RISING 6
INFORMATIONAL READING
SUMMER LEARNING PACKET

10 WEEKS OF SUMMER

Office of Acceleration & Innovation
Polk School District
INFORMATIONAL READING PACKAGE

INSTRUCTIONS

Informational text provides students information about a topic. This kind of text is usually found in non-fiction materials, including textbooks, that students will encounter throughout their school and after school life. Reading informational text is quite different from literary text, and close attention is paid to text features and text evidence or information.

This program is designed to be completed in 45 minutes to an hour, two days a week. Each week, students will read a variety of informational text on the same topic and complete a series of activities that guide them through the standards.

TIPS FOR SUCCESS

- Set a timer for 1 hour
- Provide student with distraction free, quiet place
- Make sure that student reads the text more than once; they can underline, annotate and jot in the margins
- Provide help by asking students to reread and summarize for you; do not provide answers
- Make sure that responses are thorough and ask students to check spelling and grammar.
- Save any digital products on the jump drive to share with your teacher
- Log reading in the reading log
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WEEK 1

Activity 1:
Read, respond, and complete extension activity
"Ancient Village Near Stonehenge"

Activity 2:
Read, respond, and complete paired text activity
"Viking Voyages"
WEEK 1- ARTICLE 1

Read the article 1 “Ancient Village Near Stonehenge” and respond to all multiple choice and open response questions.

Then, choose ONE activity from the menu below to extend your learning. (You are welcome to use the other activities for even more practice)

If your activity is paper/pencil, please bring it with your portfolio. If you decided to create a digital product, save it on your jump drive or type a posting URL, so that your teacher can take a look.

ALWAYS be careful when researching the Internet and make sure that an adult is supervising while you are on the Internet.

ACTIVITY 1:
Use Internet to learn more about Stonehenge. Take notes using Cornell notes template (remember, on the left side are main concepts and on the right details that support that concept). Create a presentation about Stonehenge using evidence from this article AND another research sources. To create presentation you can use any digital presentation tools (for example PowerPoint, Prezi, Animoto, 30hands…). If you do not have access to digital tool, you can create a poster or a brochure about this topic.

ACTIVITY 2:
Use Internet to learn more about Stonehenge. Take notes using Cornell notes template (remember, on the left side are main concepts and on the right details that support that concept). Write an informative essay about Stonehenge using evidence from this Article and another research source. Make sure that you are using elaboration strategies such as paraphrasing, summarizing, and quoting and give credit to the sources. Here is your writing prompt.

Read and research about Stonehenge. Then write to inform reader about the history and the mystery of Stonehenge. Present your writing in a multi paragraph essay. Make sure you edit and proofread your work carefully.

ACTIVITY 3
a) Summarize the article using main idea and key details
b) Use the enclosed graphic organizer to create a mini review of the article using the nonfiction text features
Ancient Village near Stonehenge

Scientists found the remains of an ancient village near the famous circle of stones.

Stonehenge is a mysterious monument that consists of a circle of stones. It was built over 4,000 years ago in southwestern England.

In 2007, researchers unearthed an ancient village near Stonehenge. The village might have been home to the builders of the stone circle. Archaeologists discovered the remains of close to 25 small houses about 2 miles from Stonehenge. (Archaeologists study the materials left by prehistoric peoples and their cultures.) The researchers say the village, known as Durrington Walls, was built at about the same time as Stonehenge. They speculate, or guess, that Stonehenge was a memorial site or cemetery for the villagers. The village includes a wooden version of the stone monument.

"Clearly, this is a place that was of enormous importance," says British researcher Julian Thomas, who helped discover the village. He noted that both Stonehenge and Durrington Walls have avenues connecting them to the nearby Avon River. Villagers might have frequently traveled between the two sites.

Eight of the wooden houses have been excavated, or dug up. The structures are about 14 feet long. There was evidence of bed frames along the walls and a dresser or storage unit on the wall opposite the door.

Two of the houses found by Thomas were separate from the others. They might have been the homes of community leaders. Stone tools, animal bones, arrowheads, and other artifacts (human-made objects) were also uncovered in the village.

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1 monument: a place of historic interest
“Ancient Village near Stonehenge” Questions

1. Which statement is an opinion?
   a. Stonehenge is a mysterious monument.
   b. Stonehenge was built over 4,000 years ago.
   c. Stonehenge is in southwestern England.
   d. Stonehenge consists of a circle of stones.

2. The village discovered near Stonehenge might have been home to the builders of the stone circle. What information supports this conclusion?
   a. The village contains 25 small houses about 2 miles from Stonehenge.
   b. Researchers speculate that Stonehenge was a memorial site or cemetery for the villagers.
   c. Stonehenge and Durrington Walls have avenues connecting them to the nearby Avon River.
   d. Archaeologists study the materials left by prehistoric peoples and their cultures.

3. Which statement is a fact?
   a. Stonehenge is scary, so people do not go there at night.
   b. Stonehenge is interesting, and many people study it.
   c. Archeologists found tools and animal bones near Stonehenge.
   d. Stonehenge is an exciting tourist attraction.

4. Which sentence does not use “speculate” correctly?
   a. I speculate that it might rain.
   b. There is not enough information to speculate about life in outer space.
   c. Can you speculate about the diet of a T-Rex?
   d. It is important to speculate the grass.

5. The author writes, “Villagers might have frequently traveled between the two sites.” Is this a fact or opinion? Explain.

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
Viking Voyages

Archaeologists in northwestern England are thrilled about a rare find. The scientists unearthed a burial site of six Viking men and women. They discovered swords, spears, jewelry, and other artifacts.

The site was excavated, or dug up, after a metal detector user discovered two copper brooches in the ground. The worker informed archaeologists, who believe the site dates back to the 10th century. It is one of only a few Viking cemeteries found in England.

Smash and Grab

The Vikings were pirates and warriors, known for their seafaring voyages. From the late 700s to 1100, the Vikings lived in Scandinavia. That region of Europe includes the present-day countries of Denmark, Norway, and Sweden.

Viking sailors spread fear throughout Europe. They raided and conquered coastal villages in Europe and along the Mediterranean coast. During their raids, Vikings captured slaves. They also pillaged, or stole, treasures, such as silver and gold.

For their voyages, Viking sailors crafted swift, narrow longships that could navigate the stormiest seas. The Vikings were the master shipbuilders of their time. Vikings also worked as farmers and craftspeople. Others hunted and fished.

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1 archaeologist: a scientist who studies past human life as shown by fossil relics and the monuments and tools left by ancient peoples
2 brooch: an ornamental pin or clasp worn on clothing
3 raid: a sudden attack
4 crafted: made by hand
5 longship: a very fast, long ship with both sails and oars used by the Vikings
Edge of the Unknown

The Vikings' claim to fame may have been their fearsome raids, but they were explorers and traders too. They were among the earliest explorers to travel across the Atlantic Ocean to North America.

One of the most famous Vikings was explorer Leif Eriksson. He reached North America almost 500 years before Columbus arrived in 1492.

Time Capsule to the Past

Over time the Viking raiders lost their power, as people learned to defend against their attacks. Today, the remains of Viking villages can be found throughout Europe and North America.

Archaeologists have been studying the burial ground in England to learn more about the life of the Vikings. Based on the objects found, they believe the site was once a Viking settlement.

Vikings were known to bury valuable items with the dead. As one historian put it, the site will allow experts to "uncover the secrets of a time capsule more than 1,000 years old."
“Viking Voyages” Questions

1. The Vikings became less powerful after
   a. their boats started sinking.
   b. people learned to defend themselves.
   c. many diseases affected the Viking community.
   d. other explorers began sailing to the Americas.

2. Based on the text, which event took place last?
   a. Columbus reached North America in 1492.
   b. The Vikings raided and conquered coastal villages in Europe.
   c. A Viking burial site was discovered.
   d. Viking explorers traveled to North America.

3. The Vikings reached the United States before
   a. Europeans.
   b. Columbus.
   c. Scandinavians.
   d. Norwegians.

4. Archeologists discovered
   a. silver.
   b. jewelry.
   c. a longship.
   d. an oar.

5. One historian said that this burial ground is like a "time capsule." What does this mean?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Paired Text Questions

Part 1: Use the article “Viking Voyages” to answer the following questions:

1. Archaeologists recently unearthed a Viking burial site of six men and women. What artifacts did they discover there?

2. One historian said the burial site will allow experts to “uncover the secrets of a time capsule more than 1,000 years old.” A time capsule contains objects that represent a certain culture, and is usually buried for people in the future to discover it and learn about that culture. Why might the historian think of the Viking burial site as a time capsule?

Part 2: Use the article “Ancient Village near Stonehenge” to answer the following questions:

3. What did archaeologists discover about two miles from Stonehenge?

4. Archaeologists think that Stonehenge was a place of enormous importance for the villagers of Durrington Walls. What evidence supports their conclusion? Give at least two examples from the text.

Part 3: Use the articles “Viking Voyages” & “Ancient Village near Stonehenge” to answer the following questions:

5. How might studying the remains of villages, objects, and artifacts help scientists understand more about the people they belonged to? Use evidence or examples from both texts to support your answer.

6. A historian called the Viking burial site a “time capsule.” Could Durrington Walls, the village near Stonehenge, be called a “time capsule” as well? Why or why not? Support your answer with evidence from both texts.
WEEK 2

Activity 1:
Read, respond, and write an opinion essay

"America’s Bird" and "It Doesn't Take Eagle Eyes to See that Turkeys are Smart in the Wild"

Activity 2:
Read, respond, and complete paired text activity

"The Koala Search"
WEEK 2- ARTICLE 1

- Read the articles “America’s Bird” and respond to all multiple choice and open response questions. Then use this article, along with the article “It Doesn’t Take Eagle Eyes to See that Turkeys are Smart in the Wild”
- After you read these article, complete the writing prompt below

Read the article. In your opinion, which bird is a better symbol for the United States of America. Use information from articles to support your ideas.

Manage your time carefully so that you can
- Read the passages;
- Plan your response;
- Write your response; and
- Revise and edit your response.

You can write your essay with paper/pencil. Or you can type and save the file. Turn in your paper with your portfolio.
America's Bird Soars

The bald eagle is flying high! This majestic bird clawed its way back from the edge of extinction, or dying out.

In the middle of the 20th century, the number of bald eagles in the United States was declining rapidly. Thus, the species was put on the nation’s list of endangered species. By 2008, however, the bald eagle was no longer considered to be endangered.

Trouble Ahead

In the early 1700s, bald eagles were a common sight. There were about half a million of those birds living in what is now the United States.

Over time, their population fell dramatically. In the early 1960s, a very low amount of bald eagles remained.

What caused the number to drop? Hunting and the use of harmful chemicals sprayed on crops were largely to blame. Those chemicals poisoned the birds and their eggs.

Pollution also contributed to the problem. Bald eagles often became sick after eating fish from polluted waters.

In addition, the bald eagles' habitat was being destroyed as people cut down trees to build roads and homes. A habitat is a place in nature where an animal makes its home.

Population Boom

Thanks to laws that helped protect bald eagles and banned harmful chemicals, the birds made a comeback. In 2007, the population of bald eagles living in the United States reached about 20,000. Although some threats still exist, the future continues to look hopeful for bald eagles.
Conservation, or protection, efforts have helped their survival. "There is no doubt that it is the single best conservation story the United States has had," bald eagle expert Bryan Watts told *Weekly Reader*.

**A National Symbol**

In 1782, the bald eagle was made the national bird of the United States. The nation's founders chose the bird because it symbolized freedom, strength, and courage. At the time, some people disagreed about the choice for the national bird. Benjamin Franklin, for example, thought the turkey would make a better choice because it was "a much more respectable bird."
1. According to the passage, about how many bald eagles were there in living in the United States in 2007?

   A  half a million  
   B  20,000  
   C  210  
   D  200,000

2. Why did eagles get sick from eating fish?

   A  The fish were diseased from polluted water.  
   B  Eagles aren't supposed to eat fish.  
   C  The eagles were eating the wrong kind of fish.  
   D  The eagles did not get sick from eating fish.

3. Based on the passage, why are eagles the “best conservation story” in the United States?

   A  Eagles symbolize freedom and strength.  
   B  Eagles are majestic creatures.  
   C  Chemicals poisoned the eagles and their eggs.  
   D  Conservation efforts saved eagles from extinction.

4. Read the following sentence and answer the question below: “The bald eagles' habitat was being destroyed as people cut down trees to build roads and homes.”

As used in the passage, habitat means

   A  where eagles live  
   B  where people live  
   C  where bears live  
   D  roads and homes

5. What is this passage mostly about?

   A  how majestic eagles are when they fly  
   B  the impact birds have on the eagle population  
   C  the effects of human actions on the eagle population  
   D  what eagle habitats and nests look like
6. According to the passage, what caused the population of eagles to drop dramatically?

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

7. Based on the passage, why did the eagle population drop when people started building homes and roads?

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

____________ Benjamin Franklin thought the turkey would be a better choice, the eagle is the national bird of the United States.

A However  B Because  C Although  D After

9. Answer the questions based on the sentence below.

Pollution was killing eagles in the 1960s because the eagles were eating poisoned fish.

What? pollution

(was) What? _________________________________________________________________

When? _________________________________________________________________

Why? _________________________________________________________________
10. Read the vocabulary word and definition below and complete questions 10a, 10b, and 11.

**Vocabulary Word:** conservation (con-ser-va-tion): saving or protecting something.

10a. Read the five sentences below and underline the word **conservation** in each sentence.

1. Laws against pollution helped the conservation of eagles.
2. The conservation of eagles required people to stop building homes and roads in eagle habitats.
3. When I turn off the water faucet while brushing my teeth, I’m helping with water conservation.
4. Conservation is important because the earth has limited resources.
5. Bringing reusable bags to the grocery store is an example of conservation, because then the store can use fewer plastic bags.

10b. Which image shows an act of conservation?

11. Which of the following is an example of conservation: recycling glass bottles or throwing a candy wrapper on the ground? Why?
It doesn't take eagle eyes to see that turkeys are smart in the wild

By Orlando Sentinel, adapted by Newsela staff on 11.27.13

You know that turkey you are going to eat for Thanksgiving dinner? Ben Franklin thought it should have been the nation's symbol.

Franklin, one of our Founding Fathers, may have been right about turkeys being better than eagles. The case can be made, with some humor.

The turkey is a "much more respectable bird," Franklin wrote. He meant wild turkeys. He didn't mean the ones we find in the grocery store today. The bald eagle is a slob. It fools America by looking like a powerful bird, ready for action. OK, those were not Franklin's exact words. But that was the idea.

Evidence is found at one Florida landfill. Eagles there spend time with vultures. Vultures are lazy. They do not hunt. They eat garbage. Turkeys never fight over garbage.
Turkeys Nuts About Nuts

Turkeys are fitness nuts. They eat acorns, seeds, mushrooms. Sometimes they eat frog legs. Turkeys have the muscles to get away fast if bothered. They can run at 20 miles per hour and fly at 55 mph.

Some people say that a turkey is so stupid it will look up at rain and drown. That is not true. Turkeys have sharp eyes and really good ears.

Hunters say turkeys can see them make a small move from a mile away. The birds can tell the direction and distance of sound in heavy woods. It is amazing, scientists say.

Some people say that you are what you eat. If that is true, then turkeys taste like nature.

If eagles are what they eat at landfills full of garbage, then yuck. Eagles, like vultures, will eat dead animals and plants they find on the ground.

Franklin was upset that the symbol of our nation is a thief. It will sit in a tree while another bird works to snatch a fish from the water. Then the eagle will swoop in. It will scare the other bird until it drops the fish, then take off with it.

Turkeys also are bullies. But they pick on themselves. They are known to see their reflections on the side of a car and try to fight with what they see.

The Comeback Birds

An average male eagle in Florida stands 2 feet, 4 inches. It weighs less than 10 pounds. And it has wings that measure nearly 6 feet from one wing tip to the other.

The average turkey stands 3 feet, 4 inches. It weighs 19 pounds and has a wingspan of 4 feet, 6 inches.

"They are a beautiful bird," said Roger Shields, a Florida scientist. "When they get the sun on them, I think they are just as pretty as an eagle."

Both birds came back from big problems.

In the early 1960s there were fewer than 500 pairs of eagles in the 48 mainland states. Chemicals meant to control bugs had killed many eagles. But there are more than 10,000 of them today.

The number of turkeys fell to a few hundred thousand in the early 1900s. Forests were being cut down. But now there are more than 6 million.

Scientists see big differences when they try to nurse the birds back to health.

A wild turkey that's being held so it can be helped will go crazy trying to escape.
Sick eagles taken to the Audubon Center for Birds of Prey in Florida seem to think differently. "Wow! Food, nice people, awesome vulture stink," they seem to say.

**Hanging Out With Fast Friends**

There is one very American thing about eagles at Florida landfills: they like the all-you-can-eat fast food.

Workers at a Florida landfill said a single eagle showed up in the early 1980s. The next year there were two. Four came the year after. One person counted 90 within 30 minutes two years ago.

Their behavior changed as more eagles showed up. They started eating garbage instead of hunting for rats and other critters. Florida scientist Michelle Vandeventer thinks eagles also come to landfills to make friends.

But the birds are definitely smart, Vandeventer said. "Mama eagles don't raise fools."
The koala population dropped after farmers cut down many of the forests where koalas lived and hunters killed the animals for their fur.

By the early 1900s, "koalas were basically shot out of south Australia," says ecologist Bill Ellis. An ecologist is a scientist who studies the relationships among living things and their environments.

I recently joined Ellis and his team in a forest on St. Bees Island, 19 miles off the northeastern coast of Australia, with eight other volunteers. The island is a natural laboratory, yielding findings that may help protect koalas elsewhere on the continent.

Tree Tags
The volunteers combed the island for koalas in the blue gum trees. When we found a koala, we gathered information about the trees in the area.

Blue gum is a species of eucalyptus tree in which the furry leaf eaters spend most of their time. Eucalyptus trees are native to Australia, and their leaves are the main food source for koalas. Although koalas can walk on the ground, they are better suited for life in the **canopy**, the high cover of branches and leaves in a forest.

**Goat Trouble?**

What has Ellis’s research told him so far? The St. Bees population seems to be healthy. Yet Ellis wonders whether the koalas might be heading for hard times. The island is overrun with wild goats, and Ellis thinks the goats are eating the small blue gum trees.

Without those trees, the koalas will run out of food in the future. Ellis hopes more research will help him understand how to protect the blue gums—and the koalas that depend on them. "I think that’s what everyone is trying to do—to make a difference," Ellis says.
Part 1: Use the article “The Koala Search” to answer the following questions:

1. What two threats caused the koala population to drop by the early 1900s?

2. What does Ellis think may pose a threat to koalas on St. Bees in the future?

Part 2: Use the article “America's Bird Soars” to answer the following questions:

3. What are two threats that caused the number of bald eagles to drop?

4. What has been done to help protect bald eagles and make their population rise again?

Part 3: Use the articles “The Koala Search” & “America's Bird Soars” to answer the following questions:

5. Compare the threats to koalas and the threats to bald eagles.

6. Could any of the steps that were taken to help bald eagles also be taken to help koalas? Use evidence from both texts to support your answer.
WEEK 3

Activity 1:
Read, respond, and research

"The British Empire – Mohandas K. Gandhi"

Activity 2:
Read, respond, and complete paired text activity
"Colonization and Revolutionary War"
WEEK 3 - ARTICLE 1

➢ Read the articles “The British Empire” and respond to all multiple choice and open response questions.
➢ After you read this article, think about a person that you admire and complete one of the activities below. Research this person using the Internet or read a book or an article offline about this person.
➢ Take notes using Cornell notes template (remember, on the left side are main concepts and on the right details that support that concept).

If your activity is paper/pencil, please bring it with your portfolio. If you decided to create a digital product, save it on your jump drive or type a posting URL, so that your teacher can take a look.

ALWAYS be careful when researching the Internet and make sure that an adult is supervising while you are on the Internet.

ACTIVITY 1
After researching a famous person you admire, write a letter to the Congress explaining why this person deserves a national holiday. In your letter include
➢ Your person’s life story
➢ Your person’s accomplishments
➢ How has this person influenced our lives today

Make sure to use letter format and edit and proofread your writing.

ACTIVITY 2
After researching a famous person you admire. Create a graphic organizer that compares and contrasts your person to Mohandas K. Gandhi. Use evidence from the text to compare life and accomplishments of these two people. Your organizer can be digital or paper/pencil.
The British Empire – Mohandas K. Gandhi

Mohandas K. Gandhi was one of the greatest leaders of the 1900s. He helped free India from British colonial rule without using violence. Gandhi’s courage and morals\(^1\) won respect throughout the world. So did the methods of nonviolent resistance he used to gain Indian independence. Today, the people of India consider Gandhi the father of their nation.

Gandhi was born in 1869 in Western India. As a child, Gandhi was rebellious\(^2\). Once, he stole some jewelry from his brother. But Gandhi had a strong conscience. He confessed to his father. Gandhi expected anger and punishment. Instead, his father cried. Gandhi felt even worse. From then on, he understood the power of nonviolence. He would later write about the story, “Those pearl-drops of love cleansed my heart.”

Gandhi studied law in England. Soon after, he went to South Africa to do some legal work. It was there that Gandhi felt the sting of prejudice first-hand. Like India, South Africa was also a British colony. Gandhi had been asked to give up his seat on a train by a European person. When Gandhi refused, he was arrested by British police and badly beaten. He did not fight back with fists or weapons. Instead, he vowed to work peacefully to change unjust laws that didn’t protect a person’s rights.

In 1914, Gandhi returned to India. British laws there were unjust, placing many Indians at an economic disadvantage. For example, by law Indians could only buy goods made in British factories. To protest this system, Gandhi stopped wearing cloth made in Britain. Instead, he spun his own cloth from Indian cotton. He encouraged others to do the same. The boycott\(^3\) worked. It hurt British clothing sales in India. It also allowed Indians to sell more of their own cloth. With more income, they wouldn’t be as poor. Gandhi also fought British injustice by fasting. He would refuse to eat for five or six days. Gandhi’s fasts drew public attention to his cause. Newspapers and the public began to sympathize with Gandhi. They put pressure on the British government to change its ways.

Gandhi spent seven years in jail because of his political activities. To him, it was honorable to be jailed for a good cause. He continued his nonviolent protests and disobedience to British rule. He had faith that truth and nonviolence would win in the end. In 1947, Britain finally bowed to Gandhi’s peaceful pressure. India was finally granted independence. Sadly, Gandhi was assassinated for his beliefs in 1948. Years later, Martin Luther King, Jr. would use Gandhi’s nonviolent ways to protest injustice in America. Gandhi is remembered to this day as “Mahatma.” The word means “great soul.”

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\(^1\) morals – beliefs about what is right and wrong
\(^2\) rebellious – defying authority
\(^3\) boycott – refusal to buy something as part of a protest
1. Gandhi helped free India from the colonial rule of which nation?
   a. America
   b. Britain
   c. France
   d. Spain

2. The passage lists different tactics Gandhi used against the British government. Which of the following tactics did Gandhi NOT use?
   a. non-violent protest
   b. fasting
   c. boycotts
   d. physical assaults

3. Read the following sentences: “In 1947, Britain finally bowed to Gandhi’s peaceful pressure. India was finally granted independence.”
   Based on the passage, “peaceful pressure” refers to what?
   a. Gandhi’s legal work in South Africa
   b. Gandhi’s nonviolent protests and disobedience
   c. Gandhi’s imprisonment
   d. Gandhi’s status as one of the greatest leaders of the 1900s

4. Read the following sentences: “Gandhi’s fasts drew public attention to his cause. Newspapers and the public began to sympathize with Gandhi. They put pressure on the British government to change its ways.”
   As used in the passage, what does the word “sympathize” most nearly mean?
   a. support
   b. attack
   c. ignore
   d. encourage

5. What is this passage mainly about?
   a. Gandhi’s childhood and inspirations
   b. Gandhi’s nonviolent resistance and disobedience
   c. Gandhi’s influence on political leaders
   d. British colonial rule in India
6. What actions did Gandhi take against the law which allowed Indians to only buy goods made in British factories?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

7. Explain why the people of India might consider Gandhi the father of their nation. Use information from the passage to support your answer
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

8. Choose the answer that best completes the sentence below.

___________ the British police arrested and badly beat Gandhi, he did not fight back with fists or weapons. Instead, he vowed to work peacefully to change unjust laws.

a. Although  
b. Because  
c. Since  
d. However

9. Read the following sentence:

*Years after Gandhi’s assassination, Martin Luther King, Jr. used Gandhi’s nonviolent ways to protest injustice in America.*

Answer the following questions based on the sentence. The first question has been answered for you.

Who? Martin Luther King, Jr.

What did Martin Luther King, Jr. do? ______________________________________________

Why? ______________________________________________________________________

When? _____________________________________________________________________
10. **Vocabulary Word**: morals: beliefs about what’s right and wrong.

Use the vocabulary word in a sentence: ___________________________________________
___________________________________________________________________________
Colonization and Revolutionary War
The Declaration of Independence

During the years right before the Revolutionary War, more and more colonists wanted independence. Patriots gave speeches urging the colonists to take up arms and fight the British tyrants. Patrick Henry, a patriot from Virginia, gave a famous speech to the legislature of his state. Patrick Henry proclaimed: “I know not what course others may take; but as for me, give me liberty or give me death!”

As fighting from the war spread, many more colonists became convinced they needed to cut ties with Britain. They still considered themselves British, but the king was not respecting their rights. They stood together as colonists to defend themselves and their interests. Before long they would call themselves Americans.

On May 10, 1775, representatives from every colony met at the Second Continental Congress in Philadelphia. They gathered in response to the battles of Lexington and Concord. The representatives agreed the time for negotiating with Britain was over. They decided that the Congress should rule the colonies and they should declare independence. The Continental Army was formed, and George Washington was named its leader. Washington came up with a plan to battle the British troops.

Thomas Jefferson drafted the Declaration of Independence. It took him a little more than two weeks. Although he was only 33 years old, Jefferson eloquently wrote why the colonists did not want British rule. He listed all of the rights that every man deserved. He wrote that Britain was denying the colonists these rights. The Declaration of Independence clarified the values of the colonists. The war was not just about taxes. It was about freedom. It was about

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1 tyrants – people who use their power in a cruel or unjust way
2 patriot – a person who loves his country and gives it loyal support
3 proclaimed – declared in a public way
4 liberty – freedom
5 eloquently – expressed in a smooth and clear way
the relationship of any government to its people. Finally, the war was about the responsibility of the government to protect the rights of the people.
1. How long did it take Thomas Jefferson to write the Declaration of Independence?
   a. It took him seven days.
   b. It took him two weeks exactly.
   c. It took him a little more than two weeks.
   d. It took him a month

2. What caused representatives to meet at the Second Continental Congress?
   a. The battles of Lexington and Concord, Massachusetts
   b. They wanted to negotiate with the British
   c. They wanted to write the Declaration of Independence
   d. The need to clarify the colonists’ relationship with England

3. Why does the author most likely say, “the time for negotiating with Britain was over”?
   a. The sides would have to fight rather than talk.
   b. The war for independence was coming to an end.
   c. The British had run out of time and lost control.
   d. The Americans no longer wanted to gain independence.

4. Read the following sentences: “The Declaration of Independence clarified the values of the colonists. The war was not just about taxes. It was about freedom.”
   The word clarified means
   a. changed
   b. made improvements to
   c. drew pictures of
   d. made easier to understand

5. The passage “The Declaration of Independence” is mostly about
   a. famous declarations of independence throughout history and how the United States’ was different.
   b. the Second Continental Congress and the states that were there.
   c. what led up to the Declaration of Independence being written and what it was about.
   d. the process of writing the Declaration of Independence and the people who were involved.
6. What did the representatives agree to at the Second Continental Congress?

________________________________________________________________
________________________________________________________________
________________________________________________________________

7. Based on the passage, explain why Patrick Henry said, “give me liberty or give me death!”

________________________________________________________________
________________________________________________________________
________________________________________________________________

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

The Americans needed to explain their reasons, ____________ Thomas Jefferson wrote the Declaration of Independence.

a. because
b. after
c. so
d. although

9. Read the following sentence.

In 1775, representatives from every colony met in Philadelphia to form the Second Continental Congress.

Answer the questions below based on the information provided in the sentence you just read. One of the questions has already been answered for you.

1. Who? representatives from every colony

2. What did representatives do? _____________________________________

3. When? _______________________________________________________

4. Where? _____________________________________________________

5. Why? _______________________________________________________
10. **Vocabulary Word:** eloquent: well expressed and effective in persuading people.

Use the vocabulary word in a sentence: ________________________________
Paired Text Questions

Part 1: Use the article “The British Empire - Mohandas K. Gandhi” to answer the following questions:

1. When he was a child, Gandhi stole jewelry from his brother, but confessed to his father. What did Gandhi understand after seeing his father cry?

2. Britain gave India its independence partly because of Gandhi's protests against British laws. Why did Gandhi protest British laws? Use evidence from the text to support your answer.

Part 2: Use the article “Colonization & Revolutionary War - The Declaration of Independence” to answer the following questions:

3. What did representatives at the Second Continental Congress think about negotiating with Britain?

4. Summarize the values of the colonists that were clarified by the Declaration of Independence.

Part 3: Use the articles “The British Empire - Mohandas K. Gandhi” & “Colonization & Revolutionary War - The Declaration of Independence” to answer the following questions:

5. Contrast Gandhi’s and the American colonists’ approaches to gaining independence from Britain.

6. Were Gandhi and the American colonists fighting for similar values in their pushes for independence? Use evidence from both texts to support your answer.
WEEK 4
Activity 1:

Read, respond, and complete paired text activity "Engineering and Natural Gas" and "Officer Harry"

Activity 2:
FSA Practice Passage
Matt Nelsen is a Mechanical Engineer for PG&E, which stands for Pacific Gas & Electric. PG&E is a company in Northern California that provides electricity and natural gas. Matt, as an engineer, designs the pipes that carry natural gas.

Natural gas is found underground, trapped in rocks. It can be captured by drilling and pulling it out of the rocks. Once it is captured, it is refined so that people can use it. This gas can then be burned to do lots of different things.

This natural gas is provided by PG&E to people in Northern California. It is used in houses and individual buildings like schools. This gas is used for heating, water heating, and cooking. Also, PG&E provides gas to factories and other big companies. This gas is used for power generation, equipment sanitation, and product development. Everything from making electricity to recycling to making all the things in stores can use natural gas.

This gas is moved in pipes. Underground there are a lot of pipes that carry many different things in and out of buildings. There are pipes that carry water into a house and then there are pipes that carry the dirty water out. There are also pipes that move natural gas. Matt designs these pipes for PG&E, figuring out where the pipes need to be so that the gas gets where it needs to go.

This is called designing “high-pressure transmission pipeline systems.” This means that Matt figures out how many gas pipes are needed, how big they need to be, and how much gas needs to go through them. Matt needs to make sure that on any day, everyone who needs gas has it.
To do so, Matt first figures out how much gas is used throughout the year. In Northern California, gas usage peaks in the winter, “as customers use more gas when it's cold out,” says Matt. People need more gas in the winter to keep their houses warm and to heat their water for showers and baths. He designs pipes to be able to provide the necessary amount of gas.

Matt likes being an engineer because of the problem solving he gets to do. He likes thinking about “how to approach complex issues and develop intelligent...solutions.” Matt has to be able to be flexible and solve problems. If something goes wrong, he is one of the people whom PG&E asks to fix the issue.

Matt also likes getting to see the pipe systems that he designs built in the real world. He says it is a little scary because his pipe designs affect “so many people: construction workers, maintenance crews, customers.” There are a lot of people depending on Matt getting the pipes right! But Matt says it's worth it when his pipe systems are built. When Matt's designs are built and work like he expects them to, he says he feels like he's “really adding something to help people. It's a good feeling.”

Matt says the hardest thing is being worried that his solutions won't work. It's hard to know what will actually happen. Will there be enough gas? Will the pipes work correctly? Matt says that he can't “have every piece of information [he] need[s] to solve a problem.” This means that Matt and other engineers have to assume some things. Matt can guess how the pipes will work and how many people will need gas, but he can't know for sure. Not knowing for sure is the hard part of being an engineer.

There is a lot of work that goes into making gas pipes work. Matt works very hard to make sure that they work properly. So next time you wash your hands with warm water or you use a gas stove, think of Matt and all the engineers who made sure your house is getting the gas it needs!
1. Where is natural gas found?
   A) in the atmosphere
   B) trapped in underground rocks
   C) in the ocean
   D) trapped in certain trees

2. What does the author describe in the passage?
   A) rock drilling methods
   B) how to get a job at PG&E
   C) the use and transportation of natural gas
   D) the education needed to become an engineer

3. Read the following sentences: “Matt designs these pipes for PG&E, figuring out where the pipes need to be so that the gas gets where it needs to go... This means that Matt figures out how many gas pipes are needed, how big they need to be, and how much gas needs to go through them.” Based on this evidence, what conclusion can be made?
   A) Matt has an important job.
   B) Matt dislikes his job.
   C) Matt has an easy job.
   D) Matt will likely be promoted soon.

4. Based on the text, what does Matt need to do when designing the natural gas pipes for PG&E?
   A) make sure the pipes can also be used to carry other resources, like clean water
   B) make sure the pipes are made from cheaper materials to reduce construction costs for PG&E
   C) make sure the pipes are really big just in case they must carry a lot more gas than expected
   D) make sure the pipes can carry the maximum amount of gas used by customers throughout the year
5. What is this passage mostly about?
   A) the difficulties of being an engineer
   B) average gas usage in an American city
   C) designing the pipes that deliver natural gas
   D) problems associated with drilling for natural gas

6. Read the following sentences: “Matt says that he can’t ‘have every piece of information [he] need[s] to solve a problem.’ This means that Matt and other engineers have to assume some things.”
   What does “assume” mean?
   A) calculate
   B) guess
   C) research
   D) understand

7. Choose the answer that best completes the sentence below.
   Natural gas is used for many domestic and commercial purposes, _________ heating, cooking, power generation, and product development.
   A) including
   B) above all
   C) first
   D) therefore

8. Why does Matt enjoy being an engineer?

9. What does Matt need to figure out before the “high-pressure transmission pipeline systems” can be built?
10. What makes being an engineer of natural gas pipe systems challenging? Support your argument with two examples from the text.
Officer Harry

Harry Smith is a police officer in the town where he grew up. His town is called Bergen. Harry always loved living in Bergen since he was a boy. He never, ever thought of leaving. When it came time for young Harry to figure out what job he wanted as a grownup, there was never a doubt in his mind. Harry knew he wanted to be a police officer. He thought it would be a good fit for him. Harry had a desire to help other folks in his community, and he felt that there was no better way to fulfill his desire than to become a police officer.

When Officer Harry is working or on-duty, he spends a lot of his day “on the beat.” That means Officer Harry basically walks around a certain neighborhood. Part of his job is certainly watching out for people trying to cause trouble. However, Officer Harry also says that he thinks he has a much bigger, more important job too. “When I am out in the neighborhood, I have to get to know people,” he says. “The people of Bergen should trust me, and I have to show them that they can by introducing myself, being kind and very professional.” Officer Harry believes that he needs everyone’s support to do his job well. He says, “We’re all really working together to make sure the area is safe.”

Officer Harry has to catch a bad guy every now and again, though. When he feels there is “probable cause” for him to make an arrest in a certain situation, he will take action. Probable cause means that, as a police officer, he feels there is a good reason to believe a person has committed a crime. In other words, Officer Harry cannot simply arrest anyone he wants. He will eventually have to explain to someone why he did so.
“There was one time where I happened to be walking down the street and a man suddenly ran out of a candy store,” Officer Harry remembers. “He had a bag in his hand and the owner of the store, Ray, an old friend of mine, was yelling for help. That definitely gave me probable cause.” Officer Harry was able to run the robber down and take him to jail.

There are other occasions where Officer Harry searches for someone he has been asked to arrest. “There are these documents called ‘arrest warrants,’ which tell police officers who we are supposed to bring to jail, where we might find them, and why they need to be arrested,” he explains. When these warrants are created, someone else has already figured out that there is probable cause for someone to be arrested. “They make things easier for me,” Officer Harry says, smiling. “I’d rather ask a suspect calmly to join me in my police car than have to run after him or her on the street!”

Though he definitely would prefer to never have to arrest anybody, it’s part of Officer Harry’s job—a job he truly loves. “I like the people of this neighborhood,” he explains. “And they seem to like me, too. They understand that I don’t want to be mean to people. All I want to do is help keep them safe.”
1. What is the name of the town that Officer Harry lives and works in?
   
   A) Blainville  
   B) Bergen  
   C) Boston  
   D) Baltimore

2. Officer Harry must have “probable cause” to arrest someone. How does the author of the passage describe probable cause?
   
   A) when there is a good reason to believe a person has committed a crime  
   B) whenever a police officer feels like arresting someone  
   C) whenever someone runs suddenly out of a store  
   D) when someone does not think that Officer Harry is kind and professional

3. Officer Harry spends a lot of his time on the job getting to know people in the neighborhood. What can be concluded from this information?
   
   A) Officer Harry grew up in this town.  
   B) Officer Harry wants the people of Bergen to know and trust him.  
   C) Officer Harry would prefer to never have to arrest anybody.  
   D) Officer Harry seeks suspects out when he has an arrest warrant.

4. Based on the information the author gives, what can be concluded about the arrests that Officer Harry makes?
   
   A) Officer Harry will arrest anyone that he wants to.  
   B) Officer Harry will only arrest people when he has an arrest warrant.  
   C) Officer Harry will only arrest people when he has probable cause or an arrest warrant.  
   D) Officer Harry will not arrest a person when he has probable cause to do so.

5. What is this passage mostly about?
   
   A) what it is like to live in the town of Bergen  
   B) the duties of a town police officer  
   C) the reasons to become a police officer  
   D) the correct way to arrest a suspect
6. Read the following sentences from the passage: “There are other occasions where Officer Harry
searches for someone he has been asked to arrest. ‘There are these documents called ‘arrest
warrants,’ which tell police officers who we are supposed to bring to jail, where we might find
them, and why they need to be arrested,’ he explains.”

As used in the passage, what does the word “arrest” mean?

A) catching a suspect and taking the suspect to jail
B) physically harming a suspect
C) asking a suspect questions
D) introducing a new resident to the neighborhood

7. Choose the answer that best completes the sentence below.
Officer Harry would prefer not to have to arrest anyone, _____ it is a part of his job as a police
officer.

A) unless
B) therefore
C) until
D) but

8. Why do arrest warrants make Officer Harry’s job easier?

________________________________________
________________________________________
________________________________________

9. Explain why Officer Harry thinks it is important to get to know people in the neighborhood. Use
information from the passage to support your answer.

________________________________________
________________________________________
________________________________________
10. In the passage, Officer Harry says, “We’re all really working together to make sure this area is safe,” referring to the residents of the neighborhood he patrols. Explain why the arrest of the candy store robber is an example of the community and Officer Harry working together to keep the area safe. Use information from the passage to support your answer.
Paired Text Questions

Part 1: Use the article “Engineering and Natural Gas” to answer the following questions:

1. Matt Nelsen’s job is being a mechanical engineer. What does he do as an engineer?

2. Explain how Matt helps other people by doing his job. Support your answer with information from the article.

Part 2: Use the article “Officer Harry” to answer the following questions:

3. What is Harry Smith’s job?

4. Explain how Harry helps other people by doing his job. Support your answer with information from the article.

Part 3: Use the articles “Engineering and Natural Gas” & “Officer Harry” to answer the following questions:

5. Compare the work of Matt, the engineer, with the work of Harry, the police officer.

6. How might the work of an engineer like Matt help a police officer like Harry do his job? Support your answer with evidence from both articles.

7. How might the work of a police officer like Harry help an engineer like Matt do his job? Support your answer with evidence from both articles.
A Successful Failure

During the late 1960s and early 1970s, the world watched astronauts from the United States travel to the Moon and back on the Apollo missions. The first two missions, Apollo 11 and Apollo 12, went off without any problems. The third mission, Apollo 13, turned into an amazing adventure.

Apollo 13 launched on April 11, 1970. There were three astronauts on board: Jim Lovell, Fred Haise, and John "Jack" Swigert. For the first two days, everything about the flight was normal. On April 13, the astronauts finished a television broadcast that showed viewers how they lived and worked onboard. Just nine minutes after the broadcast ended, trouble struck.

The astronauts heard a bang and felt their capsule shake. “Houston, we’ve had a problem here,” Jack Swigert told the ground crew back home in Houston, Texas. One of the ship’s two oxygen tanks had broken. The other tank was also damaged. The problems shut down the power to the command module.

Ground control told the astronauts to move into the lunar module. The lunar module was a smaller craft that was meant to carry the astronauts to the Moon’s surface. The crew crawled into the tiny capsule while the ground control team in Texas figured out how to get the astronauts home. Many people, including those in teams at ground control and those at the companies that built the spacecraft, worked together to quickly figure out what to do.

The astronauts faced many problems. First, they did not have a lot of water to drink. They had to conserve every drop they had. They also had to figure out a way to get rid of the carbon dioxide building up inside the capsule. Every time they breathed out, they sent this waste gas into the air. The astronauts and mission control figured out a way to convert some canisters into filters using plastic bags, cardboard, and tape. It was also very cold in the capsule, with the temperature just a few degrees above freezing.

Mission control used math to figure out how to program the spacecraft to fly back home. It usually took several months to write these programs, but the men only had a few days. Finally, on April 17, Earth was in sight. The crew could not land in the lunar module because it did not have a shield to protect it from Earth’s atmosphere. So the astronauts climbed back into the cold, dark command module and turned on the little bit of power that was left.

Everyone watched as the spacecraft traveled through Earth’s atmosphere. Finally, the craft landed in the ocean. Rescue workers opened the hatch and the world cheered as the three astronauts stepped into the sunlight. They were tired and had lost weight, but they were healthy and safe.

Apollo 13 was in some ways a failure because the spacecraft never reached the moon. However, it was a huge success in other ways. Apollo 13 showed how people can work together to do the impossible and save the lives of astronauts stranded far from home.

Jim Lovell’s Diary

Jim Lovell’s Diary

The passage below includes the kind of information Jim Lovell might have written in his diary.
April 11

We are in outer space! Our launch went very well. It sure was a bumpy ride into space. Good thing for seat belts! I think if Jack and Fred and I weren’t strapped so tightly into our chairs, we would have bounced right onto the floor.

Now things are quiet and peaceful. We have our jobs to do and we talk to each other. Jack’s the new man on the team. He was added at the last minute, and Fred and I don’t know him that well, but I think we will do all right as long as we work together.

April 13

We just finished a live television broadcast. The people back home on Earth are always very interested in what goes on here in space. They’re surprised to know how ordinary our lives are. We do our jobs and eat and sleep, just like people do at home. So far this mission has been very uneventful. Joe Kerwin back at ground control in Houston just told us that things are going so well, he and the other guys are bored to tears! I guess it’s good to be bored. We don’t want anything bad to happen.

Uh-oh, there was just a loud noise outside! Warning lights are going off like crazy. Something’s wrong. . . . Ground control is trying to figure out what happened. The power’s going down. . . . Something is wrong with our oxygen tanks! Oh, this is bad, and we are 200,000 miles from Earth.

April 14

I’m writing this from the lunar module. We all had to move in here because there isn’t enough power back in the command module. We weren’t supposed to use the lunar module until we traveled down to the Moon’s surface. Now it’s our lifeboat here in space.

Ground control says it can get us home. We have so much to figure out. Right now Fred and Jack and I are trying to make carbon dioxide filters so we can have fresh air in the cabin. The filters we brought from the command module don’t fit, but we think if we fix them up with some plastic bags, tape, and cardboard we have on board, we will make them work. It’s crazy, but when you’re a test pilot or an astronaut, you learn to think fast. The three of us are working together very well. The folks back home are helping us too. Everyone is working together to bring us home safely, and that is a great feeling.

April 17

We’re back in the command module. In a few minutes, we’re going to travel through Earth’s atmosphere. Ground control thinks that our heat shield will protect us. I hope this is right!

Later:

We made it! For a while, we were in the Pacific Ocean, waiting for the rescue boat to get us. When we radioed back after we got through the atmosphere, I could hear the cheers of everyone in mission control. I think everyone on Earth was cheering with them. It’s amazing to think that so many people cared about us and did everything they could to bring us home.

Fred says our mission was a failure because we didn’t get to the moon, but I think the mission was a huge success. We used our skills and worked together to turn a troubling situation into a good thing. Jack and Fred and I
and all the people at mission control overcame something that no one had to face before, and we did it well. We’re a great team!

**TIMELINE OF APOLLO 13’S JOURNEY**

- **April 11, 1970**: Apollo 13 launches
- **April 13**: A damaged oxygen tank causes the spacecraft to lose power; astronauts escape into lunar module
- **April 14**: Crew fires an engine to send spacecraft back to Earth
- **April 15**: Crew makes carbon dioxide filters out of equipment onboard
- **April 17**: Apollo 13 re-enters Earth’s atmosphere. During this time, the astronauts cannot communicate with Earth, so there is silence on their radios. Finally, the astronauts tell mission control that they are safe.

1. Read the two passages about the Apollo 13 mission. On a separate sheet of paper, answer the questions that follows, write 1-2 paragraphs to answer the following questions.

   **What happened to the astronauts on the Apollo 13 mission?**

   **How did the astronauts react when things started to go wrong?**

   On a separate sheet of paper, answer the question that follows.

   **Based on your understanding of the text, which word would you choose to describe the astronauts' experience? Would you choose exciting or frightening or some other word? Explain your answer using evidence from the text.**

2. On a separate sheet of paper, answer the question that follows. According to the timeline diagram in "A Successful Failure" and "Jim Lovell’s Diary,” how many days was Apollo 13 in space? How did the astronauts feel when they got back to Earth? Use details from the passage to support your answer.

---

Read the passages - 'A Successful Failure', 'Jim Lovell's Diary' - and answer the question below:

2. On a separate sheet of paper, answer the question that follows. According to the timeline diagram in "A Successful Failure" and "Jim Lovell’s Diary,” how many days was Apollo 13 in space? How did the astronauts feel when they got back to Earth? Use details from the passage to support your answer.

---

Read the passages - 'A Successful Failure', 'Jim Lovell's Diary' - and answer the question below:
3. On a separate sheet of paper, answer the question that follows.

The two passages, "A Successful Failure," and "Jim Lovell's Diary," tell the same story in different ways. How do the passages differ in the way they are told? Use details from both passages to support your answer.

---

4. How do the passages “A Successful Failure” and “Jim Lovell's Diary” differ in how they describe the moment when trouble struck the capsule?

A. The passage “A Successful Failure” includes only general ideas, and “Jim Lovell's Diary” includes details.

B. The passage “A Successful Failure” includes details, and “Jim Lovell's Diary” includes only general ideas.

C. The passage “A Successful Failure” is a secondhand account, and “Jim Lovell's Diary” is a firsthand account.

D. The passage "A Successful Failure" is a firsthand account, and “Jim Lovell’s Diary” is a secondhand account.

---

5. Read this sentence from "A Successful Failure."

They had to conserve every drop they had.

Which word is a synonym for the word conserve?

A. hide

B. save

C. share

D. waste

---

Read the passages - 'A Successful Failure', 'Jim Lovell's Diary' - and answer the question below:
6. Which detail about the Apollo 13 mission is only mentioned in the passage “A Successful Failure”?

A. One of the oxygen tanks broke.
B. The mission was a huge success.
C. The astronauts made filters so they could breathe.
D. The astronauts did not have a lot of water to drink.

---

Read the passage - ‘A Successful Failure’ - and answer the question below:

7. Why was the Apollo 13 mission considered a success?

A. Ground control figured out a way to get the astronauts back to Earth without help.
B. The astronauts were able to land safely on the moon with help from ground control.
C. The astronauts figured out how to make air filters without any help from ground control.
D. The astronauts and ground control worked together to do something that no one had done before.

---

Read the passages - ‘A Successful Failure’, ‘Jim Lovell’s Diary’ - and answer the question below:

8. In what way is the text in both passages organized?

A. in a cause and effect order
B. in a compare and contrast order
C. in the order the events happened
D. in the order the problems were solved
WEEK 5
Activity 1:
Read, respond, and write an essay
"Pro/con- Navy Supership"

Activity 2:
FSA Practice Passage
WEEK 5- ACTIVITY 1

➢ Read the pro/ con articles on a new Navy supership and respond to questions

➢ Write an opinion essay on the following topic

In your opinion, should United States invest in a new supership. Use information from articles to support your ideas.

Manage your time carefully so that you can
• Read the passages;
• Plan your response;
• Write your response; and
• Revise and edit your response.

You can write your essay with paper/pencil. Or you can type and save the file. Turn in your paper with your portfolio.
PRO/CON: Are expensive naval carriers a good idea or a waste of money?

By McClatchy-Tribune, adapted by Newsela staff on 12.18.13
Word Count 1,489

PRO: America needs more carriers to keep control of the high seas

WASHINGTON — A decade of operations against terrorists has created doubts about whether aircraft carriers are necessary. The number of carriers in the Navy has already been reduced from 11 to 10. And cuts in government spending threaten to shrink the number to as few as eight or nine.

Aircraft carriers are giant ships that can hold dozens of planes and helicopters. They have long decks that planes can use to take off and land. They cost a lot of money to build and keep in working order.
Yet, aircraft carriers have taken part in almost every big U.S. military action since World War II. They have been used to put pressure on other countries. They have given our military the ability to handle different needs. They have supported several missions at the same time. They allow us to fight in any region in the world. And they've reduced the need to rely on bases in other countries.

The U.S. needs a large fleet of quality carriers. Otherwise, the U.S. Navy may not be able to continue to secure the seas and shipping routes around the globe much longer.

"Leap Ahead Ships"

The new Ford-class carriers are an important step toward this goal. The first is the USS Gerald R. Ford. The Navy calls the carriers “true ‘leap ahead’” ships. The Ford-class has important advances that will allow it to be a powerful ship for a long time. It is expected to be in service for at least the next 90 years.

The carriers have an advanced aircraft launching system. And they have gear that allows them to slow down planes when they land. That will allow them to operate planes heavily loaded with weapons and fuel.

It also has a larger flight deck and improved elevators to move missiles from below the deck to its surface. The Ford-class is more automated than older carriers. Fixing the new carriers is easier. That will make it cheaper to run the ships.

It’s true that missiles fired at the carriers could cause damage. But, the United States is not the only country building new aircraft carriers.

Keeping Up With Other Countries

As of 2012, about a dozen nations use carriers. India, China, Brazil and Thailand are all in the aircraft carrier business. The size, capability and effectiveness of these countries’ carriers is different. But, that so many countries are building ships shows that carriers are useful both in peacetime and war.

States like China are improving their navies and acquiring more advanced capabilities. By doing so, they threaten America’s power in the ocean.

This is a big worry. The U.S. has had the strongest navy for a long time. But, possible future battles could force America to fight far from home. Enemy forces would have more ships and planes close by. American forces there would have to make do until help could be sent.

This is a problem because the U.S. has been building smaller ships. These ships are more open to attack. Using more less secure ships results in a weaker navy.
A strong military is worth spending money on. Americans don't want to fight anytime soon. But, the best way to win a future war is not to fight one at all. If the U.S. keeps its navy strong, other countries won't want to fight us. Spending money to keep the U.S. as the strongest military would achieve this goal.

Aircraft carriers face new risks as other countries get stronger. But, the answer is not to give up. Instead, the United States needs to make better use of its technology.

New advances in technology could make carriers last longer. New weapons can shoot energy, or lasers, instead of missiles. They're like ray guns. And unmanned planes, called drones (https://www.newsele.com/?tag=drone), can be used on carriers.

Aircraft carriers are not outdated. They're necessary to keep us safe in the future. Our nation can't afford to not build a fleet of new super-carriers.

ABOUT THE WRITER Mackenzie Eaglen is a resident fellow in the Marilyn Ware Center for Security Studies at the American Enterprise Institute. This essay is available to McClatchy-Tribune News Service subscribers. McClatchy-Tribune did not subsidize the writing of this column; the opinions are those of the writer and do not necessarily represent the views of McClatchy-Tribune or Newsela. This op-ed was adapted by Newsela.

CON: Building expensive carriers is a waste of money that would be better spent on programs that help more Americans

WASHINGTON — The U.S. government has been spending more money than it's taking in. A law passed back in 2011 aimed to solve this problem. It said that Congress must agree on how to reduce government overspending. If Congress failed, the law automatically cut the money sent to many government programs, including the military.

When the law was passed, people thought there was no way military spending would be cut. They figured Congress would be forced to agree on a deal to stop the overspending.

This turned out to be wrong. Congress failed to reach a deal. The cuts to military spending began in March 2013.
It was a dumb idea to try to solve the U.S.'s money problems by cutting spending. Government spending keeps people working. Many people were jobless when the law was passed. However, since government spending was going to be cut, the military was a good place to start. It already had too much money.

Now we hear whining from private companies that sell things to the military. They say that America will become less safe. The Navy is especially concerned because it is pushing for new aircraft carriers. These ships will hold lots of planes.

**War Does Not Make America Safer**

But much of the money the military spends doesn't help protect Americans.

For instance, how has the U.S. war in Iraq made us safer? And it cost the lives of more than 4,400 Americans and several hundred thousand Iraqis. It's tough to see how the war in Afghanistan has increased our safety. And we've bombed people in Pakistan, Yemen and other countries. All of these actions are making new enemies for us.

But the military and companies that sell weapons and equipment are scared. They are worried that people will see that the cuts don't put us in danger. If there's no loss of safety, people may want more cuts.

According to surveys, the public already wants much deeper cuts in Pentagon spending. It's our leaders in Congress who get money from military companies that want to keep the money flowing. These leaders want to increase American power in the world. But, they don't send their own sons and daughters to war. And they don't suffer when money gets cut.

**Spending Billions On Military A Waste**

Some military spending has been frozen since March. But, the military is still spending plenty of money right now.

The Navy plans to spend $2.2 billion this year on a new war ship. And it wants more submarines that carry missiles. These cost as much as $8 billion each.

Would you really rather have such gifts made to the military's suppliers? Or would you rather have the money go to pay for thousands of more teachers, or programs that help thousands of poor preschoolers?

And these Navy toys are small change compared with the hundreds of billions of dollars in spending the military plans in the next 10 years. It will just result in more waste.
The worst deal of all would be a “grand bargain.” Some leaders in Congress want a deal that would prevent cuts in Pentagon spending. Instead, they would cut Social Security and Medicare benefits. These provide money and health care to old people in retirement.

This is no bargain; it is more like “grand theft” from older Americans: their average Social Security check is about $1,100 a month and makes up most of the money they get in old age.

It is often said that Pentagon spending creates jobs. But, in fact it creates fewer jobs than other forms of government spending.

We almost went to war in Syria in September. But since the American people were against it, Congress didn’t vote for it. President Obama wasn’t going to bomb Syria without Congress agreeing to it.

A smaller military will force our leaders to scale back their goals. That will mean fewer wars and fewer lives destroyed. We don’t need more spending by the Navy or the military. We need a country that doesn’t send its military all over the world.

ABOUT THE WRITER Mark Weisbrot is the co-director of the Center for Economic and Policy Research. This essay is available to McClatchy-Tribune News Service subscribers. McClatchy-Tribune did not subsidize the writing of this column; the opinions are those of the writer and do not necessarily represent the views of McClatchy-Tribune or Newsela. This op-ed was adapted by Newsela.
Quiz

1 What sorts of evidence does the PRO author use to illustrate his point?
   (A) Facts about the new carriers and about other countries’ militaries.
   (B) Numbers on World War II and on the wars in Afghanistan and Iraq.
   (C) Facts about various bills, polls and numbers on war and unemployment.
   (D) Numbers on the wars in Afghanistan and Iraq, as well as polling numbers.

2 The PRO author believes all of the following EXCEPT:
   (A) Carriers could be kept useful for years if the United States uses technology.
   (B) Naval carriers could help save lives by preventing future wars from happening.
   (C) Military spending should be increased in all branches – Army, Navy and Air Force.
   (D) Money used on securing the country’s protection from foreign wars is money well-spent.

3 How does the CON author introduce his argument?
   (A) By talking about cutting money to the military.
   (B) By describing the wars in Iraq and Afghanistan.
   (C) By talking about government spending in general.
   (D) By saying building a naval aircraft carrier is a bad idea.

4 Why does PRO author end his argument the way he does?
   (A) To provide a direct counterargument to the CON author.
   (B) To say that aircraft carriers will last at least the next 90 years.
   (C) To counter anyone who might disagree and to emphasize how necessary the carriers are to safety.
   (D) To counter anyone who might disagree with him and to warn Americans of the potential threats of foreign nations.
Read the passages - ‘Marble Games around the World’, ‘Jump Rope Games’ - and answer the question below:

Marble Games around the World

History of Marbles

People have played games with marbles for thousands of years. Small clay balls have been uncovered in places where the ancient Egyptians lived. These were probably some of the first marbles ever made. From Egypt, the popular game spread to other places such as Italy, Turkey, and Indonesia. Marbles have also been found in places in Mexico where the Aztecs once lived.

People long ago did not have the pretty glass marbles we see today. Their marbles would have been made of many different materials including stone, clay, nuts, metal, and wood. Some marbles made in the 1700s were actually made from small pieces of marble stone, and that is how they got their name.

How to Play Marbles

Ringer

The most common marble game played in the United States is called Ringer. For this game you need at least two players. A circle about ten feet across is drawn in the dust or with chalk on a flat, smooth surface. To decide who gets the first turn, the players stand on the edge of the circle. They each try to flip a marble as close as possible to the other side of the circle. The player whose marble lands closest to the other side of the circle gets the first turn.

Next, thirteen marbles are placed in the center of the circle in the shape of a letter X. There should be about three inches of space between each of the marbles. Then the first player kneels outside the circle and shoots a marble at the marbles inside the circle. The goal is to knock marbles out of the ring. If the player succeeds, he keeps the marble he knocks out and takes another turn. If his shooter marble lands outside the circle, he must shoot from the edge of the circle. If his shooter stops inside the circle, he can shoot from that place. He continues until he misses at knocking a marble out of the circle, and then it is another player’s turn. The first player to knock seven marbles out of the circle is the winner.

Kelereng

Kelereng is a marble game that is played by children in Indonesia. A large triangle is drawn on the ground, and the players put their marbles in a cluster in the center. The first player uses a shooter marble and tries to knock marbles out of the triangle. Any marbles she knocks out she gets to keep. She keeps playing until she fails to knock a marble out of the triangle. However, her shooter marble must also go outside the triangle on each play. If it doesn’t, the shooter marble must stay where it lands inside the triangle, and the player loses her turn. Then it is the next player’s turn to shoot.

At the end of a kelereng game it is “winner takes all.” That means that if a player’s shooter marble gets knocked out, she loses all the marbles she collected during the game and her shooter.

Canica

In the South American country of Chile, children play a marble game called Canica. Besides marbles, it requires a shoe box with four different sized doors cut out of the side and a number written above each door.
The largest door is marked with the smallest number. The smallest door is marked with the largest number. The box is set on the floor. One player is chosen to be the owner and sits by the shoe box holding a bag of marbles. The other players sit about six feet away from the shoe box, and each of them gets five marbles.

One by one, the players take turns shooting a marble at the doors in the shoe box. If a player’s marble goes into a door, the owner gives the player the number of marbles written above the door that was entered. If the player’s marble misses a door, the owner gets to keep the player’s marble.

A player is out of the game when he runs out of marbles. The game ends when the owner is out of marbles. The winner is the player who ends up with the most marbles.

Other Marble Games

There are other games, such as Chinese Checkers and Mancala, that are played using marbles as playing pieces. People can also invent their own marble games by changing the rules and shapes for the playing field. Many people don’t even play games with their marbles. They just like collecting glass marbles for their beautiful colors and splendid patterns.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marbles</td>
<td>Smaller target marbles (also known as mibs, miggs, hoodles, and ducks)</td>
</tr>
<tr>
<td>Shooter</td>
<td>A large marble used to hit the smaller ones (also known as taw, aggie, moonie, and glassie)</td>
</tr>
<tr>
<td>Knuckling Down</td>
<td>When a player puts his or her knuckles on the ground when shooting</td>
</tr>
<tr>
<td>Lofting</td>
<td>When a player throws the shooter in an arc</td>
</tr>
<tr>
<td>For Fair</td>
<td>Playing for fun only, the marbles are returned to their owners</td>
</tr>
</tbody>
</table>

Jump Rope Games

Jump Rope Games

Today I learned a great jump rope game from my friend Meili that her mother learned when she was a girl in China. It’s called Rubber Band Rope Jumping. To play, we first gather lots of rubber bands that we loop together to form a big ring. Next, two players stand about three feet apart, face each other, and pull the rubber band ring tight around their ankles. Then a third player jumps inside the rubber band loop. She jumps again and lands with one foot on either side of the rope. Next she jumps to one side of the rubber band loop and then to the other. There are even moves where the jumping player has to jump on the rope! If the player does all the jumps correctly, we raise the height of the rubber band loop. At first the rubber band loop was staying pretty low, but then we started raising it higher and higher. We played the game at recess and then on the weekend Meili and some friends came over and we played even more!

I like playing American jump rope games too. One of my favorites is Double Dutch, which first came to New York as Dutch settlers arrived. Double Dutch is harder than regular jumping because two ropes are used and they are turned in opposite directions. To do Double Dutch you also need at least three players, two to twirl the ends of the long ropes and one to do the
jumping. The person jumping has to jump both ropes by hopping from one foot to the other as the ropes pass under his feet. I really had to practice and concentrate to succeed at Double Dutch jumping. Meili and I like to play Double Dutch with our friend Lisseth who is from Guatemala. Lisseth says they play Double Dutch in Guatemala too. They also play a game with a rubber rope like Meili’s.

We all like jumping rope so much that we decided to learn another game. This one is called Russian Jump Rope. In this game, two people hold the rope, with one at each end. They start out by laying the rope flat on the ground. The jumpers easily jump over the flat rope. Then the rope holders raise the rope just a little bit off the ground, and the jumpers attempt to jump again. After everyone has a chance to jump, the rope is raised a little more. If a player touches the rope while jumping, the player is out. The game continues until there is only one jumper left. That person is the winner.

Another fun jumping game we play is called Snake. In this game just one of us is the turner who stands in the middle. The other players form a circle around the turner. The turner swirls the rope around the circle under the players’ feet. The players must jump over the rope when it comes their way. If they step on the rope they have to be the turner.

I like jump rope games because they help me develop strong muscles. They also keep me nimble and fast on my feet, which is useful in lots of other games and sports. And jump rope games can help you make more friends at recess. That’s how I met Meili and Lisseth. We always have an audience whenever we play a new jump rope game. People see how much fun we are having, and they want to learn, too!

1. What information does “Jump Rope Games” have that is missing from “Marble Games around the World”?
   A. how to play the games
   B. where the games are played
   C. when the games were first played
   D. why people like playing the games

Read the passages - ‘Marble Games around the World’, ‘Jump Rope Games’ - and answer the question below:

2. How are Ringer and Snake MOST alike?
   A. They are both marble games.
   B. They are both played in a circle.
   C. They are both jump rope games.
   D. They are both played by one player.

Read the passage - ‘Marble Games around the World’ - and answer the question below:

3. On a separate sheet of paper, answer the question that follows. Write one paragraph explaining whether or not it is possible to have more than one winner in a game of Ringer. Use details from “Marble Games around the World” to support your answer.
Read the passages - 'Marble Games around the World', 'Jump Rope Games' - and answer the question below:

4. Which passage gives the reader a better understanding of how much fun could be had playing these games?

A. “Jump Rope Games,” because it tells about different kinds of games
B. “Jump Rope Games,” because it tells about actually playing the games
C. “Marble Games around the World,” because it gives details about marbles
D. “Marble Games around the World,” because it tells where the games came from

Read the passage - 'Marble Games around the World' - and answer the question below:

5. If you were taking notes on marble games, which heading would you give to this list of words: mib, migg, moonie, taw?

A. Names of Marbles
B. Rules of the Games
C. Types of Play Areas
D. Names of the Games

Read the passage - 'Marble Games around the World' - and answer the question below:

6. On a separate sheet of paper, answer the question that follows. Using the chart at the end of “Marble Games around the World,” write a paragraph to explain what “for fair” means and how it is different from what happens at the end of a game of Kelereng. Using evidence words and details/evidence from the passage to support your answer.
7. Which sentence from “Marble Games around the World” BEST states the main idea of the passage?

A. “People have played games with marbles for thousands of years.”
B. “Marbles have also been found in places in Mexico where the Aztecs once lived.”
C. “People long ago did not have the pretty glass marbles we see today.”
D. “Many people don’t even play games with their marbles.”

8. Which of these statements is true about BOTH jump rope games and marble games?

A. Some of the games require a shoebox.
B. The games are played in countries around the world.
C. The games help you stay nimble and fast on your feet.
D. Some of the games have a player called the turner.
Activity 1:
Read, respond, and complete paired text activity
"Oxen and Transportation in Cambodia" and "Say
Hello to the Giant Gorilla"

Activity 2:
FSA Practice Passage
Oxen and Transportation in Cambodia

Today, some people in the Asian country of Cambodia drive cars. But others still travel in the old way, by oxen. The word “oxen” is used when referring to more than one ox. An ox is about the size of a cow. It cannot walk as fast as a horse, but it has stronger legs, so it can pull heavy things across rough roads and farmland.

In Cambodia, many farmers grow corn, beans, and rice. For hundreds of years, farmers there have used oxen to pull heavy plows so that they can plant seeds. When the crops are ready, the farmers load their harvest into carts. They attach each cart to a team of oxen, which pull the carts to markets so that the farmers can sell their crops.

Can you see how valuable an ox is to a Cambodian farmer? With oxen, farmers can plow more land, carry heavier things, and sell their crops in markets far from home. That helps them make more money than they could by themselves. Some Cambodian farmers use modern tractors and trucks, but oxen are still cheaper to buy and use.

For people who live in cities, though, an ox isn’t always a good choice. In Phnom Penh, Cambodia’s capital city, there’s little grass for an ox to eat. And unlike farmers, many people who live in cities don’t transport things that weigh hundreds of pounds. But the average person in Cambodia earns only a few thousands of dollars every year, so many Cambodians cannot afford to buy cars.

A common choice: motor scooters. Walking down a sidewalk in a Cambodian city, it’s common to see entire families riding to school and work on a single scooter. The father usually drives, the mother rides behind him, and the children sit on the handlebars and the back of the seat.
1. What is an ox?
   A) a plant that is grown on many Cambodian farms and then sold
   B) an animal with strong legs that is about the size of a cow
   C) a vehicle used by many people to get around Cambodian cities
   D) a person who plants seeds and harvests crops

2. What problem do motor scooters solve in Cambodian cities?
   A) the problem of not being able to sell crops at markets far from home
   B) the problem of not having a modern tractor
   C) the problem of harvesting crops such as corn and rice
   D) the problem of getting around without an ox or a car

3. Oxen are valuable to Cambodian farmers.
What evidence from the passage supports this statement?
   A) An ox is about the size of a cow and cannot walk as fast as a horse.
   B) There is little grass for an ox to eat in Cambodia’s capital city.
   C) Oxen allow Cambodian farmers to plow more land and carry heavier things than they could without oxen.
   D) Oxen are used by families living in Cambodian cities such as Phnom Penh to get to school and work.

4. How might having an ox allow a Cambodian farmer to sell his or her crops in markets far from home?
   A) An ox could be used to take the farmer’s children to school.
   B) An ox could be used to win a race against another farmer’s horse.
   C) An ox could be used to pull the farmer’s crops to the markets.
   D) An ox could be used to get somewhere faster than a motor scooter.

5. What is this passage mostly about?
   A) Phnom Penh, the capital city of Cambodia
   B) oxen and getting around in Cambodia
   C) how to grow corn, beans, and rice
   D) the jobs that people who live in Cambodia’s cities have
6. Read the following sentences: “In Cambodia, many farmers grow corn, beans and rice. For hundreds of years, farmers there have used oxen to pull heavy plows so that they can plant seeds. When the crops are ready, the farmers load their harvest into carts.” What does the word “crops” mean above?

A) plants grown to be eaten or sold
B) animals used by farmers to pull heavy loads
C) countries in Asia where many people cannot afford to buy cars
D) places where there is not much grass

7. Choose the answer that best completes the sentence below.
In Cambodia oxen are used to get around outside the cities; ________, motor scooters are used to get around inside the cities.

A) therefore
B) for example
C) later on
D) meanwhile

8. Name three ways that people in Cambodia travel.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

9. Why do some people in Cambodian cities use motor scooters instead of other types of transportation?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

10. What things do people in Cambodia consider when choosing the best way to travel? Use evidence from the text to support your answer.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
“Holy cow!” said Brian.

“That’s not a cow,” said Kara. “It’s a water buffalo.”

“So what? It’s still pretty cool.”

Kara was not impressed. She and her family had been at the zoo for three hours. They hadn’t seen anything good. First there were mountain lions. They were boring. They just looked like big versions of the cats they had at home. Next was the insect house: a bunch of dark rooms full of creepy, crawly, disgusting bugs. Worst of all was the archaeology exhibit. It was nothing but rocks!

The zoo could have been fun if it weren’t so hot out. Kara was surprised the water buffalo weren’t being boiled alive. Sweat streamed down her face as they finally started walking towards the next exhibit. It tasted salty and gross. Her feet got heavier with every step. If she didn’t start having fun soon, she was probably going to die.

It didn’t help that Brian was so cheerful. He had been begging to go to the zoo for months. When Mom told him they were going, he got so happy that he started sneezing. It took him ten minutes to stop. Every animal they saw, Brian got more excited. It’s like he didn’t know how boring animals could be. He kept saying things like, “Wow! Mountain lions!” or “What a cool bug!” or “Hey Kara—come look at these rocks!” Brian was two years older than Kara, but at the zoo he turned into a little baby.

“I’m thirsty,” said Kara.

“We’ll get lunch soon,” said Mom.

“Do I have to wait for lunch? My mouth feels like the desert.”

Brian’s eyes lit up. “That reminds me!” he said. “There’s a whole exhibit about desert animals. We’ll get to see sand worms!”
“Mom,” said Kara. “That will be boring.” She stretched out the “O” in boring, so that it took almost a minute to say. Boooooooooooooooooooring. When she was finished, her mom smiled.

“Let’s try to have fun,” she said. “I think there’s a water fountain over there.”

Kara stomped her way to the water fountain. “Stupid zoo,” she said. “Stupid big brother. Stupid desert exhibit. Stupid sand worms!”

She drank water until her stomach hurt. This made her feel better. “Maybe if I get a bad enough stomachache,” she thought to herself, “they’ll have to take me to the hospital. And maybe the doctors will tell Mom that I can’t go to the zoo ever again.” She tried drinking enough water to make herself sick. It didn’t work. She just got her hair all wet. She was about to start drinking again when Mom shouted.

“Kara! Come on!”

“Yeah, Kara!” shouted Brian. “They’re feeding the sand worms in ten minutes. I don’t wanna miss it!”

Kara ran after them. It was hard with her stomach full of water. She had just caught up when a sign caught her eye. It said:

MEET THE GIANT GORILLA! TODAY ONLY. ONE O’CLOCK, AT THE MONKEY HOUSE.

“Mom?” she said. “Mom! Mom!” This time, Kara dragged the O in Mom out so that it took almost two minutes to say. Mooooooooooooooooooooooooooom.

“Yes?” said Mom.

“I want to meet the giant gorilla.”

“Oh really? I thought you hated the zoo.”

“I do! But I like people. Gorillas are practically people.”

“There’s no time for that!” said Brian. “We’ve gotta see the sand worms.”

“Please Mom?” said Kara. “It’s the only thing at this stupid zoo that will be any fun.”

“I don’t know...” said Mom.

“It’s today only.”

“Okay.”

Inside the monkey house, a long line of people waited to meet the giant gorilla. Normally Kara hated waiting, but this would be worth it. It’s one thing to look at animals all day, to see them sleeping and eating and doing all that boring stuff. But to meet a gorilla is something nobody ever gets to do. Kara hummed while she waited.

“Please stop humming,” said Brian.

“I can’t,” said Kara. “Gorillas love music. He’ll expect me to be humming.”
“That’s not true,” said Brian. “You don’t know anything about gorillas.”

Brian was grumpy because they were missing the sand worms. Kara didn’t care. Everyone knows gorillas are better than sand worms. But he was right—she didn’t know anything about gorillas. What if it was scary? What if it was mean? What if it bit her hand? Kara wouldn’t tell Brian, but as the line inched forward, she got more and more frightened. By the time it was her turn, she was sweating almost as much as she had outside.

“Go ahead, Kara,” said Mom. “It’s time to meet the giant gorilla.”

Kara was about to ask to leave, to say she was too scared, to quit. But one look at her brother convinced her not to chicken out.

“All right,” she said. “I love gorillas.”

She turned the corner, her toes trembling and her palms sweating, and there was the ape.

“Holy cow,” she muttered.

She had expected the gorilla to be scary. To be tough. To be mean. But instead, it was beautiful, with a long flat face, round sloping shoulders, and nostrils big enough to hold a cigar. It looked at her with big, brown eyes and yawned.

“He’s pretty sleepy today,” said the zookeeper. “He drank too much water.”

“I know how he feels,” said Kara. “It’s a boy?”

“An old man. Over thirty years old.”

“What’s his name?”

“Christopher. Do you want to shake his hand?”

“It isn’t dangerous?”

“He’s been doing this a long time. Never hurt anybody yet. Come on, Christopher. Say hello!”

The gorilla stuck out its hand. Kara took it in her sweaty palm. It was soft, cool, and gentle. It looked like Christopher was smiling. She laughed.

“I think we’re going to be friends!” she said.

“I think you already are,” said the keeper.
1. Why is Kara not having a good time at the beginning of the story?
   A  She doesn’t like crowded places.
   B  She doesn’t like spending time with her family.
   C  It’s too hot and she is bored at the zoo.
   D  She had a fight with her brother.

2. What suddenly gets Kara excited?
   A  She drinks some fresh water.
   B  She reads a sign saying, “MEET THE GIANT GORILLA.”
   C  She sees a lot of desert animals.
   D  She convinces her mother to leave the zoo.

3. Brian is particularly excited about seeing the desert animal exhibit. Which sentence from the passage supports this conclusion?
   A  “Brian was two years older than Kara, but at the zoo he turned into a little baby.”
   B  “He kept saying things like, ‘Wow! Mountain lions!’ or ‘What a cool bug!’ or ‘Hey Kara—come look at these rocks!’”
   C  “He had been begging to go to the zoo for months. When Mom told him they were going, he got so happy that he started sneezing.”
   D  “Brian’s eyes lit up. ‘That reminds me!’ he said. ‘There’s a whole exhibit about desert animals. We’ll get to see sand worms!’”

4. Read this sentence: “She turned the corner, her toes trembling and her palms sweating, and there was the ape.”
   Based on the evidence, how does Kara feel about meeting the gorilla at this point in the story?
   A  Kara is nervous about meeting the gorilla.
   B  Kara is happy about meeting the gorilla.
   C  Kara is angry about meeting the gorilla.
   D  Kara does not care about meeting the gorilla.

5. What is this story mainly about?
   A  how gorillas end up in the zoo
   B  why desert animals are boring
   C  a girl who goes to the zoo and meets a gorilla
   D  two siblings who don’t get along
6. Read the following sentences: “He kept saying things like, ‘Wow! Mountain lions!’ or ‘What a cool bug!’ or ‘Hey Kara—come look at these rocks!’ Brian was two years older than Kara, but at the zoo he turned into a little baby.”

What is the author suggesting about Brian by writing “he turned into a little baby?”

A. Brian cried a lot when he was at the zoo.
B. Brian was so excited about being at the zoo that he behaved like a little kid.
C. Brian shrunk in size at the zoo.
D. Brian was treated like a baby when he was at the zoo.

7. Choose the answer that best completes the sentence below.

Kara expected the gorilla to be scary and mean; __________, he was beautiful and gentle.

A. however
B. especially
C. therefore
D. finally

8. How does Kara try to get her mother to leave the zoo?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
9. Why does Kara want to meet the gorilla?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

10. Did Kara enjoy her day at the zoo? Why or why not? Support your answer using details from the passage.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

______________________________________________________________________
Paired Text Questions

Part 1: Use the article “Say Hello to the Giant Gorilla” to answer the following questions:

1. Describe what Kara does after the gorilla sticks out its hand. Include two details from the text.

2. Kara thinks that she and the gorilla are going to be friends. Why might she think this? Support your answer with evidence from the text.

Part 2: Use the article “Oxen and Transportation in Cambodia” to answer the following questions:

3. What do farmers in Cambodia use oxen for?

4. How valuable is an ox to a Cambodian farmer? Support your answer with evidence from the text.

Part 3: Use the articles “Say Hello to the Giant Gorilla” & “Oxen and Transportation in Cambodia” to answer the following questions:

5. A) Compare what the oxen do in “Oxen and Transportation in Cambodia” to what the gorilla does in “Say Hello to the Giant Gorilla.”
   B) Compare how people in Cambodia interact with oxen to how Kara interacts with the giant gorilla.

6. What can be concluded about the relationship between animals and human beings from these two texts? Support your answer with evidence from both texts.
Read the passage - 'Secrets of the Clouds' - and answer the question below:

Secrets of the Clouds

Look up at the sky and chances are you will see clouds. Sometimes the sky is filled with big, puffy, white clouds. Other times, the clouds are wispy and long. Some days are so cloudy, the whole sky looks like a thick, gray blanket. Why are clouds so different and how do they forecast different weather conditions? The answer lies in the clouds themselves.

There are four basic types of clouds: cumulus, cirrus, stratus, and nimbus. Cumulus clouds get their name from the Latin word for “heap.” They look like piles of big, thick clouds. Cirrus clouds come from the Latin word for “curl of hair.” These clouds are thin and often look like feathers spread out against the sky. Stratus clouds get their name from the Latin word for “layer” because they form in long and thin layers. Finally, there are nimbus clouds. “Nimbus” is the Latin word for “rain.” One type of nimbus cloud is the “cumulonimbus”; which is usually big and dark, and often means rain is on the way.

Scientists also put clouds in groups by how far they are from the ground. A cloud’s name can tell you how high it is in the sky. For example, clouds that contain the prefix “cirr” are high-level clouds. This clue tells you that cirrus clouds are high above the ground. A cloud with the prefix “alto” is a mid-level cloud.

Clouds look soft, but they are actually made of water and ice. High-level clouds usually form at 20,000 feet, where the air is very cold. This cold air means that high clouds are made of ice crystals. These crystals make the cloud look thin and white. Mid-level clouds appear between 6,500 and 20,000 feet. Because of their lower altitude, the air is warmer, so the clouds are usually made of water droplets instead of ice. Storm clouds are often mid-level clouds. Their heavy, dark appearance tells you that the cloud is full of rain. During colder times of the year, these clouds can also contain ice crystals, which can mean a snow or ice storm is on the way. Sometimes clouds form below 6,500 feet. These low-level clouds are almost always made of water, unless cold temperatures change that water from rain to snow.

Many people use clouds to forecast the weather. High-level clouds usually mean fair weather, because these clouds are not full of water droplets that could cause a storm. Puffy, mid-level, and low-level clouds are full of water droplets. When they become heavy enough, these droplets will fall as rain or snow.

Thunderstorms can produce some really amazing clouds. Storm clouds are usually very tall and thick. These clouds often affected by strong winds, which can shape the cloud into an even bigger, taller shape. These winds can also cause the water droplets and ice crystals inside the cloud to bang into each other. This creates an electrical charge, which can turn into a bolt of lightning and a clap of thunder.

Next time you are outside, take a look at the sky. Take the time to study the clouds and figure out their secrets!
1. According to the passage "Secrets of the Clouds," what are clouds made of?
   A. air and oxygen
   B. ice and air
   C. air and water
   D. ice and water

Read the passage - 'Secrets of the Clouds' - and answer the question below:

2. Why do the main types of clouds have different names?
   A. They are named based on how they look and how far above the ground they are.
   B. They are named based on who discovered the cloud and when they were first seen.
   C. They are named based on if they can forecast the weather and the size of the cloud.
   D. They are named based on if they contain water and the time of year they can be seen.

Read the passage - 'Secrets of the Clouds' - and answer the question below:

3. Which cloud type looks like feathers?
   A. cirrus
   B. cumulus
   C. nimbus
   D. stratus

Read the passage - 'Secrets of the Clouds' - and answer the question below:
4. Based on "Secrets of the Clouds," what is the Latin word for rain?

A. cirrus  
B. cumulus  
C. nimbus  
D. stratus

Read the passages - 'Secrets of the Clouds', 'Cloud Watchers Discover New Type of Cloud' - and answer the question below:

Cloud Watchers Discover New Type of Cloud

For years, scientists have placed clouds into four major groups. Recently, scientists have been investigating a new type of cloud group. If they recognize this cloud as a new type, it will be the first one added to the official cloud atlas since 1951.

Gavin Pretor-Pinney is leading the push to recognize the new cloud. Pretor-Pinney runs the Cloud Appreciation Society. People often send him photos of unusual clouds they’ve seen. In 2005, people began sending pictures of very strange clouds. These clouds were thick and puffy across the top, like typical cumulonimbus storm clouds. However, the bottoms of these clouds had swirls and spikes that hung toward the ground. Scientists think these choppy undersides may be caused by strong winds rapidly moving the cloud’s layers of warm and cold air.

Pretor-Pinney came up with a name for these clouds. He calls them asperatus clouds. Asperatus is a Latin word meaning “turbulent.” This is a great description of the clouds’ rough and wild appearance.

Pretor-Pinney has done a lot of work to get asperatus clouds the official attention he thinks they deserve. He collected photos of these clouds from all over the world. He researched what causes them. Then Pretor-Pinney presented all his work to the United Nations World Meteorological Organization. This group is responsible for keeping track of cloud types. If they agree that asperatus is a new type of cloud, it will be added to their International Cloud Atlas.

Margaret LeMone is a cloud expert with the National Center for Atmospheric Research in Colorado. She agrees that asperatus is a new type of cloud. She has taken photos of asperatus clouds for the past thirty years. She finds them just as fascinating as Pretor-Pinney does.

Both LeMone and Pretor-Pinney believe that clouds are important weather forecasters. For many years, meteorologists have used satellites to forecast the weather. These satellites allow scientists to study weather patterns over a large area. Meteorologists have not paid as much attention to small, local weather systems like clouds.

Pretor-Pinney believes things are changing because of climate change.
LeMone agrees that clouds are a big unknown in climate change because models do not provide much information on clouds. Meteorologists are realizing that they need to look at all weather clues. That includes clouds.

Asperatus clouds are not new. Why has it taken so long for them to get attention? Pretor-Pinney believes it is because they are so rare that most people will never see one. Also, it is easy for people to take photos with today’s cell phone and digital cameras. That means more images of these rare clouds can be captured. New inventions, such as the cell phone and digital camera, have allowed people to take a new look at the sky and what’s in it. That can only be a good thing.

5. Based on your reading of “Secrets of the Clouds” and “Cloud Watchers Discover New Type of Cloud,” which statement is true?
   A. There are four major types of cloud groups that are officially recognized.
   B. There are five major types of cloud groups that are officially recognized.
   C. There are six major types of cloud groups that are officially recognized.
   D. There are eight major types of cloud groups that are officially recognized.

6. Read this sentence from “Secrets of the Clouds.”

   Why are clouds so different and how do they forecast different weather conditions?

What does forecast mean?
   A. to try to find out
   B. to say ahead of time
   C. to direct a certain way
   D. to pay close attention to

   **Read the passage - ‘Secrets of the Clouds’ - and answer the question below:**

---

Summer Bridge 4th Grade Passage #3
7. In the space below, answer the question that follows.

Using evidence vocabulary and evidence/details from the text in your response, write one to two paragraphs to summarize the information that "Secrets of the Clouds" provides about the different types of clouds.
Activity 1:
Read, respond and analyze text features
"Too much testing? More parents say it's a problem" and "Underwater bricks and palm trees show sea levels are rising in Florida"

Activity 2:
FSA Practice Passage
Read the two Newesela articles “Too much testing? More parents say it's a problem” and “Underwater bricks and palm trees show sea levels are rising in Florida” and answer the questions about text structure following each article.

As you read these articles, keep track of non fiction text features using the enclosed worksheet.

After reading pretend you are a journalist. Write a short article on an issue that interests you. Include at least 3 non fiction text features in your article. Your article can be handwritten or typed.

Submit your article with your portfolio.

In the chart below, record what nonfiction text features you used and why.

### Nonfiction Text Features I Used in My Article

<table>
<thead>
<tr>
<th>FEATURE</th>
<th>Purpose of This Feature</th>
<th>Why I Chose It in My Article</th>
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<td>Text Features</td>
<td>Found in book? Yes or No</td>
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<tr>
<td><strong>Table of Contents</strong></td>
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<td>Is the Table of Contents easy to use? Why or why not? Use the table of contents to record a chapter title, its number, and beginning page.</td>
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<tr>
<td><strong>Sequence and format</strong></td>
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<td>Describe how the text is sequenced and formatted (e.g., titles, subtitles, organization). How does this organization help the reader understand the text?</td>
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<tr>
<td><strong>Charts, graphs and maps</strong></td>
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<td>Find a chart or map and record the page number. Describe it and how it helps the reader understand the text.</td>
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<td><strong>Diagrams, graphics, illustrations</strong></td>
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<td>Find a diagram, graphic, or illustration and record the page number. Describe it and how it helps the reader understand the text.</td>
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<td><strong>Print variations</strong></td>
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<td>Find an example of a print variation (e.g., bold face, underline, italics). Describe it and how it helps the reader understand the text.</td>
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<td><strong>Index</strong></td>
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<td>Is the index easy to use? Why or why not? Locate and record a topic in the index and the page number.</td>
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<tr>
<td><strong>Glossary</strong></td>
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<td>Is the glossary easy to use? Why or why not? Write a word found in the glossary and the definition.</td>
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<td>Text Features</td>
<td>Found in book? Yes or No</td>
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WASHINGTON — It is testing time in schools all over the country. Experts say that students are taking more tests than ever. Many people say it is too many. Meanwhile, lawmakers say they have received many complaints about testing.

"Fewer, Better" Tests

This spring, lawmakers are trying to rewrite a 2002 law. The No Child Left Behind law was created to improve education in all schools. The law says that students must be tested every year. The purpose is to make sure that schools are doing their job.
An agreement in the United States Senate might reduce the number of tests. The Senate is one of the two houses of Congress, which makes laws for the country. The agreement would make states responsible for testing, not the national government. The states could also decide what to do about the schools that have low test scores.

Senators Lamar Alexander of Tennessee and Patty Murray of Washington are on the education committee. They say the new law should have fewer and better tests.

Congress still needs to vote on the agreement. Any kind of change is still some time away. Meanwhile, complaints about the amount of testing are growing.

"We need fewer, better and fairer" tests, said Susie Morrison. She is an official with the Illinois State Board of Education.

Morrison is not against testing. She said that parents need to know how their children are doing in school. A large number of students graduate from high school but need extra help before college. They did not learn what they were supposed to learn in high school and no one realized it. Testing shows what students know and do not know, she said.

Morrison said that not all tests are good. School districts should stop using some of them.

Education Secretary Arne Duncan is in charge of the government’s Department of Education. He thinks the government should remain in charge of testing for the entire country. He does agree that students spend too much time taking tests. They also spend too much class time preparing for them, he said.

**More Parents Say No**

In Florida, Rosemarie Jensen is one of the leaders of United Opt Out. The group encourages parents to refuse standardized tests for their kids. Opt out means to choose not to do something. Jensen said the number of parents against testing is growing. In Florida, she said, there are 26 opt-out groups alone.

Testing is not a good way to measure a child, said Jensen. She is a former kindergarten teacher who has two children in high school.

“None of this has anything to do with better education,” she said.

In her own family, Jensen said, her daughter does well on tests. On the other hand, her son is a good student, but a bad test-taker.

Her son’s low test scores make his teachers look bad, although they are good teachers. “They work so hard with him, she said. "That’s not fair."
Debbie Veney is with the Education Trust. The group helps students from poor families. She said too many tests repeat each other. Some of them do not give schools useful information.

“However, are tests necessary? Absolutely,” she said. It is not enough just to test students to see how well they can read or do math. Schools need to be able to help students who are not keeping up, she said.
Morrison is not against testing. She said that parents need to know how their children are doing in school. A large number of students graduate from high school but need extra help before college. They did not learn what they were supposed to learn in high school and no one realized it. Testing shows what students know and do not know, she said.

What does the paragraph help the reader understand?

(A) why some students fail to graduate from high school
(B) why it is important for students to take tests
(C) why parents need to help their children do well in school
(D) why some tests are more difficult than other tests

Which detail from the article explains why students today have to take so many tests?

(A) Experts say that students are taking more tests than ever.
(B) The law says that students must be tested every year.
(C) They say the new law should have fewer and better tests.
(D) Meanwhile, complaints about the amount of testing are growing.

Which sentence describes the OVERALL structure of the article?

(A) The article presents a problem and then explains how some people want to solve the problem.
(B) The article compares a new type of test with some older types of tests.
(C) The article explains different reasons why students take tests.
(D) The article shows the different steps that the government must take to create a new test.
In her own family, Jensen said, her daughter does well on tests. On the other hand, her son is a good student, but a bad test-taker.

The paragraph is an example of which type of text structure?

(A) cause and effect
(B) sequence
(C) comparison
(D) problem and solution
Underwater bricks and palm trees show sea levels are rising in Florida

By Miami Herald, adapted by Newsela staff on 03.03.15
Word Count 455

MIAMI — Scientists in Miami have made a surprising discovery. They have found proof that South Florida’s sea level is rising.

The scientists have been digging near where the Miami River enters the ocean. They were looking for the remains of an ancient Indian village.

The scientists discovered ten buried bricks, an iron plate and some coconut palm trees. All were found underwater.

Sea Level Changed

Bob Carr leads the team that made the discovery. The find is the first strong proof that South Florida’s sea level has changed.

Carr has been digging on Fourth Street in downtown Miami. He is looking for the remains of a 2,000-year-old Tequesta Indian village.
The bricks Carr and his team discovered date to the 1860s. They were dug up about four months ago.

The bricks were found along an area along the shore. For years, that area of shoreline was covered by a parking lot.

Carr was not surprised to find 1860s-era bricks. There was a fort in that section during the 1800s.

**Once Dry Land**

Carr was surprised about where he discovered the bricks. The archaeologists found them about a foot under the water table. There is water under the ground. The water table is the layer under where dirt starts becoming wet from the water below. In areas near the ocean, water table levels go up when the sea level rises.

The bricks and palm trees would not have existed on land that was underwater. Therefore, the area that was now underwater would have once been land.

Carr’s discovery shows that there have been big changes over time. The sea level has gone up. It has risen more than a foot in the last hundred years, he said.

Scientists believe rising sea levels are caused by the world getting warmer. They call this global warming.

**Pollution, Global Warming**

Experts say global warming has been caused by man-made pollution.

Climate change has happened naturally over millions of years. However, the average temperatures started rising faster when factories started burning coal. Later, automobiles also began polluting the air.

Scientists already thought sea levels in Florida were rising. Still, the sort of proof Carr found is rare.

Carr began digging at Fourth Street in 2004.

**Other Discoveries**

He and his team have made important discoveries besides the bricks and palm trees.

They have found many things that help show what life was like for the Tequesta Indians. For example, the team has discovered shovels made out of conch seashells. They have found unusual pieces of pottery.
The discoveries are helping scientists learn more about two things. They are making discoveries about the changing sea levels and the Tequesta Indians. They are like "pieces of an ancient jigsaw" puzzle, Carr said.
Quiz

1. Select the paragraph from the section "Pollution, Global Warming" that explains one of the many outcomes of global warming.

2. Which paragraph from the article helps answer the question: "How does Carr’s discovery help understand global warming?"
   (A) Bob Carr leads the team that made the discovery. The find is the first strong proof that South Florida’s sea level has changed.
   (B) The bricks Carr and his team discovered date to the 1860s. They were dug up about four months ago.
   (C) Carr was surprised about where he discovered the bricks. The archaeologists found them about a foot under the water table.
   (D) They are making discoveries about the changing sea levels and the Tequesta Indians. They are like "pieces of an ancient jigsaw" puzzle, Carr said.

3. Which answer option accurately describes the overall structure of the article?
   (A) information about a particular discovery
   (B) information about global warming
   (C) predictions about a particular discovery
   (D) predictions about global warming

4. Select the answer option that BEST describes the structure of the section "Once Dry Land."
   (A) quotes about global warming
   (B) evidence of global warming
   (C) predictions about global warming
   (D) causes of global warming
Good afternoon, fourth graders. My name is Thomas Laidler and I am a nature explorer. This means I spend time in nature studying its features. I am happy to be here today. I am going to tell you about my most recent nature exploration. I took a trip to visit my friend Katie, who is also a nature explorer. Katie lives near Hawaii Volcanoes National Park. As you can see from this map, the park is located on the big island of Hawaii. It is near the town of Hilo. Hilo is located on the rainforest side of the island, so everything is lush and green. It is a beautiful place to visit.

**Hawaii Volcanoes National Park is located near the town of Hilo on the southeast side of the island.**

I heard that your class studied volcanoes this year. Then you already know that there are many different types of volcanoes. There are some that look like an upside-down ice cream cone with the point sticking up into the sky.
These are called cone volcanoes. There are others that do not look much like a mountain but rather resemble a warrior’s shield. These are called shield volcanoes. The volcanoes in Hawaii Volcanoes National Park are shield volcanoes. Take a look at this diagram to see the differences between the two types of volcanoes.

**Shield and Cone Volcanoes**

![Diagram of a shield volcano and a cone volcano](image)

**Shield volcano**

**Cone volcano**

*Shield volcanoes are wide and flattened while cone volcanoes are usually tall and pointed.*

When you visit Hawaii Volcanoes National Park, it’s not like you just drive straight up the side of a volcano spewing rivers of bubbling lava down its sides. Instead, you drive into the park on a road that gently climbs in elevation. You keep going up and up until you reach the summit. You pass interesting features along the way like fields of hardened, black lava rock. Katie and I stopped at one of these fields to take photographs. She took a picture of me climbing on the rocks with the other tourists.

Shortly after we entered the park, we arrived at the summit. The summit is near the volcano’s crater. At this point, I expected to see the red bubbling lava. Instead, I was greeted with steaming rocks and a stinky, rotten-egg smell. Katie explained that the steam comes from the hot spots in the crater and the odor comes from the sulfur gas inside the volcano. It reminded me of the time I visited Yellowstone National Park. There was steam and a bad smell near that park’s geysers too.

In Hawaii, it is highly recommended that you go on a tour guided by an expert to see the red lava flowing into the ocean. Trying to see it on your own could be dangerous. The best way to view lava flows is from a helicopter at night. That is when the lava really glows. I did not get a
chance to do that on this trip, but I hope to someday.

After I visited the steaming and stinking crater, Katie took me to the Thurston Lava Tube. We parked the car and then walked along a trail that was thickly lined with trees, bushes, and tropical plants. As we walked through this sea of green, we could see a tunnel up ahead that had been carved into the inky black rock. The tunnel was a natural formation called a lava tube. This tunnel had formed when the lava flowed and cooled many hundreds of years ago. In fact, one of the signs on the trail said that scientists think this tube is 500 years old.

Some lava tubes are small, narrow little caves. Not Thurston Lava Tube! This tube did not feel like a cave at all but rather like a car tunnel. It was about 600 feet long and about 30 feet high in some spots. Many tourists were inside the tube at the same time and it didn’t feel crowded at all.

It is very dark inside parts of the tunnel. That would have been scary if the other end of the tunnel hadn’t been open. You could see the sunlight streaming in from the other side, so you knew which way to go. We walked carefully so we wouldn’t trip over anything. A few times, water dripped on me from the ceiling! Apparently, rainwater can seep into the tunnel and even form puddles on the ground. I found a few of those, too, before I made my way out of the tunnel.

I really enjoyed exploring Hawaii Volcanoes National Park with my friend Katie. I am glad your teacher asked me to share my experiences with you. I hope that one day you may also be able to visit this wondrous park.

1. Read this sentence from “Visiting Hawaii Volcanoes National Park.”

   **When you visit Hawaii Volcanoes National Park, it’s not like you just drive straight up the side of a volcano spewing rivers of bubbling lava down its sides.**

   The author included the word *spewing* to emphasize which of these?

   A. the force of the lava
   
   B. the weight of the lava
   
   C. the size of the volcano
   
   D. the temperature of the volcano

   **Read the passage - ‘Visiting Hawaii Volcanoes National Park’ - and answer the question below:**

2. On a separate sheet of paper, answer the question that follows.

   The author of “Visiting Hawaii Volcanoes National Park” uses sensory details to help the reader create mental images. Sensory details appeal to the five senses of sight, hearing, taste, smell, and touch.

   Write one paragraph explaining how the author uses sensory details to create an image for the reader. Use information from the passage to support your answer.
3. Read the sentence from “Visiting Hawaii Volcanoes National Park.”

   **As we walked through this sea of green, we could see a tunnel up ahead that had been carved into the inky black rock.**

Which statement BEST explains the author’s meaning of the words *this sea of green* in the sentence above?

A. Thomas and Katie walked through the prairie before they could see the tunnel that had been carved into the hardened lava.

B. Thomas and Katie walked through green algae before they could see the tunnel that had been carved into the hardened lava.

C. Thomas and Katie walked through a large puddle of water before they could see the tunnel that had been carved into the hardened lava.

D. Thomas and Katie walked through thick plants growing along the trail before they could see the tunnel that had been carved into the hardened lava.

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Read the passages - 'Visiting Hawaii Volcanoes National Park', 'The Power of Lava' - and answer the question below:

**The Power of Lava**

A volcano is a special type of mountain. Pressure deep inside a volcano causes gases and hot, liquid rock to rise up. This liquid rock is called magma. Magma is usually hotter than 2,000 degrees Fahrenheit. This is 1,788 degrees hotter than boiling water. When the magma comes out of the volcano, it is called lava. Lava runs down the sides of some volcanoes in brilliant red rivers.
Hawaii Volcanoes National Park

Volcanoes that still produce lava and erupt are known as active volcanoes. There are more than 1,500 active volcanoes in the world today. Two of those are in Hawaii Volcanoes National Park. The park sits on the island of Hawaii. This is the largest of the Hawaiian island chain. Kilauea is one of the park’s active volcanoes. It began erupting in 1983. It has been known to shoot out enough lava in a day to cover 20 miles of a two-lane highway.

A Fascinating Discovery

The ground near a volcano is often unstable and sometimes falls away. This creates a hole known as a crater. A Hawaiian newspaper publisher, Lorrin Thurston, was exploring one of the craters near Kilauea in 1913. He found a large lava tube near the bottom. It is named the Thurston Lava Tube in his honor.

Lava tubes are formed over many hundreds of years. Lava can flow in many directions. Because it is so hot and powerful, lava can crack rocks and create small tracks. Deep paths carved by lava are called tubes. These tubes keep getting bigger over hundreds of years as the lava flows along the path. When the lava cools, the empty lava tubes remain. Lava tubes look like long tunnels. They are popular places to explore.

The Thurston Lava Tube is about 500 years old. It is surrounded by thick trees and bushes. This may explain why it was hidden for so long. Once people push through the growth, the trail into the tube gets darker, wetter, and thick with moss and flowers.

While some lava tubes are too small for even one person, others are so big that they look like caves or railroad tunnels. Some of these tubes stretch on for miles. The Thurston Lava Tube is one of those.

Cold lava still covers the floor, ceiling, and walls of the Thurston Lava Tube. Parts of the ceiling have holes, which let in sunlight. Hawaii’s heavy rains often pour through these holes as well.
Park managers make sure that tourists can see where they are going, and most of the tube is well lit. Yet, adventurous visitors can walk into an unlit section beyond a gate where they can explore the inky darkness. They have to walk carefully and use their flashlights because not even a sliver of light can make its way into this part of the tube. It’s a little dangerous, but a whole lot of fun.

4. On a separate sheet of paper, answer the question that follows. After reading "The Power of Lava" and "Visiting Hawaii Volcanoes National Park," review the passages and underline the most important ideas about volcanoes and lava. Write one to two paragraphs summarizing what you have learned about volcanoes and lava. Use details from both of the passages to support your response.

5. Which sentence from “Visiting Hawaii Volcanoes Nation Park” BEST expresses the main idea?
   A. “The volcanoes in Hawaii Volcanoes National Park are shield volcanoes.”
   B. “In Hawaii, it is highly recommended that you go on a tour guided by an expert to see the red lava flowing into the ocean.”
   C. “After I visited the steaming and stinking crater, Katie took me to the Thurston Lava Tube.”
   D. “I really enjoyed exploring Hawaii Volcanoes National Park with my friend Katie.”

6. According to the passage “Visiting Hawaii Volcanoes National Park,” what did Thomas and Katie smell once they reached the summit?
   A. hot steam coming from rocks
   B. sulfur gas coming from inside the volcano
   C. liquid magma coming from inside the volcano
   D. rotten eggs coming from garbage left by visitors
7. Read this sentence from “Visiting Hawaii Volcanoes National Park.”

There are others that do not look much like a mountain but rather resemble a warrior’s shield.

What does the phrase “resemble a warrior’s shield” help the reader understand?

A. The volcano is strong.
B. The volcano has a familiar feature.
C. The volcano has an unusual shape.
D. The volcano appears to be threatening.
WEEK 8

Activity 1:
Find a main idea of short passages

Activity 2:
Cause and effect passages
"Can the Amazon Be Saved?" and "Return to Flight"
WEEK 8- ACTIVITIES 1 and 2

- Read the short passages. For each passage, fill in the main idea and summary graphic organizer.
- Read the two articles “Can the Amazon Be Saved?” and “Return to Flight”. Respond to all questions.
- Fill in the cause and effect chart for each article.
1. The first African-American novelist was a free woman in Massachusetts named Harriet Wilson. Unlike author’s of slave narratives, Harriet was the first to write and publish a fictional story as opposed to a true story. Slave narratives, true stories, and novels about slaves, written by white abolitionists, were both very popular at the time. Despite this, Harriet’s novel was almost completely ignored. She lived amongst abolitionists in the supposedly liberal North, yet she received zero recognition, let alone fame, for her history-making achievement. This may be because white abolitionists were comfortable reading about the evils of slavery and southern slave owners, but they were not ready to discuss Northern racism. It is one thing to be against slavery, and quite another to be in support of complete racial equality. Harriet Wilson’s novel, while fictional, was a realistic story about a young African-American girl, Frida, working as a free house keeper in a Northern home. Frida lived in conditions similar to a “house slave” and was often treated with disrespects and outright racism. Since Wilson exposed northerners’ racism and resistance to racial equality, her novel was ignored when it was published in 1859. It was not “rediscovered” until 1982.

2. Did you ever wonder why citizens of African countries often speak English, French or Portuguese in addition to their native languages? Have you wondered how the borders were drawn between these countries? Modern-day African borders were created by European imperialists. Imperialism is when one country takes control over another country through political and economic domination. In the case of Africa, leaders of 14 European countries joined at the Berlin Conference in 1884-1885 to literally divide up the entire continent of Africa among themselves. All they cared about was making money from Africa’s raw materials. They gave no thought to the opinions of African citizens and leaders. They gave no thought to how ethnic, cultural and linguistic groups were already distributed and organized across the continent. At this time Africans were divided into hundreds of different ethnic groups, religious and political groups. Some lived in large empires made-up of millions of city-dwelling citizens. Others were hunter-gatherers or herders in small, isolated villages. When Europeans divided Africa it into random pieces, they disrupted well-established empires, while forcing foreign groups together. The political corruption, genocide and mass poverty in Africa can be traced back to these unnatural and disruptive unions and separations.
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C.020.SS2

Super Summary
7. Scientists can tell what kind of food a person eats by studying their bones! When one ancient skeleton was found in America, scientists were able to tell the man had been a traveling tradesman, moving between coastal and inland towns. They could tell that he would switch from a diet of seafood to a diet of inland plants and meat for periods at a time. They were even able to tell the age he began trading and the age he retired based on his lifetime eating habits.

8. Stereotypes are generalizations about a person or group based on appearance, religion, gender, culture, race, sexuality, age, country of origin, socioeconomic status, etc. By stereotyping, we assume that a person or group has certain characteristics. Prejudices are negative stereotypes. Racism is one type of prejudice about race. There are people who believe that their own race is superior to others. These people, known collectively as "racists," are the most likely to engage in discrimination, persecution, and violence. Despite laws and other protections against discrimination, people of color still face discrimination and racism in housing, politics, employment and education. Discrimination is when we treat people differently based on our prejudices and stereotypes. For example, women and minorities have been discriminated against in employment, education, and social services. Sexism is one type of prejudice against gender equality. Women still face discrimination in terms of employment and salary opportunities, and as evidenced in various societal norms.
Can the Amazon Be Saved?

Paradise Lost?

The Amazon rain forest is disappearing at an alarming rate.

Bright-colored toucans and other exotic birds fly among the forest. Emerald tree boas curl up on branches to stalk prey. Endangered jaguars slink through the thick brush in search of food. These are just a few of the thousands of animals that call the Amazon rain forest home.

A tropical rain forest is warm and has heavy rainfall. The Amazon, in South America, is the largest rain forest in the world.

Yet the Amazon’s future is grim. Farmers are rapidly destroying this lush landscape. Deforestation has been huge problem in the Amazon since the 1960s. Deforestation occurs when farmers and loggers cut down trees to make room for farms, homes, and roads. Until recently, scientists thought the rain forest was losing about 5,800 square miles a year. However, using the latest satellite technology, researchers have discovered that the Amazon is shrinking at about twice that rate.

Cause for Concern

Why should we worry about a rain forest that is thousands of miles from where we live? Deforestation reduces the rain forest’s biodiversity, or the variety of plants and animals in a particular area. The Amazon is one of the richest areas of the world in animal and plant diversity. It is home to the biggest flower in the world, a bird-eating spider, and a monkey about the size of a toothbrush.

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1 deforestation: the clearing of a forest by cutting down trees and plant life
2 satellite: a man-made object that orbits Earth and has the ability to take detailed pictures of life on Earth
Scientists estimate that they have identified only a small number of all species that live in the rain forest. As loggers and farmers destroy the forest, animals and plants may become extinct before they are discovered.

Deforestation affects people too. Many of the foods, spices, and medicines we need come from the rain forest.

The Amazon is often called the "lungs of the world." Its trees clean the air by taking in carbon dioxide and releasing oxygen. Too much carbon dioxide in the air is harmful to humans. Carbon dioxide is a greenhouse gas\(^3\). Greenhouse gases trap the sun’s heat close to Earth. Without the trees in the rain forest, the Earth’s climate would become much hotter.

\(^3\) greenhouse gas: harmful gas that causes the Earth’s climate to become hotter
Fixing the Problem

Stopping the destruction of the rain forest is not an easy task. Brazil’s government recently created two national parks in the Amazon rain forest. The government’s efforts placed 3.7 million acres of rain forest off-limits for development. The protected area is more than twice the size of Maryland.

Others think that this is not enough. "The single most important factor contributing to forest loss is population growth in Brazil," scientist Jim Bowyer of the University of Michigan told Weekly Reader. "People make the forest their home. All these people need land for farming and wood for heat and cooking. They are looking for a way to survive."

Scientists estimate that if deforestation continues at its current rate, the rain forest may survive only another 40 to 50 years. "We need to address the real causes of deforestation, like poverty and population growth," says Bowyer. "Solutions need to involve the very people who destroy the forest."

**AMAZON by the Numbers**

- **20 million** the number of people who live in the Amazon. Their ancestors have lived in the rain forest for hundreds of thousands of years.
- **137** the number of plant and animal species that become extinct every day.
- **50 to 175 inches** the average yearly rainfall in the Amazon. Los Angeles receives an average of only 10–20 inches of rain a year.
- **30 million** the number of types of insects that live in the rain forest. One scientist found 50 different species of ants on a single tree.
- **2 million** square miles: the size of the Amazon rain forest. It is about two-thirds the size of the United States.
“Can the Amazon Be Saved?” Questions

_____ 1. Deforestation refers to
   a. planting trees in the forest.
   b. removing flowers from trees.
   c. moving a forest from one continent to another.
   d. cutting down trees.

_____ 2. Plants and animals in the rain forest are becoming extinct because
   a. they are being killed by hunters.
   b. the weather in the rain forest keeps changing.
   c. loggers and farmers are destroying the rain forest.
   d. tourists are vacationing in the rain forest.

_____ 3. Scientist Jim Bowyer says the real cause of deforestation is
   a. population growth and poverty.
   b. malls and gas stations.
   c. factories and mills.
   d. plants and animals.

_____ 4. Destroying trees in the rain forest will cause
   a. larger rivers.
   b. Earth’s climate to get hotter.
   c. animals to have more homes.
   d. cleaner air.

_____ 5. Why did the author write this passage?

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## Comprehension

### Write Cause or Effect

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**blank cause and effect cards**
Return to Flight

As a little girl, Eileen Collins dreamed of becoming an astronaut when she grew up. "I wanted to fly the space shuttle," she said. "When I was very young and first started reading about astronauts, there were no women astronauts."

After many years of hard work in college, flight school, and the military, Collins's dream came true. She made history in 1995 as the first woman to pilot a space shuttle. In 1999, she made history again when she became the first female shuttle commander for NASA, the U.S. space agency. A commander is someone who leads a crew.

Collins may enjoy the distinction of being the first female shuttle commander, but she hopes it's "not for long!" A distinction is an accomplishment that sets a person apart from others. Collins wants more women to follow in her footsteps. "The young people are going to be the ones to take us on to more exciting adventures," she said.

Grounded Fleet

NASA's space shuttles have been confined to Earth since February 1, 2003. On that tragic day, the space shuttle Columbia exploded after a 16-day mission. All seven astronauts aboard were killed.

During liftoff, a piece had broken off Columbia's fuel tank and smashed a hole in the wing's heat-resistant tiles. Those tiles protect the shuttle from the very high temperatures that the craft experiences when speeding back into Earth's atmosphere. The damage went undetected, and Columbia unexpectedly exploded.

1 confine: hold within a location
After the accident, space travel seemed riskier than ever. Because of the dangers, some people wondered whether NASA's shuttles would return to space.

Now NASA officials say it's time. Collins will lead the historic return-to-flight mission. The mission is scheduled for May or June on the space shuttle Discovery. [The mission actually took place from July 26-August 9, 2005.]

Although NASA's shuttles have been grounded, they haven't been collecting dust. In fact, Collins and her crew of six astronauts have been very involved in updates to the shuttles to prevent another disaster.

Collins and NASA officials are confident that the shuttle is safer than ever, and the crew is ready for the upcoming mission. "It's time for us to go fly," said Collins. "If [the shuttle] wasn't safe, I wouldn't get on it."

Success in Space

The crew of Discovery will be busy on the mission. The shuttle will deliver supplies and equipment to the International Space Station. That is a research laboratory being built in space.

Collins also plans to guide Discovery through a slow somersault called a flip. This will be the first time this maneuver, or move, will be done. The flip will help the crew check for any damage to the heat-resistant tiles.

The mission's success will be measured on how the safety improvements made to Discovery work. Collins views a successful, safe mission as a chance to prove to the world that NASA has reduced the risk of space travel.
To Collins and the crew, there is more than success at stake. They believe the mission will honor the lost astronauts of Columbia. "It's their legacy we're continuing," said a crew member.
“Return to Flight” Questions

_____ 1. The main idea of this passage is
   a. After many years, NASA is returning to space.
   b. Eileen Collins was the first woman to travel to space.
   c. the space shuttle Columbia unexpectedly exploded four years ago.
   d. NASA is honoring the legacy of the astronauts that died on Columbia.

_____ 2. NASA space shuttles stopped going into space for a while because
   a. the space shuttle, Columbia, exploded.
   b. NASA was spending time making sure the space shuttles were safe.
   c. NASA was training its crew to detect more problems with the shuttle before returning to Earth.
   d. all of the above.

_____ 3. The space shuttle Columbia exploded because
   a. it was going too fast.
   b. it became too hot.
   c. it ran out of fuel.
   d. the crew was not well trained.

_____ 4. Collins feels safe going into space because
   a. NASA installed seat belts on the shuttle.
   b. she helped to make the space craft more safe.
   c. she raised money for NASA to improve their space program.
   d. she has extensive training for space flight.

_____ 5. Would you feel safe traveling into space? Why or why not?

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## Comprehension

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**Note:** Blank cause and effect cards.
Activity 1:
Read, respond, and write
“Different fish have the same swim rules, even in an alien ocean” and “Scientists focus on sharks to better understand marine environment”

Activity 2:
FSA Practice
WEEK 8- ACTIVITY 1

- Read the two Newesela articles “Different fish have the same swim rules, even in an alien ocean” and “Scientists focus on sharks to better understand marine environment” and answer the questions about using language following each article
- After reading write an informative essay about different animals in the ocean. Use text evidence from your articles to support your ideas
- Your essay can be handwritten or typed. Please submit well edited essay with your portfolio
Different fish have the same swim rules, even in an alien ocean

By Los Angeles Times, adapted by Newsela staff on 05.13.15

Word Count 484

The black ghost knifefish is one of 22 aquatic animals that are part of a Northwestern University study. The study found that different finned animals use the same motion that optimizes their speed and helps them survive. Photo: Wikimedia Commons

Imagine a squid or a fish swimming in the ocean of another planet. What would these sea animals swim like? A new study says they would probably move a lot like they do on Earth.

The study looked at the way different sea animals move through water. Scientists found that their swim strokes have the same pattern. The scientists believe this happens because of evolution. They think two different species might grow and change because of their environment. If they have similar environments, they will change in similar ways.

There are different kinds of swimmers. For example, the bony cuttlefish is very different from the squid, but they swim in similar ways. The study could also help engineers build better swimming robots.
Knifefish Makes Waves

A team of scientists was studying the black ghost knifefish. The black ghost knifefish lives in streams in South America. It has a fin that runs along most of its body. It swims by moving the fin under its body like a wave.

The knifefish moves differently than fish like trout or salmon. Trout sweep their tail and the back part of their bodies back and forth. The knifefish moves by creating a wave that moves down its one thin fin.

The scientists began to wonder about the rules of movement for fish.

Sea creatures who move like the fish are called fin swimmers. Some creatures have one fin like the black ghost knifefish. Their fin runs along the length of their bodies. Other animals have a pair of fins. They have one on each side.

Different Fish, Same Swim Rules

The scientists studied the way the knifefish moved. Two waves moved along the length of its fin. The waves allowed the fish to move forward fast. The scientists wanted to find out if there was a common rule of movement for different animals.

They studied 22 sea animals with fins. The fish were all very different from each other.

The scientists wanted to find what was the same among the fish.

They found that all the animals follow the same rules when they swim. Every full back-and-forth wave of the fish's fin was 20 times as long as the wiggle was wide. The scientists studied skates and rays. They looked at black ghost knifefish and the cuttlefish. That fraction remained the same. It was always 20 to 1.

Maybe Robots Will Swim Like Fish

This way of moving has shown up over and over again in different animals for thousands of years. The scientists think this is because this method works best. It lets sea creatures swim faster and better.

If alien fish were found on another planet, they would move in similar ways, said Malcolm Maclver. He is a scientist at Northwestern University. He wrote the study with another scientist.

The study could help scientists build underwater robots. They hope to make robots move more like fish.
Quiz

1. What did scientists discover in the section "Different Fish, Same Swim Rules"?
   (A) Scientists discovered all animals swim the same way.
   (B) Scientists discovered two waves move along the fins of knifefish.
   (C) Scientists discovered sea animals that are different still swim the same way.
   (D) Scientists discovered rays and skates are the same as cuttlefish and knifefish.

2. Which section from the article explains how studying fish could help scientists in the future?
   (A) Introduction [paragraphs 1-3]
   (B) "Knifefish Makes Waves"
   (C) "Different Fish, Same Swim Rules"
   (D) "Maybe Robots Will Swim Like Fish"

3. Read the sentences from the article.

   Trout sweep their tail and the back part of their bodies back and forth. The knifefish moves by creating a wave that moves down its one thin fin.

   Which words from the sentences help us understand the meaning of "sweep" in the first sentence?
   (A) tail and the back
   (B) back and forth
   (C) moves down
   (D) one thin fin

4. Which paragraph in "Maybe Robots Will Swim Like Fish" uses word choices that help explain why different sea animals swim the same way?
Scientists focus on sharks to better understand marine environment

By Sun Sentinel, adapted by Newsela staff on 03.11.15
Word Count 690

FORT LAUDERDALE, Fla. — Science professor Stephen Kajiura and three of his students were on a rocky boat off of Singer Island. They were there to catch sharks.

Thousands of blacktip sharks come within yards of South Florida’s beaches every winter. The animals migrate from up north in search of warmer waters. Kajiura is catching them and putting transmitters inside their bodies. The transmitters allow scientists to track the sharks once the animals are released back into the ocean.

The sharks come from as far away as North Carolina each year. They spend the winter in South Florida’s warm waters, then head back up north.

Kajiura said it is important to understand just where the sharks are going, and if their routes are changing. Sharks play an important part in South Florida’s waters, he said. They help keep ocean life in balance.
**Things Can Go Wrong**

Sharks are excellent hunters. They help keep the populations of various types of fish from getting too large.

When there are too many of a certain type of fish, things start to go wrong in the ocean. Those fish eat other, smaller fish and there end up being too few of the smaller fish. The smaller fish eat plants, and, without enough of them, certain plants become overgrown.

Kajiura has been studying shark migration since 2011. He said the sharks’ movements can change by how warm or cold the water is.

Temperatures around the world have been rising. The rise in temperatures is known as global warming or climate change.

**Sharks Might Move As Temperatures Rise**

Blacktip sharks might start to spend their winters further north as temperatures continue to rise, Kajiura said. They may no longer come down as far as South Florida. The kinds of fish they eat might then become too common.

Blacktip sharks typically grow to be 5 or 6 feet long. It is not uncommon for them to bite people, but the attacks are usually not that serious. The sharks sometimes grab a human hand or foot, but once they realize they have not caught a fish, they will let go right away.

Last year, two people in South Florida were bitten by blacktip sharks — a man and a 9-year-old boy. Neither was badly hurt.

**On The Lookout For Blacktips**

On a recent Tuesday morning, Kajiura and his three students set out to look for sharks.

To catch the animals, they laid out 60 hooks. The hooks were attached to a line that was held up by floating buoys in the water. The sharks were lured into biting the hooks with hunks of mackerel and fish heads.

After an hour, Kajiura and the others began hauling up the line.

The team had caught two sharks, but the trip ended up being a failure anyway. One shark escaped before they could put a transmitter in it.

They did manage to get a transmitter into the other shark. However, it swam away very weakly after being released.
Kajiura decided he should check on the shark. He put on flippers and a mask and dove into the water. After a minute or two, he swam toward the boat, pulling the shark with one arm. A few minutes later, it was dead. It had been killed by the shock of being captured.

“That’s very rare,” Kajiura said. Almost always, “the sharks get away just fine. We’ve only lost a couple of animals ever.”

**Listening To Learn**

Since December, Kajiura has fitted transmitters on about a dozen sharks. Their signals now can be picked up by undersea listening posts. There are hundreds of such posts along the East Coast.

The transmitters send pings through the water and let the scientists know where the sharks are. The pings are so high-pitched that they cannot be heard by fish or other ocean animals. Each transmitter’s pings have their own pattern. Because of this, scientists are able to spot and track a particular shark.

“We’re interested in what these sharks are doing when they’re here, and we’re interested in their movements,” he said. “Where are they going when they leave? How far up the coast do they go?”
Quiz

1. Read the section "Things Can Go Wrong" and select the option with ALL the paragraphs that explain why scientists want the sharks to keep coming to South Florida.

(A) Paragraphs 1 and 2
(B) Paragraphs 3 and 4
(C) Paragraphs 1 and 3
(D) Paragraphs 2 and 4

2. Which sentence helps explains why Kajiura wants to track the sharks?

(A) Blacktip sharks might start to spend their winters further north as temperatures continue to rise, Kajiura said.
(B) Last year, two people in South Florida were bitten by blacktip sharks — a man and a 9-year-old boy.
(C) It is not uncommon for them to bite people, but the attacks are usually not that serious.
(D) The transmitters send pings through the water and let the scientists know where the sharks are.

3. Read the following paragraph from the section "Things Can Go Wrong".

Kajiura has been studying shark migration since 2011. He said the sharks’ movements can change by how warm or cold the water is.

Which sentence from the introduction helps explain the meaning of “migration”?

(A) The animals migrate from up north in search of warmer waters.
(B) Sharks play an important part in South Florida’s waters, he said.
(C) They help keep ocean life in balance.
(D) They spend the winter in South Florida’s warm waters, then head back up north.
Which sentence from the article is MOST helpful in explaining the meaning of the word "transmitter"?

(A) Kajiura is catching them and putting transmitters inside their bodies.

(B) The transmitters allow scientists to track the sharks once the animals are released back into the ocean.

(C) Since December, Kajiura has fitted transmitters on about a dozen sharks.

(D) Each transmitter's pings have their own pattern.
Hello! My name is Lucy and I’m a botanist, which is a big word for a scientist who studies plants. Thanks for letting me speak to your class today. I’ve studied plants all over the world, but my favorite place to observe plants is in the tropical rainforest. I like the rainforest because there are so many different plants there. Each plant is perfectly suited for where it grows. Plants also support a lot of different types of animal life. I’ve brought lots of pictures from the rainforest, so you can come along with me and share some of what I’ve seen there!

Today I’m going to talk about the Amazon rainforest in South America. My favorite plants here are the big vines, which are called lianas. I’ve never seen vines as big as the ones growing in this rainforest. Some of the vines are thicker than my body, and they grow all around huge tree trunks. I’ve observed a lot of these vines, and I’ve learned that they start growing on the forest floor, then grab onto the tree trunk and grow up! You may wonder how the vines stay on the trees, but if you look closely, you’ll see that they hang on with sticky suckers. These suckers are very strong. Once a vine wraps itself around the tree it is almost impossible to pull it off!

Sometimes the lianas grow all the way up to the top of the tree, and then they do something really interesting. They grab onto the tree next to them or onto other lianas. This creates a network of vines that actually helps support the trees. That support protects them from falling down in strong winds.

Another plant I really like is the orchid. An orchid is an epiphyte, or air plant, which means it doesn’t grow in the ground. Instead it grows on the trunks or branches of bigger trees. I like orchids because they come in many bright colors. Observation has shown me that those bright colors aren’t just pretty to look at. They attract lots of different insects to the plant. The insects help spread tiny dust called pollen, which helps new flowers grow. I’ve often spent hours watching orchids to see what insects are attracted by the flower’s color and smell.

Orchids and lianas don’t hurt the trees they grow on. But there is one plant that does just that. It’s called the strangler fig. The seeds of these trees start growing high in the trees where they are dropped by monkeys and birds. Then the plant sends long roots down to the ground. These roots surround the tree and grow so quickly that the tree dies. When the tree dies, it rots away. That leaves a big strangler fig tree that is completely hollow inside. This may sound cruel, but growing on another tree helps the fig tree get more light and food, which are hard to find down on the ground level of the rainforest.
The plants in the rainforest help each other grow. They also help the animals that live there. A lot of rainforest animals are specially adapted to live in the trees. Some animals never come down to the ground. They find everything they need high in the branches, where there is fruit to eat and branches where they can swing, sleep, and hide from predators. Down on the ground, rotting plants provide plenty of food for insects to eat.

Scientists like me study the plants and have learned many interesting things about them. The things we’ve learned help us understand the natural world we live in. The rainforest is an amazing place and I’m glad I was able to show you some of its wonders!

**RAINFOREST LEVELS**

1. On a separate sheet of paper, answer the question that follows. "A Botanist Visits the Rainforest” explains how some plants survive. Write one paragraph explaining how a strangler fig tree survives. Use details from the passage to support your answer.

Read the passages - 'Plants in the Rainforest', 'A Botanist Visits the Rainforest' - and answer the question below:

Plants in the Rainforest

Plants live all over the world, but some places have a lot more plants than others! Several areas on Earth have a special climate that creates rainforests. Rainforests are very hot and wet places. Because they have a tropical climate, a variety of plants are able to grow there. The plants come
in many different shapes, sizes, and colors. These rainforests contain more
than two-thirds of all the plant species on Earth!

**Rainforest Zones**

Rainforests are so vast that they are divided into different levels, or zones. The top layer of the rainforest has very tall trees that can reach up to 200 feet above the forest floor. This layer is called the emergent layer because it towers over other plants in the rainforest. The emergent layer receives plenty of sunlight and is home to eagles, monkeys, bats, and butterflies.

The next layer is called the canopy. The trees in the canopy can also be very tall and measure up to 150 feet. Their branches form a canopy, which is like a big umbrella. This canopy creates a lot of shade on the forest floor. Many trees in the canopy are covered with vines. These vines curl around the trees and grow up toward the sun. There are more than 2,500 species of vines in the rainforest. Some of these vines are called lianas, and they are as thick as a person’s body! Many animals including snakes, toucans, and tree frogs live in this zone because of the abundant food supply.

Below the canopy and above the ground is a zone called the understory. The understory is shady, hot and humid and consists of shrubs, young trees, palms and woody plants. It is home to many animals such as iguanas, snakes, jaguars, leopards, and tree frogs.

The lowest zone of the rainforest is the forest floor. This zone is usually completely shaded and is covered with fallen trees and rotting plants. Most of this area receives so little light that few bushes or herbs grow here. However, it is home to many insects because they find lots of food in the dead plant matter that covers the ground.

**Amazing Roots!**

The tallest trees in the rainforest face an interesting problem. The soil in the rainforest is very poor, and most of the food the trees need is found at the surface. That means that the roots of rainforest trees do not go deep into the ground, but instead are very shallow. However, shallow roots cannot hold up a tree that is several hundred feet tall! These trees have adapted by growing special roots that grow out from the base of the trunk instead of down into the ground. The roots can be as high as fifteen feet above the ground, and they help balance and support the tree.

Other plants don’t need roots at all because they grow on the trees themselves. These plants are called epiphytes, or air plants, and they live on the surface of the canopy trees’ trunks and branches. Growing on a tree branch or trunk lets the epiphytes get sunlight and air that would otherwise be blocked by the huge trees above them. Common epiphytes include mosses, ferns, and beautiful flowers called orchids.

**A Special Plant**

One of the most amazing plants in the rainforest is the pitcher plant. Because the soil is poor, pitcher plants cannot get enough food to stay alive through their roots alone. Instead, this plant has leaves shaped like pitchers. Insects often fall into these pitchers, and they can’t crawl out
because the sides are too slippery. The pitchers are filled with digestive juices that break down the insect's body for food. In time, the insects die and the plant eats them. Scientists have even found small mammals, birds and reptiles inside the pitcher plant after they went in to eat the captured insects and were trapped themselves. Pitcher plants are also quite large. They can grow up to thirty feet tall and have pitchers that are twelve inches long.

The rainforest is full of amazing and beautiful plants that do not live anywhere else on Earth. For these plants, the rainforest is home, but to the world, rainforests are places where we can observe a very special community of plant life.

2. A student is writing a report about the canopy in the rainforest. Which would be MOST useful for the report?

A. the section Rainforest Zones in “Plants in the Rainforest” and the diagram RAINFOREST LEVELS

B. the section Amazing Roots! in “Plants in the Rainforest” and paragraph 1 in “A Botanist Visits the Rainforest”

C. the section A Special Plant in “Plants in the Rainforest” and the diagram RAINFOREST LEVELS

D. all of “Plants in the Rainforest” and the last paragraph in “A Botanist Visits the Rainforest”

Read the passages ‘Plants in the Rainforest, ‘A Botanist Visits the Rainforest' - and answer the question below:

3. How is “A Botanist Visits the Rainforest” different from “Plants in the Rainforest”?

A. “A Botanist Visits the Rainforest” gives the history of rainforests, but “Plants in the Rainforest” is a description of personal experiences.

B. “A Botanist Visits the Rainforest” explains why rainforests are unusual, but “Plants in the Rainforest” describes some flowers that grow there.

C. “A Botanist Visits the Rainforest” includes what the author saw in rainforests, but “Plants in the Rainforest” includes an explanation of the rainforest vocabulary.

D. “A Botanist Visits the Rainforest” describes the different types of plants in rainforests, but “Plants in the Rainforest” describes animals that live around rainforest plants.

Read the passage ‘A Botanist Visits the Rainforest' - and answer the question below:
4. Read this sentence from “A Botanist Visits the Rainforest.”

   A lot of rainforest animals are specially adapted to live in the trees.

Which is the best definition of the word adapted as it is used in the sentence?

A. changed to be taller  
B. changed to fit a place  
C. changed to fit a family  
D. changed to be friendlier

Read the passages - 'Plants in the Rainforest', 'A Botanist Visits the Rainforest' - and answer the question below:

5. Based on “A Botanist Visits the Rainforest,” “Plants in the Rainforest,” and the diagram RAINFOREST LEVELS, in which parts of the rainforest would a person most likely find epiphytes?

A. canopy  
B. forest floor  
C. understory  
D. emergent layer
6. Read this excerpt from “Plants in the Rainforest.”

   There are more than 2,500 species of vines in the rainforest. Some of these vines are called lianas, and they are as thick as a person’s body!

How is what Lucy says in “A Botanist Visits the Rainforest” different from the excerpt above?

A. She tells how the vines grow, but she doesn’t tell about their size.
B. She says the thick vines are her favorites, but she doesn’t name them.
C. She gives the number of species, but she doesn’t tell about any thick vines.
D. She tells about thick vines, but she doesn’t tell how many species of vines there are.
WEEK 10

Activity 1:
Read, respond, and paired text questions
"Watch for Steady Rocks" and "Preparing for a Disaster"

Activity 2:
FSA Practice
Watch for Steady Rocks

“Watch the edge!” shouted Pavel from behind the wheelbarrow.

Luke, dropping the large rock he was lifting from a nearby pile, hopped out of the way as Pavel pushed his way forcefully along the trail. It was a close call, since the hiking trail itself was a narrow stretch of earth. On one side was a steep climb, leading further up the mountain. On the other was a steep decline, the edge of the path giving way to rock-studded dirt and not much else. The two boys were bringing up the rear. The other 19 members of their class were further up the trail.

Wiping the sweat from his brow, Pavel turned the wheelbarrow on its side, depositing about sixty pounds of rocks at the corner of the trail, where it turned sharply and reversed directions. Switchbacks like this continued downhill for nearly a mile and uphill for about the same distance, carving a zigzag into the side of the mountain.

The switchbacks quadrupled the distance that Luke, Pavel, and the rest of their volunteer group had to hike to make it this far. They also made it possible for any of them to make it this far. Mt. Pleasant, as it turned out, was nowhere near pleasant for sixth-graders not used to sixty-degree inclines.

Pavel glanced in his direction for a moment, and then turned his attention to the rocks. “You think this is how they built the Great Wall of China? Is this really how they built the pyramids?”

“I don’t think that whoever built the pyramids volunteered for the job,” responded Luke, taking a swig from his water bottle. “We just learned about that in Social Studies, remember?”

“Yeah. Who knows if ancient Egyptians had day hikes anyway, right?”

“I don’t think we could do this on a sand dune,” observed Luke. He picked up the rock he had dropped, a freckled stone that resembled a giant, misshapen egg. Wedging it between two others in the side of the mountain, he pushed until the rock felt secure. Then he reached for another—something more block-shaped—to fill the next gap. “So how do you think this trail even made it through the spring without these walls we’re building?” he asked, scanning the nearby pile for the next suitable stone.

“I don’t think it did,” said Pavel. “Mr. Wade said that when the snow melted this year, the runoff took down a big part of the hillside. The erosion from the water just ate through all of the dirt and made a big mudslide right through the switchbacks. Hopefully this wall makes a difference, because my parents won’t let my brother and me come back here until it’s done.”

“Did anyone get hurt?” inquired Luke. Looking over his shoulder at the switchbacks below, he suddenly felt dizzy. He wasn’t scared of heights, but suddenly everything started to move, as if the hillside was shifting beneath his feet.

“Nah. Who goes hiking in the rain? I think...whoa!” yelped Pavel as he saw Luke stagger and trip over the edge of the trail.

The next few seconds were a blur. Luke tumbled down the hill in a daze, barely able to call out for help. Pavel ran as quickly as he could along the trail, zigging around one turn, and zagging around the other in a vain attempt to catch up with his classmate.

“GRAB THE WALL!” he screamed, watching as Luke rolled over another switchback. He kept scurrying down the trail, working his way frantically around every bend.
Luke’s senses snapped into focus, and he reached for the nearest grey blur. Grasping onto a large rock he had put into place just a couple hours earlier, he swung his other arm around quickly and hung onto the stout stonewall in a stupor. Suddenly, he could feel the scrapes on his legs and arms, and tasted dirt in his mouth.

“Are you ok?” Pavel asked as he kneeled next to Luke. Both boys were out of breath and trembling. One of their teachers called from higher up, and Pavel waved to signal they weren’t hurt.

Luke took a deep breath and glanced to the side. His bottle rolled up to the edge of the wall their class had built to stop erosion from making a slippery death trap of this trail. The cap was nowhere to be found, and water trickled out the top, pooling at the side of the trail and trickling in the cracks between the stones.

“I guess it works,” he said, looking at Pavel with wide eyes.
1. What are Luke, Paul, and their classmates trying to build?

   A  a wheelbarrow
   B  a ship
   C  a wall
   D  a trail

2. What is the climax of the story?

   A  Pavel deposits about sixty pounds of rocks at the corner of the trail.
   B  Pavel and Luke discuss the wall.
   C  Pavel recalls what Mr. Wade said about the erosion.
   D  Luke trips and falls down the mountain.

3. The boys are building a wall to support a mountain trail. What evidence supports this conclusion?

   A  Luke felt as though the hillside was shifting beneath his feet.
   B  Erosion caused by the melted snow made a big mudslide right through the switchbacks.
   C  Pavel is carrying rocks, and Luke is using them to build a wall on the mountain.
   D  The switchbacks quadrupled the distance that Luke, Pavel, and the rest of the group had to hike.

4. The walls the boys were building helped to keep Luke from falling further down the mountain. What sentence best supports this conclusion?

   A  Luke tumbled down the hill in a daze, barely able to call out for help.
   B  Grasping onto a large rock he had put into place just a couple hours earlier, he swung his other arm around quickly and hung onto the stout stonewall in a stupor.
   C  Suddenly, he could feel the scrapes on his legs and arms, and tasted dirt in his mouth.
   D  “Are you ok?” Pavel asked as he kneeled next to Luke.

5. What is this story mainly about?

   A  The history of trail-building, beginning with Ancient Egypt.
   B  The story of how Mr. Wade’s class decided to volunteer on the mountain.
   C  The history of switchbacks as an innovation that made mountain-climbing easier.
6. Read the sentences below.

Pavel turned the wheelbarrow on its side, depositing about sixty pounds of rocks at the corner of the trail, where it turned sharply and reversed directions. **Switchbacks** like this continued downhill for nearly a mile and uphill for about the same distance, carving a zigzag into the side of the mountain. The switchbacks quadrupled the distance that Luke, Pavel, and the rest of their volunteer group had to hike to make it this far. They also made it possible for any of them to make it this far.

As used in the passage, what does the word “**switchback**” most likely mean?

A  a deposit of rocks caused by an avalanche  
B  a road or trail with very sharp turns, going up or down a slope  
C  a two-wheeled vehicle that makes heavy things easy to carry  
D  a line of volunteers, working on a project together

7. Choose the answer that best completes the sentence below.

Looking over his shoulder at the switchbacks below, Luke suddenly felt dizzy. ____________, Pavel yelped as he saw Luke stagger and trip over the edge of the trail.

A  Previously  
B  Next  
C  Certainly  
D  Earlier

8. Why are Luke, Pavel, and their classmates building a wall?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
9. What does Luke do to stop falling down the mountain?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

10. At the end of the story, Luke says, "I guess it works." Why does he say this? Use evidence from the text to support your answer.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Preparing for a Disaster
By Megan McGibney

Some disasters cannot be stopped. These disasters include earthquakes and tornadoes. Tornadoes ruin whatever is in their path. They can destroy houses and other buildings. Earthquakes have a wider range of intensity—some are so small that no one even notices them, except for the people checking earthquake monitoring equipment. Others have leveled cities. It is very hard to deal with these disasters, and it can take a very long time for life to get back to normal.

Because earthquakes and tornadoes are forces of nature, people have to deal with them as they come. The time or intensity of an earthquake cannot usually be predicted. Tornadoes form when the right conditions are met, so a warning would be given once the conditions are detected. But there is still very little time to get ready once a tornado warning is issued. That’s why planning for disaster ahead of time is so important. With proper preparation, we can minimize the disaster’s impact.

Earthquakes cannot be reliably predicted. While volcanic activity sometimes triggers earthquakes, many other earthquakes happen without warning. Fortunately, we do know the areas where earthquakes are most likely to occur. The people who live in these places, such as California, Japan, or Italy, know what to do when the ground begins to shake. If they are indoors, they will get away from windows and exterior walls and take cover under a desk or table. If there is no desk around, they can stand against an interior wall, that is, a wall whose
other side is not the outside of the building. It is important to take cover in an area that is safe from potential falling objects, such as wall decor, appliances, or furniture. As you can see, people who live in an earthquake territory need to be very aware of their surroundings.

If people are outside during an earthquake, it is best to get into an open spot. They should get away from buildings, power lines, and anything else that may fall and hurt them. Electrical lines which have already fallen are also dangerous—they may be capable of electrocuting people!

Earthquakes can be incredibly destructive, even if they do not last very long. The majority last less than a minute, but there are often aftershocks—smaller earthquakes that occur minutes or hours after the first one. Of course, it all depends on the size of the quake; most are small and don’t have much impact. But the big ones can wreak havoc, especially if the area is not prepared. In places where earthquakes often strike, there are strict codes for buildings with the goal that earthquakes would not cause serious damage. These buildings must be built in such a way that they likely would not fall apart as a result of a big quake. Places like Japan and California have much stricter building codes than places without such a high earthquake risk. But even these rigorous codes sometimes fail to protect people; the disastrous 1995 Great Hanshin-Awaji Earthquake destroyed the city of Kobe, Japan, and killed over 5,500 people.

Knowing what to do when earthquakes happen usually saves lives. The same goes for tornadoes. While some places get tornadoes more than others, it is not easy to predict them. There may be warnings that they will happen, but tornadoes cannot be predicted in the same way rainstorms can, days before they happen.

In order to be safe when a tornado does strike, people must already know where they will find shelter. Families and schools must have tornado drills and discuss where to go once a tornado has been spotted. The best place to go to is a basement. If there is no basement, then people should go into hallways or rooms with no windows on the ground floor. Tornadoes can be strong enough to break windows, which can injure anyone nearby. Even after finding
shelter in a basement or windowless room, people should cover themselves with a mattress or other padding in case the tornado damages the ceiling and debris falls through.

People who are outdoors when a tornado hits should seek shelter in a building. If that isn’t possible, they must lie flat on low ground away from vehicles, trees, or anything else the tornado might fling about. As with an earthquake, it is important to protect one’s head and neck by covering them with one’s arms. One of the worst places to be during a tornado is in a car, truck, or bus, because those can easily be thrown around, or simply hit with other flying debris. Tornadoes are very powerful and can even move trailer homes. Anyone in a mobile home during a tornado should leave and seek shelter elsewhere immediately.

Just as places with earthquakes have special building codes, places plagued by tornadoes often have building codes designed to protect buildings from strong winds. People can also build extra-strong safe rooms to weather the storm in. But often nothing can stop this natural disaster from doing a lot of damage.

Although scientists are trying to find better ways to predict these two natural disasters, it is still very hard to know exactly when they will hit and how much damage they will do. In the meantime, people must always be aware that an earthquake or tornado can happen without warning. The important thing is to be prepared and take precautions to stay safe from harm. Buildings can be restored, but lives cannot.
1. What types of natural disasters are discussed in this passage?
   A) earthquakes and floods
   B) earthquakes and tornadoes
   C) tornadoes and floods
   D) tornadoes and hurricanes

2. Which of the following is explained in the text?
   A) what causes earthquakes
   B) what causes tornadoes
   C) how to stay safe during a tornado
   D) where tornadoes come from

3. During an earthquake, people indoors take shelter under desks, cover their head and neck, or stand against walls without heavy objects on them. These actions suggest that during an earthquake there is a danger of what?
   A) cars, trucks, and buses being thrown around
   B) trailer homes getting picked up and moved
   C) heavy objects falling and hurting people
   D) a rainstorm happening at the same time

4. Earthquakes and tornadoes can be described as all of the following EXCEPT
   A) dangerous
   B) powerful
   C) difficult to predict
   D) impossible to prepare for

5. The main purpose of this passage is
   A) to explain why and how to prepare for earthquakes and tornadoes
   B) to describe how tornadoes form and where they are likely to happen
   C) to prove that earthquakes cause more damage than tornadoes
   D) to warn people about the risks of living in places like California, Japan, and Italy
6. Read the following sentence: “Although scientists are trying to find ways to predict these two natural disasters, it is still very hard to know when exactly they will hit and how much damage they will cause.”

What is the meaning of the word predict in this sentence?

A) to prevent something from doing damage
B) to study something until it is completely understood
C) to ignore something until it goes away on its own
D) to tell ahead of time when something is going to happen

7. Choose the answer that best completes the sentence below.

Earthquakes cannot be predicted; _______, they can be prepared for.

A) for example
B) however
C) therefore
D) particularly

8. Being inside a car, truck, bus, or trailer home during a tornado is dangerous.

What evidence from the passage supports this statement?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

9. According to the passage, what are two things people should do during an earthquake?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

10. Explain how preparing for earthquakes and tornadoes could minimize the damage from these two natural disasters. Support your answer with information from the passage.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Paired Text Questions

Part 1: Use the article “Preparing for a Disaster” to answer the following questions:

1. The article says that people who live in places where earthquakes are likely to occur know what to do when the ground begins to shake. If these people are indoors when the ground begins to shake, what will they do?

2. Read this sentence from the text: "With proper preparation, we can minimize the disaster’s impact." What evidence from the article supports this claim?

Part 2: Use the article “Watch for Steady Rocks” to answer the following questions:

3. Partway up the mountain, Luke trips over the edge of the trail. How does he stop his fall?

4. What is the purpose of the walls that Mr. Wade’s class is building? Use evidence from the article to support your answer.

Part 3: Use the articles “Preparing for a Disaster” & “Watch for Steady Rocks” to answer the following question:

5. Can preparation help people stay safe from dangerous events? Use evidence from both texts to support your argument.
Building a Wonder

In the early 1900s, the Colorado River was a main source of water for parts of California, Nevada, and Arizona. The river was dangerous and unreliable, however, wildly flooding in the summer and becoming completely dry in winter. In 1928, the Boulder Canyon Project planned to control and divide the river water between the states that needed the resources.

After President Hoover took office the following year and became involved in the project, the dam was named after him. Today the Hoover Dam is known as one of the great wonders built by humanity.
Work Begins

A great deal of work needed to be done before the dam could be built. Electric lights were put up so that the builders could work at night. Tunnels were created so that the river water could be moved away from the work area. Rocky areas of the canyon walls were chipped away to become smooth. After a year of preparation, builders could begin working on the dam.

Hoping to complete the dam in less than seven years, builders knew the work had to be fast and efficient. The size of the dam was going to be bigger than any other man-made structure in the world. Building such a large dam required special tools and materials. Extra-large pipes and blocks, for instance, were made at the work area.

Up to 5,000 people worked on the dam at one time, pouring concrete day and night. During the day, the heat would rise above 100 degrees. At night, the work area became quite cold. To support the builders and their families, a city was built. Two “mess halls” served food to 600 people at a time. Doctors were hired for those who became sick or injured on the job.

An Early Finish

Amazingly, the project finished two years early. The dam towered at almost 800 feet high. Workers closed the river tunnels in 1935, and the lake behind the dam began to fill. As the Colorado River began to pour through the dam, the water turned wheels inside the walls of the dam, generating electricity. The energy from these wheels produced enough power to light up California, Nevada, and Arizona.

Connecting the States

A two-lane highway crossed over Hoover Dam to connect Arizona to Nevada. Quickly, the dam became a very popular tourist attraction. Towns grew around it, and the nearby city of Las Vegas blossomed in size.

Traffic on the road greatly increased, which weakened the dam. By the 1960s, officials knew that something needed to be done to fix the problem.

Many groups discussed a plan to move the road and build a bridge. Eventually, local and state governments, Native American groups, and environmental groups agreed to build a bridge over the Colorado River near the dam. Construction took five years, but once again, another miracle of the desert was built.

How to Harness a River: The Dam

Have you ever stuck your hand into a fast-moving stream? If you try to hold your hand in the same spot, you can sense a little of a river’s great power. Left untouched, a river provides benefits to wildlife and humans. Building a dam, however, can also provide important benefits to people.

A dam is a barrier, like a great wall, built across a river to stop or slow the water behind it. It allows humans to control how much water flows in the river. This is helpful, for example, in the spring when rivers often flood as snow melts. With a dam in place, that extra water can be stored and
released slowly to prevent flooding.

As the river water gets backed up behind the dam wall, the water level starts to rise to form a man-made lake called a reservoir. The water in the reservoir can be used for irrigation, watering crops to help them grow. The reservoir can also store water for use during dry seasons. Finally, reservoirs make great areas for water activities like swimming, boating, and fishing.

Another benefit of a dam is that it can generate electricity. Electricity that is generated by water is called hydroelectric power ("hydro" means water). The force of the water pushing its way through the dam activates a generator, a machine that changes this force into electricity. A famous example of this is the Hoover Dam. This enormous dam has 17 electrical generators. At full power, they can supply all the electricity needed for a city the size of Jacksonville, Florida.

Many places in the United States regularly experience periods of little rain, but still need water. A dam is able to both collect the limited water and generate electricity. This allows towns and cities to exist in these otherwise dry places.

As technology for dams continues to improve, so do the lives of people.

"How to Harness a River: The Dam" property of the Florida Department of Education.

1. Read the sentence from “Building a Wonder.”

   **Construction took five years, but once again, another miracle of the desert was built.**

Why do people consider the Hoover Dam a *miracle of the desert*?

A. Building the dam was very expensive.
B. The dam quickly became a popular tourist attraction.
C. Thousands of people worked at the dam and poured concrete around the clock.
D. The dam controlled and divided the river between the states that needed the resources.

2. Based on “How to Harness a River:” The Dam and “Building a Wonder,” which phrase BEST describes the actions of a generator?

A. bounces and locks
B. opens and closes
C. rotates and spins
D. slides and stops
3. Based on the passage “How to Harness a River: The Dam,” what is the meaning of hydroelectric?

A. electricity that is used by large factories  
B. electricity that is produced by flowing water  
C. electricity that is generated for watering crops  
D. electricity that is needed to provide power for a large city

4. Based on paragraph 4 of “How to Harness a River: A Dam,” which statement BEST explains how a dam makes electricity?

A. The dam produces electricity by allowing the water to rise.  
B. The generators change the force of the water into electricity.  
C. The flow of the water around the dam generates the electricity.  
D. The reservoirs store the water for the generators to produce electricity.

5. Which statement from the passage BEST supports the main idea in “How to Harness a River: The Dam”?

A. “Left untouched, a river provides benefits to wildlife and humans.”  
B. “A dam is a barrier, like a great wall, built across a river to stop or slow the water behind it.”  
C. “It allows humans to control how much water flows in the river.”  
D. “Electricity that is generated by water is called hydroelectric power (“hydro” means water).”
6. Read this sentence from “How to Harness a River: The Dam.”

Another benefit of a dam is that it can generate electricity.

Which word BEST matches the meaning of *generate* in the sentence?

A. allow
B. control
C. produce
D. shift

Read the passage - 'How to Harness a River: The Dam' - and answer the question below:

7. Which sentence BEST summarizes "How to Harness a River: The Dam"?

A. Dams allow towns and cities to exist in dry places.
B. Dams generate and supply electricity for entire cities.
C. Dams create and provide many important benefits to people.
D. Dams slow the river flow and keep benefits from helping wildlife.

Read the passage - 'How to Harness a River: The Dam' - and answer the question below:

8. Based on "How to Harness a River: The Dam," in which way does a dam NOT benefit people?

A. by providing a water supply for animals
B. by storing water that prevents flooding
C. by saving water in reservoirs for watering crops
D. by producing large amounts of hydroelectric power

Read the passage - 'How to Harness a River: The Dam' - and answer the question below:
9. Which sentence from the passage “How to Harness a River: The Dam” does the BEST job of expressing the definition of a dam?

A. “Left untouched, a river provides benefits to wildlife and humans.”

B. “A dam is a barrier, like a great wall, built across a river to stop or slow the water behind it.”

C. “This allows towns and cities to exist in these otherwise dry places.”

D. “As technology for dams continues to improve, so do the lives of people.”