

Jordan was fired up. He scored on the Minnows' next possession, sending a quick shot into the upper corner of the goal.

Swimming back, he looked at the clock. Two minutes left.

"Keep up the pressure!" Jordan said to his teammates. "Let's tie this."

Jordan had played the entire game, which meant he had been swimming and treading water for nearly half an hour. The league was low-key, but Jordan took every sport seriously. He knew the Minnows had a chance to win the title if they could just make the playoffs.

That seemed almost impossible now. One more goal would tie the score, leaving the Minnows in fifth place. Only a win would put them in fourth.

The Turtles' goalie tossed the ball to Joey Rosa, who sprinted toward the center of the pool. Jordan met him there, and Joey flipped it back. The pass landed in a spot of open water. Jordan swam past Joey and reached for the ball. He was **surrounded** by Turtles.

"Over here!" called Jordan's teammate Bryan.

Jordan swept his hand below the ball and flipped it back toward Bryan. Then he moved toward the goal as his teammates formed a semicircle.

Devin took a pass near the center, then tossed the ball to another teammate. The ball flew back and forth around the arc, each Minnow trying to find an open shot.

Jordan kept treading water and calling for the ball. The trick was to throw the defenders off guard, take a quick pass, and unleash a shot before the defense could **recover**.

But the Turtles had everyone covered. Joey was sticking close to Jordan, not giving an inch.

The ball came to Jordan. He churned his legs and raised his arms as if to shoot, then deftly passed to Devin. Joey lunged in that direction, and Devin passed the ball back before Joey reached him.

Jordan was open for a split second, but Joey and another defender splashed toward him. Jordan could shoot, but Devin was wide open. Jordan made the pass. Joey crashed into Jordan. Wham!

Devin's shot nicked the goalpost and rippled into the net. Tie score!

"Smart pass!" Devin said.

"Teamwork!" Jordan yelled. He turned toward Joey, but Joey had already retreated to the end of the pool.

Stop the rough stuff, Jordan thought. But he kept his mouth shut. He would talk to Joey at a different time. For now, his only aim was to score another goal.

"Everything you've got!" Jordan called to his team.

"One more!" Bryan shouted.

Again Jordan sprinted toward the center of the pool as the Turtles charged forward. Time was running out.

Joey swept the ball toward his brother. Jordan powered toward it, but the Turtles kept control.

They tossed the ball back and forth, intent on keeping it away from the Minnows. The Turtles did not need to score. A tie would be enough to get them into the playoffs.

"Attack!" Devin called. All of the Minnows crossed into the Turtles' zone, mobbing whoever had the ball.

Suddenly, Jim slipped free and sprinted across the pool, with open water between him and the Minnows' goal.

Bryan and Devin took off after him, closing the gap with every stroke.

Jordan sprinted through the water, too, trying to catch up to Jim's twin. It would be a mistake to leave Joey open.

Jim was close to the goal now, and Devin and Bryan had their arms up. Joey was treading water a few feet in front of Jordan, calling for the ball.

Jordan knew a pass would be coming. Joey was in a great position to score, and Jordan was too far behind to stop the shot. He took two quick strokes and raised his hands toward Joey's shoulders as Jim passed his brother the ball. Dunking Joey would be the only way to stop him.

Time to pay him back, Jordan thought. He reached, but then he pulled back his hands.

Joey's shot sped past the goalie's hands and into the net.

A few seconds later, the referee blew his whistle. Game over. And the season was over, too, for the Minnows.

Jordan climbed out of the pool and sat on the edge, catching his breath.

Joey Rosa swam over to him. "Great game," Joey said. "Sorry about that dunk. I wanted to win so bad that I got kind of carried away."

Jordan knew the feeling. "It happens," he said. Winning is important, he thought, but so are the rules.

Joey reached out his hand and Jordan shook it. "Good luck in the playoffs, Joey," Jordan said.

Losing was not so bad. As he walked toward the locker room, Jordan felt like a winner.

Quiz

1. Is the story written in first person or third person? How do you know?

- A) First person; the story is mostly about one character, Jordan.
- B) First person; Devin is telling the story using "I" to describe the water-polo game.
- C) Third person; no one from inside the story is telling it from their perspective using "I."
- D) Third person; the reader does not know how any of the characters are feeling.

2. Select the statement that BEST summarizes the MAIN events in this story.

- A) Jordan is on the Minnows water-polo team. Jordan thinks his team can win the title, but they have to beat the Turtles. The Turtles are winning, but they are not playing by the rules. Jordan is upset that his team is losing, but his friend Devin tells him not to worry about it.
- B) Jordan's team is losing an important water-polo game when Jordan gets dunked by his friend Joey. Jordan's team ties the game. Jordan has a chance to keep Joey's team from scoring if he dunks Joey. Jordan decides not to do it and his team loses. Even though his team loses, he still feels good about himself.
- C) Jim and Joey are the best players in the summer water-polo league. They play for the Turtles and Jordan plays for the Minnows. Joey dunks Jordan and Jordan gets mad. At the end of the game, Joey's team wins and he apologizes to Jordan for dunking him.
- D) Jordan is about to score a goal in the water-polo game when his friend Joey dunks him. Jordan is angry when the referee does not call a penalty on Joey. Jordan scores the next time the Minnows are in possession. He really hopes that his team can score more points. A tie will not help his team go to the playoffs.

3. What is the important idea about life that Jordan learns in the story?

- A) It is better to follow the rules and lose than to cheat and win.
- B) Winning is the most important thing when playing sports.
- C) Do not be friends with people who will break the rules to win.
- D) It is important to take sports seriously, even if it is a low-key league.

4. Which sentence from the story shows Jordan's point of view about winning?

- A) Dunking Joey would be the only way to stop him.
- B) "I wanted to win so bad that I got kind of carried away."
- C) Winning is important, he thought, but so are the rules.
- D) "Good luck in the playoffs, Joey," Jordan said.

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

Name: _____

Date: Thursday 5/14/2020

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 (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Nonfiction

TEXT STRUCTURE

What is nonfiction text structure?

The text structure is how the information in a text is organized for the reader.

Text Structure	Explanation	Clue Words	Visual
Descriptive	This text describes characteristics of something.	<ul style="list-style-type: none"> for example such as adjectives 	
Chronological Order	This text describes a sequence of events, or a list of steps.	<ul style="list-style-type: none"> first, next, last before, after dates, years 	
Compare & Contrast	This text discusses similarities and differences between two or more things.	<ul style="list-style-type: none"> like/ unlike similarly on the other hand 	
Cause & Effect	This text explains events (causes) the results of these events (effects).	<ul style="list-style-type: none"> because consequently this is why so 	
Problem & Solution	The text describes a problem and how it was solved.	<ul style="list-style-type: none"> because since this led to 	

Main Idea:

Author's Purpose:

Essay: Martin Luther King Jr., a timely leader



Photo by: Stephen F. Somerstein/Getty Images
By Jim Haskins, adapted by Newsela staff

The civil rights era was a time of great change in American society. And no leader was more closely linked to that period than Martin Luther King Jr. King and the movement he led have particular importance to me, an African-American born in the south. I grew up in the time of rigid segregation.

Segregation forced black people to be separate from white people in schools, restaurants and other public places. There were so many places I could not go, from the town park to the public library. I was not allowed in these places because of the color of my skin.

I hated the unfairness. I was in Montgomery, Alabama, during the bus boycott that began the major civil rights movement. This movement aimed to win equal rights for African-Americans. During the boycott, African-Americans refused to ride city buses in Montgomery. They did this to protest unfair treatment, including segregation.

Many years later, I returned to my hometown. I donated copies of some of the books I had written to the public library, the same library I could not enter as a child. My niece happened to be studying there when I arrived. I was struck then by the tremendous achievements of King and so many others in the civil rights struggle.

The Right Man At The Right Time

King was the right man at the right time. African-American leaders before him had some of the same qualities. And African-Americans had had other opportunities to win their civil rights. But during the 1950s and 1960s, a combination of events made American society open to change. King had the moral strength and ability to inspire that were needed to bring about that change.

King was a young Baptist minister when he got involved in the Montgomery bus boycott. He stood out for his brilliance as a public speaker. Perhaps most importantly, he had the power to inspire others to follow him.

King was also lucky. Even someone as special as he could well have been merely a voice in the wilderness if not for certain events. Change had already begun in the late 1940s. That was when President Harry S. Truman ended segregation in the armed forces. In the 1950s, there was an important Supreme Court case called *Brown v. Board of Education*. The ruling of the court declared segregated education unconstitutional. The implications of the decision extended into every area of society.

Television Made It Impossible To Ignore What Was Going On

Finally, advances in technology made the time right for mass protest. When whites responded to civil rights protests with violence, television broadcast the ugly images across the nation. It was impossible for Americans to ignore what was going on.

Martin Luther King Jr. could speak to a television camera as well as he could to a church group. The media played a major role in creating his image as a moral leader of the nation. Thousands of people responded to his call. They looked to him as a beacon of hope and inspiration.

In 1964, Congress finally passed the Civil Rights Act. It passed the Voting Rights Act in 1965. These two laws laid the groundwork for protecting the civil and voting rights of African-Americans and all people. With this accomplishment behind him, King turned his attention to other problems. For example, he spoke out against U.S. involvement in the war happening in Vietnam.

U.S. Makes King's Birthday A National Holiday

It is not clear whether King would have had the same power in other causes as he had in civil rights. He was shot and killed in 1968. But the influence he had during this crucial time in our history was unmatched. In his honor, the U.S. government made King's birthday a national holiday. King is the only nonpresident in U.S. history to be given this honor.

Editor's Note: This essay was written by Jim Haskins and published in 1995. Haskins was born in 1941 in Demopolis, Alabama. After attending college and graduate school, he became a teacher and later an award-winning writer. Haskins wrote more than 100 books for children and adults. Many are about the achievements of African-Americans. Haskins died in 2005 at the age of 63.

Quiz

1. This article is organized using chronological order. Why do you think the author chose to organize the information this way?

- A) to highlight the relationship between what was showing on television during the time of segregation and what was really happening
- B) to present the important events of the civil rights movement and Dr. King's role in it so the reader can understand what happened and when
- C) to explain what happened in Dr. King's life to help the reader understand why he became the most influential civil rights leader in history
- D) to describe what life was like during the time of segregation in the south so the reader can imagine the events as they happened

2. Read the introduction [paragraphs 1-4] and the final section, "U.S. Makes King's Birthday A National Holiday." What is the connection between those two sections?

- A) The introduction explains in detail the role King played in the civil rights movement and focuses on his speaking skills; the final section shows how King was honored for his important role in the civil rights movement.
- B) The introduction explains in detail the role King played in the civil rights movement and focuses on his speaking skills; the final section focuses on what other causes King began to focus on after civil rights were achieved.
- C) The introduction describes what life was like in the time of segregation and during the beginning of the civil rights movement; the final section shows how King was honored for his important role in the civil rights movement.
- D) The introduction describes what life was like in the time of segregation and during the beginning of the civil rights movement; the final section focuses on what other causes King began to focus on after civil rights were achieved.

3. Read the paragraph from the section "The Right Man At The Right Time."

King was the right man at the right time. African-American leaders before him had some of the same qualities. And African-Americans had had other opportunities to win their civil rights. But during the 1950s and 1960s, a combination of events made American society open to change. King had the moral strength and ability to inspire that were needed to bring about that change.

What is the author's point of view about King's success as a civil rights leader?

- A) King would have succeeded as a civil rights leader no matter what time he lived in because he was a man with very unique talents.
- B) King's success as a civil rights leader happened because he learned from the mistakes of previous civil rights leaders.
- C) King came at the first opportunity African-Americans had to win civil rights and this was the main reason for his success.
- D) King's success as a civil rights leader was the result of both important changes at the time and his ability to inspire others.

4. Read the paragraph from the section "Television Made It Impossible To Ignore What Was Going On."

Finally, advances in technology made the time right for mass protest. When whites responded to civil rights protests with violence, television broadcast the ugly images across the nation. It was impossible for Americans to ignore what was going on.

Why did the author include this paragraph?

- A) It illustrates how civil rights protesters finally won the struggle for equality.
- B) It describes in detail the violent acts committed against many protesters.
- C) It explains how television made Dr. King a well-known civil rights leader.
- D) It shows the important role television played in the civil rights movement

5. How does the author organize the article, "Essay: Martin Luther King Jr., a timely leader"? Use two details from the text to support your response.

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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	
• Happy	• Sad	• Kind	• Generous
• Angry	• Upset	• Shy	• Rude
• Scared	• Jealous	• Respectful	• Principled

Main Idea:

Author's Purpose:

Solo on the Subway



Photo: Serge Lambotte/Unsplash
By Diana C. Conway, Cricket Media

Rashi was going solo on the New York subway.

"Ready to go?" asked his mom.

"Roger, Mission Control," said Rashi.

Rashi's mother lived in a house in Queens. His father lived and worked in an apartment in Manhattan. Every Saturday his mom took him to Manhattan on the subway. Every Sunday his dad took him back to Queens. Today Rashi was going solo on the subway for the first time. "Like an astronaut going to the moon," he said.

"Well, zip up your spacesuit," said his mom. "It's starting to snow outside."

She walked him to the subway stop. "Are you sure about this?" she asked.

Was he sure? Rashi had begged for a long time to make the trip alone. Now he shivered as he looked down the long stairs into the dark. He touched the I.D. tag around his neck. "Um, all systems go," he said.

Deep under the street, Rashi waited for the R train. "R like rocket," he said. A whistle screeched far down the tracks. A light changed from red to green. Seven silver cars clanged into the station. Rashi took a seat near a window. "Watch the doors," said a voice. Then the rocket-train hurtled out into black space.

At the next stop, Rashi gave his seat to a woman with a little girl.

"Thank you," said the woman.

The little girl asked, "Where's your mommy?"

"I'm going solo," said Rashi.

"Where to?" asked the woman.

"To the space station at Forty-Second Street."

The woman laughed with a voice like the rumble of the train wheels.

The subway stop at Forty-Second Street really seemed like a space station. Rashi **bumped** into an alien with spiked, purple hair. He saw aliens with rings in their ears and noses. Smoke and alien smells puffed from the food stands.

A man with tattoos on his arms drummed loud, alien music. Rashi dropped a coin into his cup.

"Thank you, little man," said the drummer. "Do you know where you're going?"

"Oh, yes," said Rashi. "Through that wormhole to another galaxy."

Rashi pointed to a long, white tunnel. The man laughed with a voice like a deep drum. "Well then, count down and blast off!"

"Three, two, one!" said Rashi. He waved good-bye to the man and blasted into the wormhole. The tunnel seemed longer and more crowded than **usual**. Rashi hugged the wall to let pushy people past. At the other end of the tunnel, a sign said STAIRS CLOSED. Uh-oh! Rashi felt weightless and lightheaded. He needed to go up those stairs to catch the C train. This had never happened when he came with his father or mother. He touched the cell phone in his pocket. "Failure is not an option," he said to himself.

An E train squealed to a stop. A subway cop leaned out the door. "Coming aboard, son?"

"No, sir," Rashi said. "The E rocket goes back to planet Queens. My dad lives on planet Manhattan."

"Right you are," said the cop. "It's the C rocket for you." He laughed with a voice like Rashi's dad.

Rashi started to ask about the closed stairs. Then he remembered the stairs at the other end of the platform. He steered in that direction and reached the upper platform just as the C train came. The crowd pushed him on board. "Next stop Fiftieth Street," said a voice. Rashi got off when the voice said Eighty-first Street. Time to eject from his spacecraft and explore a new world.

Wow! Manhattan really was a different planet. White snow **swirled** everywhere. The cars looked like alien animals. The apartments looked like alien towers. Down the street Rashi's father worked clearing snow.

"There's my boy!" he called. "Any problems getting here?"

"Just a **slight** change in course," said Rashi. "Do you want help with the snow?"

"Sure!" said his father. "But first go in and call your mom. Mission Control is waiting for a **report** on your solo trip."

Quiz

1. Read the sentence below from the story's beginning.

Seven silver cars clanged into the station.

What does the author mean by the word "clanged"?

- A) The train cars made noise.
- B) The train cars were on time.
- C) The train cars moved quickly.
- D) The train cars had a lot of people.

2. Read the sentence below from the story's end.

He steered in that direction and reached the upper platform just as the C train came.

Which word has the SAME meaning as "steered"?

- A) danced
- B) drove
- C) skipped
- D) walked

3. Read the paragraph from the story.

"Three, two, one!" said Rashi. He waved good-bye to the man and blasted into the wormhole. The tunnel seemed longer and more crowded than usual. Rashi hugged the wall to let pushy people past. At the other end of the tunnel, a sign said STAIRS CLOSED. Uh-oh! Rashi felt weightless and lightheaded. He needed to go up those stairs to catch the C train. This had never happened when he came with his father or mother. He touched the cell phone in his pocket. "Failure is not an option," he said to himself.

What happens in this paragraph?

- A) Rashi gets lost in a crowd of people.
- B) Rashi has a problem he did not expect.
- C) Rashi wants to call his mother or father.
- D) Rashi says good-bye to the subway cop.

4. Read the list of events in order from the story.

1. Rashi gets on the train in Queens.
- 2.
3. Rashi talks to a subway cop.
4. Rashi gets off the train in Manhattan.

Which event goes in the blank?

- A) Rashi's father tells him to call his mother.
- B) Rashi climbs the stairs to the upper platform.
- C) Rashi zips up his snowsuit because it is snowing.
- D) Rashi's mother walks with him to the station in Queens.

5. How does Rashi develop/change throughout the story? Use two details from the text to support your response.

4th Grade ELA Remote Learning Scope and Sequence
Mrs. Capone and Mrs. Stines
Week 8
May 18th- May 22nd

Date	Standards	Description of Packet/NewsELA Online Assignment (30 minutes of work)
5.18.20	CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: Watching videos online is gaining popularity with teens and preteens Source: News ELA <i>printed</i>
5.19.20	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).	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: Everella's Wand Source: News ELA <i>printed</i>
5.20.20	CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> . CCSS.ELA-LITERACY.L.4.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: This photographer goes to the ends of the Earth to capture rarely viewed animals Source: News ELA <i>printed</i>
5.21.20	CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: Zirak and Ring-Dove: an Iraqi story Source: News ELA <i>printed</i>
5.22.20	CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: The future of football for kids is moving toward flag Source: News ELA <i>printed</i>

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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.4.6](#)

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

PERSPECTIVE

Different people can "see" things differently. Therefore, they might not have the same viewpoints in regards to certain situations and issues.

Two people or characters may have different perspectives.

Jonah didn't study for a test. He feels like the test is too difficult.



Cassie studied for the test. She feels like the test is too easy.



A reader may have a different perspective than a book character.

Ben, a character in a book, thinks it's okay to bully another character.



As Lacey reads the book, she is disgusted by Ben's bullying behavior. She thinks bullying is wrong.



A reader may have a different perspective than the author of a book or passage.

An author wrote an article to try to convince readers that it's not safe for kids to play football.



Abe read the article, but he's not persuaded. He thinks it's possible for kids to safely play football.



Main Idea:

Author's Purpose:

Watching videos online is gaining popularity with teens and preteens



Photo by: Jenny Kane/AP Photo
By Associated Press, adapted by Newsela staff

A survey found that more young Americans are watching videos online. The number of teens and preteens who stream videos every day has more than doubled. Young people watch Internet videos for about an hour a day. This is twice as long as they were four years ago. This information was gathered from a survey.

Many young people watch videos on YouTube. YouTube is a popular video website. On YouTube, regular people can make, post and watch videos. The website is supposed to be off-limits to children younger than 13 years old.

"It really is the air they breathe," said Michael Robb. He helps run the group that did the survey. The group tracks young people's Internet habits and offers helpful advice for parents.

The group asked 1,677 young people, between the ages of 8 to 18, about how they watch videos. Preteens are children between 8 and 12 years old. Teens are people between 13 and 18 years old. The study found that a little more than half of preteens watch videos daily. Almost three-quarters

of teens watch videos every day. The last time a survey was done was in 2015. Back then, less than a quarter of preteens and about 3 out of 10 teens watched videos online every day.

Overall screen time has not changed much in those four years. The average American preteen spent almost five hours every day watching media online. The average American teen spent seven hours and 22 minutes watching entertainment on devices. The amount did not include time spent using the devices for homework, reading books or listening to music.

YouTube Is The No. 1 Choice

Young people are also watching regular television less and less. They are switching to websites where they can stream videos. Many teens prefer to watch videos on smartphones, tablets and laptops. Among the teens surveyed, only a third said they enjoyed watching regular television programs "a lot." Four years ago, a little less than half of all teens surveyed enjoyed watching traditional television programs "a lot." Half of preteens said the same, compared with about three-fifths in 2015.

For young people, YouTube is the first choice for where they watch online videos. Even three-quarters of preteens say they use the site. YouTube is not supposed to be used by kids that are younger than 13 years old. Only about a quarter of preteens said they watch YouTube Kids. YouTube Kids is made for preteens and younger children. Most of the children that watch YouTube Kids still said they preferred regular YouTube.

Robb said this access to content with no filter puts a lot of pressure on parents. It is then up to them to figure out what their kid can and cannot watch.

YouTube said that it is rethinking how it makes YouTube safe for kids. In response to the survey, the company said it will share details about its future plans.

Farshad Shadloo is a spokesperson for YouTube. "YouTube is not a site for people under 13," Shadloo said. This rule is posted on the website. The company pointed out YouTube Kids and the age filters on YouTube that try to stop kids from going on the website.

It's Hard To Keep Kids Off Video Sites

Even so, many children are skilled at using YouTube and other video website services. Part of the problem is that parents are too busy, said Sarah Domoff, who teaches at Central Michigan University. Domoff studies technology's effect on youth and families.

Those parents could be doing more to track screen time, she said. However, she also believes YouTube is not doing enough to keep kids off the website.

"It's really hard to block out certain things unless you're really standing over your child," Domoff said. The devices are small and easy to carry around. Parents have a hard time tracking how their children use them.

Some people do not believe that YouTube can change. The service relies on keeping users' attention. Viewers both young and old are glued for hours to streaming videos.

"If your model is built on maintaining attention, it's really hard to do something," said Robb.

To families, Robb says, "Protect homework time, family time, dinnertime and bedtime. Have device-free times or zones."

Domoff added, "There needs to be a game plan."

Quiz

1. Why did Michael Robb feel doubtful after YouTube promised to rethink how it makes YouTube safe for kids?

- A) because YouTube has never made changes in the past
- B) because YouTube is designed to keep viewers' attention
- C) because YouTube Kids has been unsuccessful
- D) because YouTube's main goal is to make money

2. According to the article, how was the survey conducted?

- A) by looking at data from YouTube
- B) by talking to young people
- C) by interviewing the parents of young people
- D) by standing over young people watching videos

3. Read the section "YouTube Is The No. 1 Choice." Select the sentence from the section that shows why young people are watching less regular television.

- A) Young people are also watching regular television less and less.
- B) Many teens prefer to watch videos on smartphones, tablets and laptops.
- C) Among the teens surveyed, only a third said they enjoyed watching regular television programs "a lot."
- D) Half of preteens said the same, compared with about three-fifths in 2015.

4. Read the selection from the section "It's Hard To Keep Kids Off Video Sites."

"It's really hard to block out certain things unless you're really standing over your child," Domoff said. The devices are small and easy to carry around. Parents have a hard time tracking how their children use them.

Which of the following is an accurate explanation of what this selection means?

- A) Parents are solely responsible for monitoring their children online.
- B) Parents should only allow children on devices when they are standing over them.
- C) Parents need help monitoring what videos their children are watching online.
- D) Parents could easily monitor their children if they weren't so busy.

5. How does the author feel about preteens using YouTube? 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.

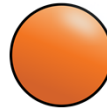
[CCSS.ELA-LITERACY.RL.4.3](#)

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).

Types of Characters

When authors are creating stories there are a variety of characters they can include in their story. Understanding the types of characters can help you better understand what you read.

Round Characters



Round characters refer to the characters we know a lot about. They are usually the main characters.

Flat Characters



Flat characters refer to characters we don't know much about. They usually don't have an impact on the plot.

Dynamic Characters



Dynamic characters refer to characters that undergo an internal change throughout the story. They are usually round characters.

Static Characters



Static characters refer to characters that don't experience much change. They are usually flat characters.

Main Idea:

Author's Purpose:

Everella's Wand



Illustrations: Les Gray/Highlights for Children

By Marjorie R. Sheffer, Highlights for Children

Once upon a time there was a fairy named Everella. After many failed attempts, she finally passed the wand test and was given her own wand.

"Prettier than a peppermint stick!" said Everella.

Her wand was long and straight and shiny, and it sparkled like diamonds at one end.

Everella's new job was to keep the meadows decorated with wildflowers and the trees filled with singing birds. She'd point her wand at the grass and, in the blink of an eye, bright flowers would cover the ground. When she pointed it at the trees, the trilling and chirping of bird songs would begin before you could say "skylark."

But one day Everella said, "This is boring! And I'm hungry—I wish I had some chocolate." She pouted as she twirled her wand like a baton. On a whim, Everella pointed her wand at a clod of earth and said,

"Sludgery, fudgery, wouldn't it be dandy if this should turn into a piece of candy!"

This article is available at 5 reading levels at <https://newsela.com>.

In an instant, a thick slab of chocolate-walnut fudge appeared, lying on a paper doily in the grass. "Yum!" said Everella, and she gobbled it down.

From then on, Everella forgot about the flowers and the birds. Pebbles became diamond rings, and leaves turned into frilly new dresses, all for herself. The flowers in the meadows faded away, and the trees became empty and quiet.

One afternoon Everella was fluttering around and searching through the weeds. She found a large stone, pointed her wand at it, and said,

"Ugly old rock in front of my eyes, change to gold slippers, just my size!"

Then Everella looked down at the ground, puzzled. The stone was still there, but beside it lay one dirty old shoelace.

"Something's wrong!" she cried, and she looked at her wand. It was no longer shiny, and the sparkle at the tip was gone. She flew off in tears to find the fairy queen.

"Your Majesty," sobbed Everella, "my wand needs fixing. It won't work."

"I thought so," said the queen. "I haven't seen any flowers in the meadows lately, nor have I heard any birds."

Everella's face grew red. "Er, can you put a new battery in it?" she asked. "No," said the queen. "You must fix it yourself."

"How?" asked Everella.

"You must live for a time as an ordinary human being in the outside world. Nothing else will bring back the power," said the queen. Then she led Everella to the great door in the side of the fairy hill. The door swung open.

"When you reach the village, ask for Dame Malkins. And take care of your wand," the queen warned, "for it is your only way back to this fairy hill."

The door creaked shut. Everella sighed, then trudged off down the road. She was dressed in heavy dark clothes and thick shoes. Her wings had vanished, and her wand looked like an ordinary walking stick.

When Everella reached the village, she saw a shop with the sign "Dame Malkins's Bakery" painted above the door.

"Come in, come in!" said Dame Malkins, peering out.

"I've been expecting you! Here, tie on an apron and start kneading this dough." Her wise eyes twinkled.

Everella wondered how Dame Malkins had known she was coming, but she thought it was better not to ask.

This article is available at 5 reading levels at <https://newsela.com>.

Every day, Everella worked from sunup to sundown— mixing dough, waiting on villagers, sweeping out the shop. Her hands became rough and red from doing dishes, and her feet grew sore because she was not used to walking.

"If only I had a stick to lean on . . ."

Every night, Everella was so tired that she'd fall asleep almost as soon as she lay down on her cot. First, though, she'd anxiously check her wand to see if it had gotten back its power. But each time she picked it up, it was still just a stick.

The days went by, more than Everella could count.

Then one morning she woke up and heard Dame Malkins moaning, "Oh, my old bones! I can't get out of bed!"

Everella quickly made coffee and brought a cup to Dame Malkins, who said, "I could work if only I had a stick to lean on. Oh, dear!"

A stick to lean on . . . Everella wondered if she should let Dame Malkins use her precious wand as a walking stick. What if she leaned on it too hard and broke it? Everella could never go home.

But Everella had grown to like and respect Dame Malkins. She had taught Everella many things and had worked hard beside her. She was always quick to share a kind word or a smile. She had become Everella's friend.

At last Everella said, "Here, take my stick."

"You're a good girl," said Dame Malkins, and she hobbled out of bed to mix up a batch of rolls. All day long they worked together, with Dame Malkins leaning on the stick.

The next morning when Everella awoke, the stick was beside her cot. She reached out to touch it.

Poof! There was a great flash of light. Everella found herself, sparkling wand in hand, fluttering outside the door in the side of the fairy hill.

The door creaked open, and Everella slipped in. She noticed the flowerless meadows and quiet trees, and said, "Time to get to work!" If she did her job well, maybe the queen would let her visit Dame Malkins now and then.

Quiz

1. What happens after Everella tries to change a rock into golden slippers?

- A) She is given a magic wand.
- B) She makes herself some chocolate.
- C) She loses her magical powers.
- D) She decorates the meadow.

2. What lesson does Everella learn?

- A) There is magic inside of everyone.
- B) It is best to try to help other people.
- C) Fairies make the world beautiful.
- D) Meeting new people can be hard.

3. Read the selection below from the story.

Every night, Everella was so tired that she'd fall asleep almost as soon as she lay down on her cot. First, though, she'd anxiously check her wand to see if it had gotten back its power. But each time she picked it up, it was still just a stick.

What is the definition of "anxiously" as it is used in the sentence?

- A) carefully
- B) quickly
- C) partly
- D) nervously

4. Read the selection below from the story.

A stick to lean on ... Everella wondered if she should let Dame Malkins use her precious wand as a walking stick. What if she leaned on it too hard and broke it?

What does the word "precious" help the reader to understand?

- A) The wand is important to Everella.
- B) The wand is no longer magical.
- C) The wand belongs to Dame Malkins.
- D) The wand is too short to use as a walking stick.

5. What kind of character is Everella and why? Use two details from the story to support your response.

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Date: Wednesday 5/20/2020

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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.4.4](#)

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

[CCSS.ELA-LITERACY.L.4.5.B](#)

Recognize and explain the meaning of common idioms, adages, and proverbs.

My Mini Anchor Chart

Idiom

An idiom is a common expression that can't be taken literally, but the meaning is understood.

Instead of writing **Good Luck!**

The author could use the idiom **Break a leg!**

The author doesn't really want their friend to break a leg, but it is a common expression that people use to tell people good luck.

Instead of writing	Use this Idiom
It is raining really hard.	It's raining cats and dogs.
I'm listening to you.	I'm all ears.
I'm really happy.	I'm on cloud nine.
I'm really mad.	My blood is boiling.
I'm going to bed.	I'm going to hit the hay.

Main Idea:

Author's Purpose:

This photographer goes to the ends of the Earth to capture rarely viewed animals



Photo by: Roie Galitz

By Smithsonian, adapted by Newsela staff

Roie Galitz has an adventurous spirit. It has driven him to the ends of the Earth. He has traveled all the way from the Arctic to the ice sheets of Antarctica. His journeys, though, serve a purpose. Galitz takes pictures of some of the Earth's most difficult-to-find creatures.

The photographer is from Tel Aviv, Israel. The country is in the Middle East. Galitz says he prefers to work in the cold. He works in temperatures as low as 40 degrees below zero Fahrenheit. Galitz must wear layers and layers of clothes. Then he tops everything with an 8-pound Arctic suit. "When you're cold, you can always put on an extra layer," he says. "But when you're hot, there is a legal limit to how much you can remove."

Galitz's favorite subjects live in extreme environments. He takes pictures of animals that are almost never seen in the wild.

"If I showed things that have been viewed time and time again, it wouldn't be special. It wouldn't be unique," Galitz says. He is always trying to find out what has not been done and why. Then he tries to do it.

Not Afraid Of A Little Frostbite

A good example is Galitz's photo of a polar bear with a live seal in its grasp. This moment had rarely, if ever, been photographed before. Experts doubted that Galitz would be able to get the shot. He spent a long night kneeling on the ice, fighting to stay warm. Galitz had to remain still so he would not disturb the seals below the ice. The waiting paid off when he got the shot.

Traveling into the wild comes with some risk, from frostbite to getting close to dangerous animals like bears and walrus. Galitz can handle it all. He says the cold forces him to be creative. Many times, he has used his nose to operate the touch screen on his camera.

Wildlife photography requires planning, Galitz says. He often has to get permission for the distant places he shoots. He also has to figure out how to get there. The work pays off, though, when he gets the perfect shot. In a photo titled "Polar Bear Family Hug," he captured two cubs and a mother bear in a tender moment. They were waking up from a nap.

"That's actually the best compliment a wildlife photographer can ask for," Galitz says. "Because when an animal is sleeping in front of you, it means she trusts you."

Bears Don't Take Direction Well

Another photograph shows brown bears playing together in Russia. For the picture, Galitz laid low to the ground and took shot after shot. He wanted to get the perfect image. "With wildlife, you control the scene by controlling yourself," he says. You cannot tell a bear to stand differently or turn toward the light. So for a wildlife photographer, Galitz explains, it is all about skill.

Galitz does not just take action shots. He also takes pictures that will cause specific feelings in the viewer. "When I'm photographing the animals, I'm trying to show their character, their soul," he says. Many of his photos show animals in moments of closeness. Their individual personalities and family relationships are on display. He wants people to feel close to the animals.

Galitz has represented the conservation group Greenpeace since 2016. He regularly uses his photography to help save the environment. His photographs show how the world is changing and that animal habitats are disappearing. "My images are testimony," he says. "This is what I saw last year, this is what I saw here, you can see the difference. We can't ignore that."

Quiz

1. **Which detail from the article shows the kinds of planning Roie Galitz needs to do before he can take photographs?**
 - A) He has traveled all the way from the Arctic to the ice sheets of Antarctica. His journeys, though, serve a purpose.
 - B) "When you're cold, you can always put on an extra layer," he says. "But when you're hot, there is a legal limit to how much you can remove."
 - C) He often has to get permission for the distant places he shoots. He also has to figure out how to get there.
 - D) Their individual personalities and family relationships are on display. He wants people to feel close to the animals.

2. **Which sentence from the article helps the reader to understand that Roie Galitz could get hurt trying to get his photographs?**
 - A) He is always trying to find out what has not been done and why. Then he tries to do it.
 - B) Traveling into the wild comes with some risk, from frostbite to getting close to dangerous animals like bears and walrus.
 - C) "Because when an animal is sleeping in front of you, it means she trusts you."
 - D) "When I'm photographing the animals, I'm trying to show their character, their soul," he says.

3. **How does Roie Galitz get pictures of difficult-to-find creatures?**
 - A) He wears many layers of clothing so he can move quickly when getting shots.
 - B) He makes sure to only take pictures of animals that are sleeping so they are still.
 - C) He waits patiently even if it takes all night and then takes many shots in a row.
 - D) He signals the animals so they stand differently or turn toward the light.

4. **Why does Roie Galitz think people should pay attention to his photographs?**
 - A) because they show the animals' personalities and how their habitats are changing
 - B) because they represent the skill of the photographers working for Greenpeace
 - C) because they prove to scientists that polar bears can capture live seals to eat
 - D) because they encourage other photographers to get better at taking wildlife pictures

5. **What does the author mean when he says, "The work pays off, though"? 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.CCRA.R.6](#)

Assess how point of view or purpose shapes the content and style of a text.

AUTHOR'S PURPOSE		
PERSUADE  P	INFORM  I	ENTERTAIN  E
PERSUADE The author is trying to get you to do something or try something.	INFORM The author is trying to teach you facts and give you information.	ENTERTAIN The author is trying to make the story interesting for you.
EXAMPLES  Opinions Advertisements Political Inserts Reviews Billboard Signs Commercials	EXAMPLES  Biographies Recipes Instructions History Non-Fiction Documentaries	EXAMPLES  Adventure Fantasy Sci-Fi Comics Mysteries Fiction Jokes

Main Idea:

Author's Purpose:

Zirak and Ring-Dove: an Iraqi story



Illustration by: Christopher Corr/The Quarto Group
By Angela McAllister, The Quarto Group

Ring-dove and her sisters found a scatter of safflower seeds one morning. They started pecking, so happy to have a delicious breakfast that they did not notice a net in the grass beneath their feet.

Suddenly, the net closed around them and they were trapped! Ring-dove's sisters flapped and fluttered in a panic.

"Stay calm," Ring-dove said, "I see the bird-catcher coming. If we each struggle to save ourselves we shall all be caught. We must work together to escape."

"But what can we do?" her sisters cried desperately.

"Let's try flapping our wings together," Ring-dove said. "Maybe we can lift the net off the ground and fly out of the bird-catcher's reach." So, when Ring-dove cried "Fly!" everyone flapped together.

Just as the bird-catcher stretched out to grab the net, Ring-dove and her sisters rose from the ground like one huge bird and flew over his head and away.

"You won't escape from me!" the bird-catcher shouted, shaking his fist angrily. "That's my best net!" And he ran after them.

Ring-dove and her sisters flew as fast as they could but the net was heavy and their wings soon grew tired. "We're still trapped," the sisters sighed, "and he'll catch us if we stop to rest!"



Ring-dove noticed they were near the town. "Let's fly there," she said. "The bird-catcher won't be able to follow us through the narrow, winding streets and I have a plan to set us free." With all the strength they could muster, Ring-dove and her sisters flew on together, over the town wall, to a quiet alley where they fluttered down and lay, exhausted, in the net. As Ring-dove had guessed, the bird-catcher followed them into the town, but he was soon lost in the maze of streets and busy markets. When he realized that he would never find the birds or the net, he gave up at last and went home.

Meanwhile, Ring-dove's sisters felt sorry for themselves. "We may have escaped the bird-catcher," they moaned, "but we're no safer here, in this town full of hungry cats and dogs."

"Trust me," said Ring-dove, "I told you I had a plan." She edged toward a little hole in the shadow of the street and called out.

"Zirak, friend Zirak!"

A brown mouse peered out of the hole. "Who calls my name?" he said, blinking at the sunlight. "My sisters and I need your help," Ring-dove said.

Zirak ran to her side. "Ring-dove, old friend!" he cried, "how did you come to be tangled in this net?"

Ring-dove explained how they had escaped from the bird-catcher and at once, Zirak set about chewing the net to free his friend.

The sisters flapped and fretted. "Bite here!" they urged him. "Get me out first!" But Zirak ignored them and continued to make a hole for Ring-dove.

"Save my sisters first, Zirak," Ring-dove whispered. "Leave me until last." "But they are selfish," Zirak exclaimed. "They don't care about each other."

"If you save me first, you may grow tired and leave them behind," Ring-dove said. "But I'm sure that if you leave me until last, you won't abandon your friend?"

Zirak chuckled to himself and said, "You are right, dear Ring-dove, I don't care about the fate of your silly sisters, but your kindness to them makes me love you even more."

So he chewed the net until he had freed the sisters and, at last, Ring-dove herself. And there was just time for the two friends to say goodbye before a cat scampered up the alley and sent them all hurrying home.

Quiz

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

- A) Ring-dove and her sisters found a scatter of safflower seeds one morning.
- B) Suddenly, the net closed around them and they were trapped!
- C) When he realized that he would never find the birds or the net, he gave up at last and went home.
- D) And there was just time for the two friends to say goodbye before a cat scampered up the alley and sent them all hurrying home.

2. Read the following paragraph from the story.

"If you save me first, you may grow tired and leave them behind," Ring-dove said. "But I'm sure that if you leave me until last, you won't abandon your friend?"

What happens in this paragraph?

- A) Ring-dove worries that Zirak only cares about saving her sisters.
- B) Ring-dove worries that Zirak will leave her by herself in the net.
- C) Ring-dove wants Zirak to save her first before he gets too tired.
- D) Ring-dove wants Zirak to save her sisters before he saves her.

3. Read the following sentence from the story.

Ring-dove's sisters flapped and fluttered in a panic.

What does the word "fluttered" help the reader to understand?

- A) The birds are frightened.
- B) The birds are hungry.
- C) The birds are peaceful.
- D) The birds are tired.

4. Read the following sentence from the story

With all the strength they could muster, Ring-dove and her sisters flew on together, over the town wall, to a quiet alley, where they fluttered down and lay, exhausted, in the net.

What is the definition of "muster" as it is used in the sentence?

- A) attach
- B) gather
- C) hover
- D) toss

5. What was the author's purpose for writing this text? Use two pieces of evidence to support your response.

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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.

Fact & Opinion

Many times, authors will include facts and opinions in their writing. It is important to know the difference between them.

Facts

vs

Opinions

A fact is a statement that can be proven to be true or false.

An opinion is a personal belief or feeling. An opinion can't be proven.

Authors include facts and opinions in their writing to help influence the reader.

Fact: Thanksgiving is in the month of November.

Ask Yourself: Can this be proven?

Opinion: Thanksgiving is the best holiday.

Ask Yourself: Could people disagree?

Main Idea:

Author's Purpose:

The future of football for kids is moving toward flag



Photo: Andy Lewis/Icon Sportswire via Getty Images
By Washington Post, adapted by Newsela staff

There is a big football story this year. It's not about high-scoring National Football League teams. It's not about college teams such as the University of Alabama football team. This is the team that continues to beat other college teams.

No, the biggest football story might be this: More kids are playing flag football.

That's right, more kids ages 6 to 12 are playing flag football instead of tackle. This is where players all wear a flag that hangs from their waist. You "tackle" opponents by grabbing the flag. You don't knock them to the ground like in regular football.

Flag Football Is Growing By Leaps And Bounds

The Sports & Fitness Industry Association tracks sports participation. It says flag football is becoming more popular. It is the fastest-growing team sport in the past three years.

The Aspen Institute studies sports and other topics. The group recently published a report. It said that flag football before age 12 could be better for several reasons.

First, flag football is probably safer. There has been plenty of talk about the dangers of tackle football. Concussions and other brain injuries are possible results from playing.

Kids, Brains, And Tackling

Most of the talk has been about injuries to NFL and college players. However, kids can be in danger, too. Children have weaker necks than older athletes. Their heads (and brains) might bounce around more when they get hit. Also, kids' brains are still developing. Brain injuries and hits to the head might have more effects on kids than on adults.

Some studies say that tackle for young players is dangerous. They say kids should not play tackle football before age 12. Players might have memory problems later in life.

Girls Want To Play Flag, Too

Second, more kids might play flag football. Last year 18 percent of flag football players were girls. Only 5 percent of the tackle players were girls.

Also, more kids might be able to pay for flag football. The game needs less equipment and is less expensive. Youth football helmets can cost almost \$400.

Some people have a different opinion. They think kids need to play tackle football to be good. They say kids need to learn to block and tackle. However, a lot of great players did not play tackle football until high school. Famous quarterbacks Tom Brady and Drew Brees are two examples. Star players Jerry Rice, Jim Brown and Walter Payton also started to play in high school.

Tackle Will Be Leaving The Field

It looks like the move to flag football is going to happen. The University of Massachusetts did a study in 2016. They interviewed many adults about the topic. The study found that 78 percent thought kids younger than 14 should not play tackle football. That's a lot of moms and dads.

It seems that the future of football for kids is likely to be flag.

Quiz

1. What is the main idea of the article?

- A) Flag football uses very little equipment and is less expensive to play than tackle football.
- B) The Aspen Institute says that a greater percentage of girls play flag football over tackle football.
- C) Brain injuries are more likely to occur in tackle football players than in flag football players.
- D) More kids between the ages of 6 and 12 are playing flag football instead of tackle football.

2. How does the information in the section “Kids, Brains, And Tackling” support the main idea of the article?

- A) It shows that concussions are a major problem for NFL and college players.
- B) It explains some of the reasons why tackle football can be risky for kids.
- C) It highlights the number of kids that develop brain injuries from tackle football.
- D) It describes some of the reasons why people think kids should play tackle football.

3. Which statement would the University of Massachusetts be MOST likely to agree with?

- A) Flag football is safer and more affordable for kids than tackle football.
- B) Flag football is very popular among girls who are between the ages of 6 to 12.
- C) Many parents believe that kids under 14 should not play flag football.
- D) Many parents think that kids will like playing flag football over tackle football.

4. Read the selection from the section "Girls Want To Play Flag, Too."

Some people have a different opinion. They think kids need to play tackle football to be good. They say kids need to learn to block and tackle.

How is the author’s point of view different from the point of view of those in the selection above?

- A) The author thinks that it is almost impossible for kids who play tackle football to become good players later.
- B) The author thinks that it is almost impossible for kids who play flag football to become good players later.
- C) The author thinks that there are plenty of great pro players who learned to tackle and block in flag football.
- D) The author thinks that there are plenty of great pro players who waited until they were older to play football.

5. Why does the author believe that in the future more kids will play flag football instead of traditional football? Use two details from the text to support your response.

4th Grade ELA Remote Learning Scope and Sequence
Mrs. Capone and Mrs. Stines
Week 9
May 25th - May 29th

Date	Standards	Description of Packet/NewsELA Online Assignment (30 minutes of work)
5.25.20	CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: A Day on the Trail Source: News ELA <i>printed</i>
5.26.20	CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: Photographer's Detective Work put focus on child labor in early 1900s Source: News ELA <i>printed</i>
5.27.20	CCSS.ELA-LITERACY.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: Lost! A Revolutionary Tale Source: News ELA <i>printed</i>
5.28.20	CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: Animal Endangerment and it's Causes Source: News ELA <i>printed</i>
5.29.20	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).	Task: Read, annotate, and complete multiple choice questions to check comprehension. Extended response question corresponds to and builds off the specified standard. Article: Some Actor Source: News ELA <i>printed</i>

Name: _____

Date: Monday 5/25/2020

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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.CCRA.R.4](#)

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Tone & Mood

Both authors and readers have thoughts, feelings, and attitudes about a story. Tone and Mood describe how authors and readers feel about a text.

Tone

Tone refers to the authors attitude towards their writing.

- ❖ The author will use specific words and details to convey the tone.
- ❖ There can be numerous tones conveyed in one story.
- ❖ The reader will use context clues and inferential thinking to determine the tone of the author.



Mood

Mood refers to the feelings the reader has about what they are reading.

- ❖ Readers have an emotional response to what they are reading.
- ❖ Stories can make a reader feel happy, sad, or scared.
- ❖ The mood can be different towards different characters.
- ❖ The mood can change as the story changes.



Main Idea:

Author's Purpose:

A Day on the Trail



Illustration by: Kyle Utter
By Jerry Miller, Cricket Media

Editor's Note: The following story describes a typical day on the California Trail. Such a day might be June 20, 1852, and our typical pioneer group might include the Keegan family. If their crossing was on schedule, they would be close to the western border of present-day Nebraska, where all emigrants hoped to arrive by late June. The setting is the prairie because pioneers spent far longer crossing the prairie than either the mountains or the desert.

The sun has not yet risen, but Mrs. Keegan is awake already and starting her breakfast fire. The other women in this wagon train of fifteen families also are out of bed. The two men who had guarded the cattle, horses, sheep, mules, and oxen during the night herd the animals back to camp. The animals have to be guarded constantly to protect them from stampeding, being stolen, or wandering off and getting lost.

By the time the sun comes up, the rest of the travelers also are awake. Breakfast consists of coffee, milk, bacon, and biscuits. After eating, it is time to clean up, milk the cows, repack the wagons, and harness the teams. The two men who will serve as today's scout and hunter ride off on their horses.

Whips crack, mules bray, oxen low, and the day's march begins. Mr. Keegan walks beside the family's team of six oxen. Mule drivers sit on wagon seats, but oxen drivers walk beside their animals. Nine-year-old Joe Keegan and his 12-year-old sister, Meg, also walk. Mr. Keegan's brother, Ezra, rides their saddle horse as he herds the train's cattle and sheep. Mrs. Keegan rides in the wagon with 3-year-old Helen. Except for mule drivers, only small children, sick people, or women caring for them ride in wagons. The 4-by-10-foot wagon beds already are piled high with enough food for a six-month trip, tools, furniture, cooking supplies, clothes, medicine, family heirlooms, and every other necessity. The Keegans' wagon also contains a butter churn filled with cream from the morning milking. Each day, the wagon's jolting churns the cream into butter.

The prairie is flat but rough, and riding in a wagon is uncomfortable. It is better to walk alongside the oxen. They move at a steady two miles an hour, making it easy to keep pace. Walkers can avoid the dust, pick wildflowers, and enjoy exploring the prairie dog villages or strange rock formations along the trail.

Today, the Keegans are thrilled by the sight of Chimney Rock rising high above the prairie. But they also pass several wooden crosses that mark fresh graves. Seeing the graves brings chills to Mrs. Keegan. What if her husband dies on this trip? What if she, like so many other mothers before her, has to leave a child in one of those lonely graves? There is no doctor on the trip, and no cure for the deadly cholera.

After five hours spent covering 10 miles, it is time for the noon break. Lunch is the same as breakfast, except for some fresh greens Meg picked on the prairie. Suddenly, 12 Sioux Indians frighten everyone by riding into camp, demanding to be fed. The wagon train is crossing their land, and they intend to collect a toll — coffee, bacon and bread. Mrs. Keegan and the other women hurry to feed the Indians while Joe and Meg stare in wonder. These strange men in blankets, feathers, and animal skins are the first Native Americans they have seen.

Two hours after they stop, the people and animals begin their march again. It is hot and dusty. Everyone is tired. Joe, daydreaming about dinner, hopes there will be antelope or buffalo to eat instead of bacon. But that is not likely. The men do not have any experience at hunting on the prairie. Besides, wild animals have started to avoid the heavily traveled trail.

Maybe on Sunday's half-holiday from travel, his mother will put some beans on to cook during the preaching. Everyone likes beans, but they do take a long time to cook, and fuel is scarce.

After another 8 miles, it is time to camp for the night. The wagons are set up in a circle, forming a temporary fort of protection from both Indians and wild animals. The horses are unhitched and unharnessed. Meg and Joe hurry to gather buffalo chips. This manure is used as fuel because there is seldom any wood to be found on the prairie. The men feed and water the animals and check their hooves — if the wagon train is to reach California, its animals must be well cared for. The women walk to a nearby stream and wash themselves, the children, and some clothing and diapers.

Dinner is coffee, milk, pickles, fresh bread with butter — and bacon. After dinner, the leader of the train and tomorrow's scouts study their guidebooks and discuss possible camping spots and river crossings. Joe listens to stories at one campfire; Meg and her friends sing hymns at another. Finally, the bone-tired travelers enter their tents, and the night herders ride off to work.

A wolf howls in the darkness. Tomorrow will be much like today — a mixture of monotony, hard work...and new adventures.

Quiz

1. **Which answer choice BEST describes how the setting affects the development of the story?**
 - A) This story takes place on the California Trail. Because of this, the characters must respond to situations that would have occurred to pioneers along their journey.
 - B) The story takes place on the California Trail. Because of this, the themes of the story are those of triumph over hardship.
 - C) The story takes place on the California Trail. Because of this, the story emphasizes the beautiful scenery the pioneers might have experienced.
 - D) The story takes place on the California Trail. Because of this, the characters learn to develop the traits of patience and confidence.

2. **Which answer choice BEST describes how Mrs. Keegan responds to arriving at Chimney Rock?**
 - A) She is thrilled because their arrival at the rock represents the end of their long, hard journey.
 - B) She is relieved because she knows that her children need rest so they do not catch cholera.
 - C) She is fearful because she must think about how to best pay the Sioux Indians for the right to travel on their land.
 - D) She is concerned because she sees graves and worries that there is a chance family members might not survive.

3. **Surviving as a pioneer on the California Trail was challenging. What is the STRONGEST evidence from the story that supports this conclusion?**
 - A) The pioneers had to light their own fires and get up early every day to make breakfast. Riding in the wagon was uncomfortable and they picked their own greens for salad.
 - B) The pioneers had limited food; throughout the story they eat only a few things at every meal. The story mentions how scarce fuel for fires is and that there is a threat of disease.
 - C) Every day some men went out to hunt wild game on the prairie to eat. There were wolves at night and the leaders of the trip had to carefully plan their route and camping spots.
 - D) Taking care of the mules was extremely important for pioneers because they needed them to get to California. This required a lot of work, such as checking the animals' hooves and making sure they were well fed.

4. **Read the following sentences from the article.**
 - 1 Everyone is tired. Joe, daydreaming about dinner, hopes there will be antelope or buffalo to eat instead of bacon.
 - 2 The men feed and water the animals and check their hooves — if the wagon train is to reach California, its animals must be well cared for.
 - 3 Joe listens to stories at one campfire; Meg and her friends sing hymns at another.
 - 4 Tomorrow will be much like today — a mixture of monotony, hard work...and new adventures.

Which two sentences taken together provide the BEST evidence to support the idea that life on the trail could be boring and repetitive?

 - A) 1 and 3
 - B) 1 and 4
 - C) 2 and 3
 - D) 2 and 4

5. What tone is portrayed by the author within the text, "A Day on the Trail"? Use two details from the text to support your response.

Name: _____

Date: Tuesday 5/26/2020

BCCS-Boys

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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.4.6](#)

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

FIRSTHAND ACCOUNT vs. SECONDHAND ACCOUNT
What is a firsthand account? What is a secondhand account?

A firsthand account is someone's personal experience with a topic.

A secondhand account is based on an author's research, or what they have read and heard about a topic.



Can include opinions and emotions

Includes information and facts

In 1st Person Point of View ('I, me')

In 3rd Person Point of View (He, She, They)

Examples: Speech, Diary, Letter, Autobiography

Examples: Textbook, Nonfiction Article, Biography

Main Idea:	Author's Purpose:
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Photographer's "detective work" put focus on child labor in early 1900s



Photo from the Library of Congress
By Cricket Media, adapted by Newsela staff

"There is work that profits children, and there is work that brings profit only to employers. The object of employing children is not to train them, but to get high profits from their work." — Lewis W. Hine, 1908

Pictures can tell us many things. They show us details that are hard to describe. They freeze in time moments and moods. They can describe terrible situations too. The National Child Labor Committee (NCLC) realized how important and useful photography is.

The NCLC began in 1904 to fight for the rights, well-being and education of working children. Its main goal is to stop child labor. The NCLC hired people to keep track of the working conditions of children. For example, the NCLC hired Lewis W. Hine to be one of their photographers. Hine wrote reports and took pictures to share what he saw.

Born in Wisconsin in 1874, Hine went to college in Chicago and New York. In the early 1900s, he was a teacher in New York City and took pictures of immigrants on Ellis Island. Many immigrants who came to the United States arrived at Ellis Island, in the New York City bay. While taking pictures, Hine realized how important photography was for recording everyday life.

Working Conditions Of Children Documented

From 1908 to 1924, Hine worked for the NCLC and traveled throughout the country. He took pictures of children working in many different kinds of jobs. Many of the children worked in dangerous conditions. Some worked at night or the early morning. Some worked instead of going to school. He hoped that many people would see his pictures and want change.

Hine called his job "detective work." Many people did not want to talk to him or they were not allowed to. In some states, children were not allowed to work, but employers and businesses did not always follow the law. They did not want Hine to take pictures or talk to their youngest workers. Sometimes, Hine pretended to be a salesman or a fire inspector to get in. In some cases, he was not allowed inside, so he waited outside and took pictures as the children left work for the day.

Kids Held A Variety Of Jobs

Hine traveled far and wide looking for children to photograph. He took pictures of children working in coal mines, textile mills and factories. He even stopped in bowling alleys. Children worked late into the night to set up the bowling pins. He visited homes where families cracked nuts and finished hand-sewn clothes for little money. He went into farm areas where children worked in the fields along with their parents. In cities, he saw children working on the streets. They delivered messages and sold newspapers, food and candy.

Hine also took pictures of kids' daily lives. In his pictures, children gambled, fought and snuck on the backs of streetcars to get a free ride. Sometimes, they skipped school. Hine saw a great deal of poverty. His pictures show children begging for money and digging through garbage for something to eat. In some pictures, they are sleeping on the street, while in others they are getting ready to sell newspapers at 3 a.m.

Collection Stored At The Library Of Congress

Hine often wrote down the children's names, ages, tasks and wages. He sometimes wrote down what they said. The pictures helped open people's eyes and hearts to child labor. They showed how dangerous some of the work really was.

Today, the NCLC's collection is kept by the Library of Congress. It has more than 5,100 of Hine's pictures and more than 60 reports that show children at work.

Quiz

1. **Read the section "Working Conditions Of Children Documented." Which sentence from the section shows WHY some business owners did not want Hine photographing their child workers?**
 - A) Some worked instead of going to school.
 - B) Hine called his job "detective work."
 - C) In some states, children were not allowed to work, but employers and businesses did not always follow the law.
 - D) In some cases, he was not allowed inside, so he waited outside and took pictures as the children left work for the day.

2. **Read the section "Kids Held A Variety Of Jobs." Select the sentence from the section that shows the lives of children were not easy at this time.**
 - A) He took pictures of children working in coal mines, textile mills and factories.
 - B) They delivered messages and sold newspapers, food and candy.
 - C) In his pictures, children gambled, fought and snuck on the backs of streetcars to get a free ride.
 - D) His pictures show children begging for money and digging through garbage for something to eat.

3. **What is the relationship between photographing child labor and people's opinions about child labor?**
 - A) Using pictures of dangerous child labor can turn people against letting children work.
 - B) Pictures of child labor showed that letting children stay on the street was more dangerous than having them work.
 - C) Pictures of child labor made work a more popular option than school for many children.
 - D) Using pictures of child labor allowed the government to arrest business owners who had children working.

4. **What effect did taking pictures at Ellis Island have on Lewis W. Hine?**
 - A) It made him want to learn more about immigrants.
 - B) It showed him that photographs were a tool for recording everyday life.
 - C) It demonstrated that child labor was dangerous and illegal.
 - D) It helped him earn a place in the Library of Congress.

5. **This article is what type of account/source and how does it impact the way in which the events are told? Use two details from the text to support your response.**

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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.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.4.6](#)

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Point of View



WHO is telling the story?

The point of view tells us who is telling the story. It lets you know who the narrator is.

1st Person	2nd Person	3rd Person
The story is told by one of the characters in the story.	The narrator will talk to the reader as if they are having a conversation.	The story is told by the narrator who is NOT a character in the story.
The narrator will refer to themselves as "I".	The narrator will refer to the readers as "you".	The narrator will refer to characters by name or with the words he, she, they.

3rd person can be:

Limited

The narrator knows only the thoughts and feelings of one person.

Omniscient

The narrator knows the thoughts and feelings of all the characters.

Main Idea:

Author's Purpose:

Lost! A Revolutionary Tale



Illustrations by Mark Corcoran
By Marty Crisp, Highlights Magazine

Too much smoke!

The little dog sniffed the ground. She sniffed the air. There was no sign of her master. Her ears rang with the boom of cannons and the pop-pop-pop of rifle fire.

Where did all the running feet go?

The black boots of her master's men had been here just a minute ago. Then they had disappeared into the smoke, leaving her all alone.

Lost!

The little dog barked. She ran. But she couldn't hear anyone calling her. She trotted down a cobbled street in town. Brick houses lined both sides, their shutters latched tight. No one came to the doors.

The dog kept going, trudging beyond the street and into the woods. Autumn leaves crackled under her paws.

The smoke was clearing now. The sounds of battle had ended.

What is that noise?

A wild turkey pecked its way across the trail. The little dog cocked her head. There was another sound up ahead. It was a familiar sound.

People!

She came to a field filled with tents.

Could my master be here?

He usually stayed in a fine house in town, where noisy carriages rolled, clackety-clack, down the cobbled streets. But sometimes he stayed in a tent.

The dog's nose poked through a honeysuckle bush. Her whole head followed. She sniffed deeply. Something smells wonderful!

She sniffed harder. There were sausages in a frying pan on a campfire. She licked the end of her nose. Her empty belly had not been filled since morning.

The dog whined softly, then barked.

A man in a ragged blue uniform whirled around at the sound. He raised his musket, then began to laugh. "Come over and see what snuck up on me, boys!"

The men left the campfire and gathered around the dog.

"You're pretty brave, Sarge," one man said. He, too, wore blue. His feet were wrapped in dirty rags. "This dog could be a spy!"

The men laughed. One soldier brought over a sausage. The dog crawled out of the honeysuckle bush and wagged her tail.

The man knelt down. He held out the sausage. The dog gulped it quickly while the man examined her collar.

"Who owns her?" asked the sentry.

The man looked, then jumped up and backed away. The little dog wagged her tail again. Another sausage, please?

"The collar says . . ." The man paused. He gulped. "She belongs to General William Howe."

"A British dog?" a voice yelled.

"Redcoat mutt!"

So many voices, and they were all shouting at her. The little dog hung her head. She cowered back against the bush.

Then she heard the sound of hoofbeats approaching.

"What's this?" said a new voice.

A tall man got off a white horse. The dog wagged her tail. Please be a friend.

"It's General Howe's dog, sir." In the presence of his leader, the man spoke with quiet respect. "It's the enemy."

The commander of the Continental Army picked up the frightened dog. "This animal does not look dangerous to me," he said. He ran his fingers through the dog's sooty fur.

An angry man in buckskins stepped forward. "Howe sits well-fed in town while we're sent running through the woods, cold and hungry," he growled. "I say, we captured his dog — now let's send a message!"

General Washington did not look up. He scratched the little dog under her chin. She snuggled against his blue jacket.

"We will send a message, Private. We'll send a message that Americans are men of honor. We will return this dog — who is a dog and therefore no enemy of ours." Washington spoke firmly. "Make a flag of truce. I will write a note to General Howe."

General Washington took off his tricorne hat and placed the dog inside. The wool hat felt warm against the dog's feet. She curled up.

"We'll send a message that Americans are men of honor."

"We'll send the hat along," said Washington, almost smiling. "She clearly favors American hats." As a soldier carried the dog back to Howe, the light was fading. Lanterns winked on in some of the tents. The tired little dog was almost asleep. She didn't know that she had met the father of a new country. She only knew that she had felt safe in the man's arms.

Editor's Note: This story is based on true events that occurred during the Revolutionary War. George Washington really did give safe passage to the lost dog of his rival, British General William Howe. It was October 1777, and Washington and his men had just been defeated by Howe at the Battle of Germantown. Washington had always been fond of dogs. Our first president is thought to have owned more than 50 dogs during his lifetime.

Quiz

1. Read the paragraph below from the story.

"We will send a message, Private. We'll send a message that Americans are men of honor. We will return this dog — who is a dog and therefore no enemy of ours." Washington spoke firmly. "Make a flag of truce. I will write a note to General Howe."

What inference can the reader make based on this paragraph?

- A) Washington hoped that returning the dog would help to end the war.
- B) Washington believed returning the dog was the right thing to do.
- C) Washington wished that he could keep the dog as his pet.
- D) Washington thought General Howe could take better care of the dog

2. What caused the dog to come out from the honeysuckle bushes in the story?

- A) She heard the men talking about her master.
- B) She thought she saw her master by the fire.
- C) The men offered her a piece of sausage.
- D) Washington offered her a hat to sleep in.

3. Which selection from the story shows the dog's point of view about the men's shouting?

- A) Her ears rang with the boom of cannons and the pop-pop-pop of rifle fire.
- B) Then they had disappeared into the smoke, leaving her all alone.
- C) The little dog hung her head. She cowered back against the bush.
- D) A tall man got off a white horse. The dog wagged her tail

4. How does Washington's point of view differ from his soldiers' point of view?

- A) He believes they should help the lost dog, but the soldiers do not think so at first.
- B) He is worried the dog could be an enemy spy, but the soldiers are not concerned about her.
- C) He is angry at the men for feeding the dog their food, but the soldiers are glad they fed her.
- D) He thinks the men should adopt the dog, but the soldiers want to let her go.

5. How does the point of view of the text impact the way in which the story is told? Use two details from the text to support your response.

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Today my scholar was successful with....

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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](#)

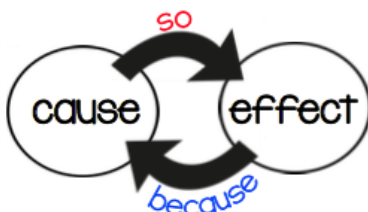
Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Nonfiction Text Structure:

CAUSE & EFFECT


What is a cause and effect text structure?

A cause and effect text structure explains events (causes) and the results of these events (effects).



CLUE WORDS

- because
- consequently
- this is why
- so
- as a result of
- if...then...
- since

EXAMPLE: Catastrophic Tsunamis 

When tectonic plates of the Earth's crust suddenly grind past each other, it can cause an earthquake. If it happens under the ocean floor, it can cause a tsunami. This is a huge series of waves in the water that travel very fast. As a result of a tsunami, towns and cities along the coast can be destroyed in a...

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Main Idea:

Author's Purpose:

Animal endangerment and its causes



Photo from the public domain.

By Gale, Cengage Learning, adapted by Newsela staff

Published: 04/06/2020

Living beings have been disappearing since the beginning of life on our planet.

In fact, most living things that have ever lived on Earth are now no longer living. In other words, most of the species that have lived are extinct. Dinosaurs are an example of animals that have gone extinct.

Extinction happens on its own as the world changes over long periods of time. Or, extinction can be the result of a major event.

For example, scientists believe an asteroid hit Mexico. This probably happened about 65 million years ago. As a result almost half of the plants became extinct. More than half of the animals became extinct. Certain groups of plants and animals could no longer survive in the new conditions.

Living beings are continually disappearing. This is the result of diseases, competing with other living things or natural changes in habitat. Scientists have identified five major extinction periods that happened before humans existed. During these periods, many species went extinct.

Then, people became the most powerful group of living beings. When this happened, other living things began to permanently disappear more and more.

Scientists think we are in another extinction period. Many believe this period is caused by people.

Scientists do not know exactly how many living things are completely dying out. It is impossible to measure because there are millions of living things that have not even been discovered.



It is thought that amphibians and corals are the animal groups at highest risk of extinction. About 40 percent of each group is threatened. About 25 percent of animals and 13 percent of birds are at risk.

People are endangering living things by destroying their homes and using animals and plants. Some are also putting living things into new places they have not lived before.

Habitat Destruction

People are destroying areas that living things call home. This is the main reason most living things are dying out. Houses, buildings and farms have taken over forests, deserts and wetlands.

The pollution from people and our activities is also harming living things. For example, sewage and chemicals can flow into rivers and streams. Animals can then be poisoned.



Some animals and plants are losing their habitats altogether. This is especially true in rain forests. Each minute, an area of rainforest as large as 36 football fields is destroyed. Tropical rain forests, home to 50 percent of all animal and plant species, once covered 6 million square miles. Now, only 2.4 million square miles remain.

When living things have less space, they have less food and water. They can become extinct as a result.

Commercial Exploitation

Throughout history, animals have been hunted by humans for their meat. They are also hunted so they can be used for clothing, medicines, art and other things.

Other living things are collected or captured as pets or for trading. In many places, this is against the law, but these activities still happen. Many endangered species live in places that are very remote, which means they are hard to reach. It can be hard for law enforcement officers to know what is going on at all times.

Introduced Species

When a living thing has been in a certain place for a long period of time, it is adapted to that area. It is used to the climate and other living things that are also there.

Sometimes new living things are brought into an area by people. This can be either by accident or on purpose. Many times, this causes problems, such as fighting for food and shelter. The new living things can harm species already living in the area by taking food or spreading new diseases.

Climate Change

People burn fossil fuels such as coal to make electricity. This is one way to heat our homes and provide light. Burning fossil fuels releases carbon dioxide into the air.

The levels of carbon dioxide in the atmosphere have increased since the 1800s. This is when many countries began using machinery.

Earth's temperature is continuing its increase because of carbon dioxide. This is called global warming.

Global warming is part of climate change. Another example of climate change is severe heat waves. Changes in rainfall that lead to floods or droughts is also part of climate change.

Climate change threatens living things in many ways. One example is rising temperatures reducing the algae that grows in oceans. This harms sea animals that eat algae and then harms whales that eat these sea animals.

Some scientists believe climate change played a role in the extinction of the golden toad from Central America.

Quiz

1. Read the selection from the section “Commercial Exploitation”.

Many endangered species live in places that are very remote, which means they are hard to reach. It can be hard for law enforcement officers to know what is going on at all times.

Which phrase from the selection helps you understand the meaning of "remote"?

- A) endangered species
- B) hard to reach
- C) law enforcement
- D) know what is going on

2. The word "extinct" is essential to understanding animal endangerment. Which sentence from the article explains what "extinct" means?

- A) In other words, most of the species that have lived are extinct.
- B) Extinction happens on its own as the world changes over long periods of time.
- C) This is the result of diseases, competing with other living things or natural changes in habitat.
- D) Certain groups of plants and animals could no longer survive in the new conditions.

3. Use the photographs of the jaguar and the jungle, as well as information from the article, to select the TRUE statement below.

- A) Human activities can cause animals to become endangered or extinct.
- B) Jaguars are in danger of becoming extinct because the zoo in Scotland is closing.
- C) All of the species that became extinct were destroyed by an asteroid that hit Earth.
- D) Animals that live in the jungle are safe from becoming extinct.

4. Examine the image in the section “Habitat Destruction” and read the selection below.

Each minute, an area of rain forest as large as 36 football fields is destroyed. Tropical rainforests, home to 50 percent of all animal and plant species, once covered 6 million square miles. Now, only 2.4 million square miles remain.

How does the image in the section support the information in the selection above?

- A) It shows an example of land the size of a football field.
- B) It shows an example of a destroyed habitat.
- C) It shows an example of an animal and plant home.
- D) It shows an example of a human polluting land.

5. According to the text what has been the cause of animal endangerment? Use two details from the text to support your response.

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Common Core Standards & Skills:

[CCSS.ELA-Literacy.RL.4.1](#)

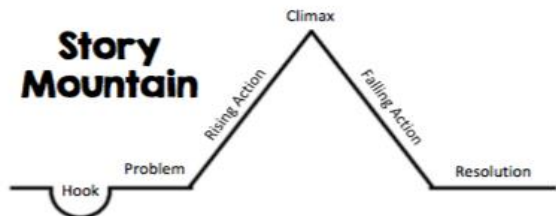
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[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).

Plot Structure

Plot = what happens in a story.
Structure = the way the story is written
All stories tend to follow the same plot structure.
This structure is sometimes known as a story mountain.



Hook	The hook is the introduction. This is where the author will introduce the characters and setting of the story.
Problem	The problem or conflict is what the story will mostly be about. The author usually introduces the problem early in the story.
Rising Action	The rising action are the 2-3 events that help the reader understand the problem or conflict going on in the story.
Climax	The climax is the most exciting part of the story. It is usually the big event that you won't forget.
Falling Action	The falling action are the 1-2 events that happen after the climax. These events lead up to the solution of the problem.
Resolution	The resolution usually happens at the end. This is where the main problem or conflict gets solved.

Main Idea:

Author's Purpose:

Some Actor



*Illustration by: Carolyn Ewing/Highlights for Children Illustration by: Carolyn Ewing
By Meridee Jones Cecil, Highlights for Children
Published: 10/01/2019*

"What's this — Ben Caruthers is trying out for Mr. Zuckerman?"

My ears burned at hearing my name. It was Lindsey Stanton, the most popular eighth-grader in Bellworth Middle School, talking to her friends.

I held my breath. She obviously had no clue that my locker was next to Mrs. Stevens' room, where the tryout schedule for "Charlotte's Web" was posted. I was amazed that Lindsey even knew who I was since I was a grade behind her.

"What difference does it make?" one of Lindsey's fans asked. "You will be playing Charlotte, not Mrs. Zuckerman."

"I know," Lindsey said, "but what if he ruins the whole play? He has never acted before."

My stomach tightened into a big knot. Who was I kidding? Lindsey was right. I had never been in a play. So what if Mom told me I was a natural when I imitated movie stars at the dinner table? Mothers always think you're talented.

At lunch, I told Trevor, my best friend, that I had changed my mind. I would join the technical crew instead. That fit my quiet-kid image better anyway.

"What?!" he exclaimed. "And leave me to the sharks?"

Trevor was dramatic about everything. That's why I knew he would be sure to get the part of Templeton, the rat.

"Hey, I'll just be backstage," I told him.

Trevor shook his head, but he did not try to change my mind. It would not have made a difference anyway — I was starting to look forward to being on the tech crew.

On Friday I checked the final cast list, just for fun. Trevor was Templeton. Yes! But then I saw who got the part of Charlotte — Cindy Rosa, another seventh-grader. And Lindsey Stanton was Mrs. Zuckerman?

Rehearsals started, and I spent Tuesday and Thursday afternoons at school. It was fun to learn all the technical stuff and to watch the actors from backstage. By the third week, I had memorized everyone's lines. My mind just does stuff like that.

And then, only a week before the performance, everything fell apart. Josh Halgren, the eighth-grader who was supposed to play Mr. Zuckerman, crashed his bike and broke his leg. Then his understudy came down with the flu. Things like this weren't supposed to happen in real life.

Mrs. Stevens called the cast together. "We can't get someone else ready by next week. We will have to postpone the play." She frowned. "If the auditorium is booked for later, we may even have to cancel." For once the cast was silent.

Then I heard Trevor's voice. "Caruthers can do it. He knows all the lines." Suddenly, 30 pairs of eyes stared at me.

Mrs. Stevens asked, "Is that right?"

I nodded.

Lindsey Stanton piped up, "Are you sure?"

I looked at her and spouted out Mr. Zuckerman's longest speech.

When I finished, the whole cast started talking.

Mrs. Stevens clapped. "All right, Ben, you have saved the show. Tech crew, you will have to do some juggling to cover Ben's jobs backstage. Cast dismissed for today, but be here the rest of the week. We have a lot of work to do. Ben, Lindsey — can you stay?"

Mrs. Stevens started us on the first act. I spewed my lines so quickly it sounded like a movie on fast-forward. I tripped over my feet. By four o'clock, I wanted to crawl into a hole.

Halfway through the second act, Lindsey sighed. "Maybe we should postpone the show until the understudy gets better."

I was ready to agree with her, but Mrs. Stevens spoke first. "No, we have some time yet. Let's see how it goes tomorrow."

That night, Mom stayed up with me until midnight, helping me to project my voice and take deep breaths so that I would stay calm onstage.

The next day, Mrs. Stevens helped me during lunch. Her eyebrows scrunched together. I could tell she was worried. That made two of us. Three, if you counted Lindsey.

With the entire cast watching me at rehearsal, I forgot everything Mom and Mrs. Stevens had said. I even backed up too far and knocked over some scenery. Lindsey laughed loudest. Then, at the beginning of the second act, I remembered to breathe. And to visualize my moves. Suddenly, I felt the way I do when I imitate movie stars.

It must have made a difference because at the end Mrs. Stevens clapped. Even Lindsey looked relieved. At the dress rehearsal, I stumbled again. And stuttered. Lindsey grumbled, and Mrs. Stevens pulled her eyebrows together. It took until the second act before I remembered my deep breaths. And then it was opening night. Before the play, I threw up in the boys' room. My hands turned cold and sweaty. Throughout the entire opening scene, I stood backstage, frozen with fear.

The audience clapped. End of scene one. My entrance was next. I watched the tech crew change the set. They finished. The lights came up. I took a deep breath and walked on.

It seemed like just a minute later that the play was over. I had made it through. I had not missed a line or knocked anything over.

The geese and sheep led the curtain call. Then Fern Arable's brother and parents. Someone grabbed my arm and dragged me onstage. The clapping grew louder. Templeton, Fern, Wilbur, and Charlotte came out, and the audience roared.

As we all walked offstage, Lindsey nudged me and said, "You turned out to be some actor." I grinned. Maybe next year I will try out for the lead.

Quiz

1. Which sentence from the story shows that Ben has become more confident about being on stage?

- A) I spewed my lines so quickly it sounded like a movie on fast-forward.
- B) By four o'clock, I wanted to crawl into a hole.
- C) I even backed up too far and knocked over some scenery.
- D) Suddenly, I felt the way I do when I imitate movie stars.

2. What lesson does Ben learn after stumbling during the rehearsals?

- A) He learns that even though he is not a great actor, he is a good member of the tech crew.
- B) He learns that people make mistakes when they do something new, but they can improve.
- C) He learns that if people laugh at you, you should give up and learn a different skill instead.
- D) He learns not to judge people without giving them a chance

3. Read the following paragraph from the story.

It must have made a difference because at the end Mrs. Stevens clapped. Even Lindsey looked relieved. At the dress rehearsal, I stumbled again. And stuttered. Lindsey grumbled, and Mrs. Stevens pulled her eyebrows together. It took until the second act before I remembered my deep breaths. And then it was opening night. Before the play, I threw up in the boys' room. My hands turned cold and sweaty. Throughout the entire opening scene, I stood backstage, frozen with fear.

Which sentence from the paragraph shows that Ben is feeling nervous?

- A) It must have made a difference because at the end Mrs. Stevens clapped.
- B) It took until the second act before I remembered my deep breaths.
- C) And then it was opening night.
- D) Throughout the entire opening scene, I stood backstage, frozen with fear.

4. Select the answer choice that describes the MAIN events in this story.

- A) Ben wants to try out for the part of Mr. Zuckerman. He hears Lindsey talking about him and decides not to try out after all. Ben decides to join the tech crew. He spends every Tuesday and Thursday at rehearsal. While he is helping backstage, he memorizes everyone's lines.
- B) Ben talks to Trevor about the school play. He tells Trevor that he wants to be backstage. Trevor disagrees with his decision but does not say anything. When the actor who plays Mr. Zuckerman gets hurt, Trevor tells the teacher that Ben knows all of the lines to the play.
- C) Ben wants to try out for Mr. Zuckerman in the school play. He changes his mind and joins the tech crew instead. Then, an actor gets hurt and Ben replaces him in the play. At first, Ben and everyone else are nervous about Ben's acting skills. In the end, everyone sees that Ben is a good actor.
- D) Ben has a locker next to Mrs. Stevens' room and hears Lindsey talking. He is surprised that she knows his name. Then, when he learns how she feels about him, his stomach tightens. When Ben does the lines for Mr. Zuckerman, Lindsey seems worried. Ben slows down and Lindsey feels better about his acting.

5. How was the plot resolved in the story "Some Actor" and how do you know? Use two details from the text to support your response.
