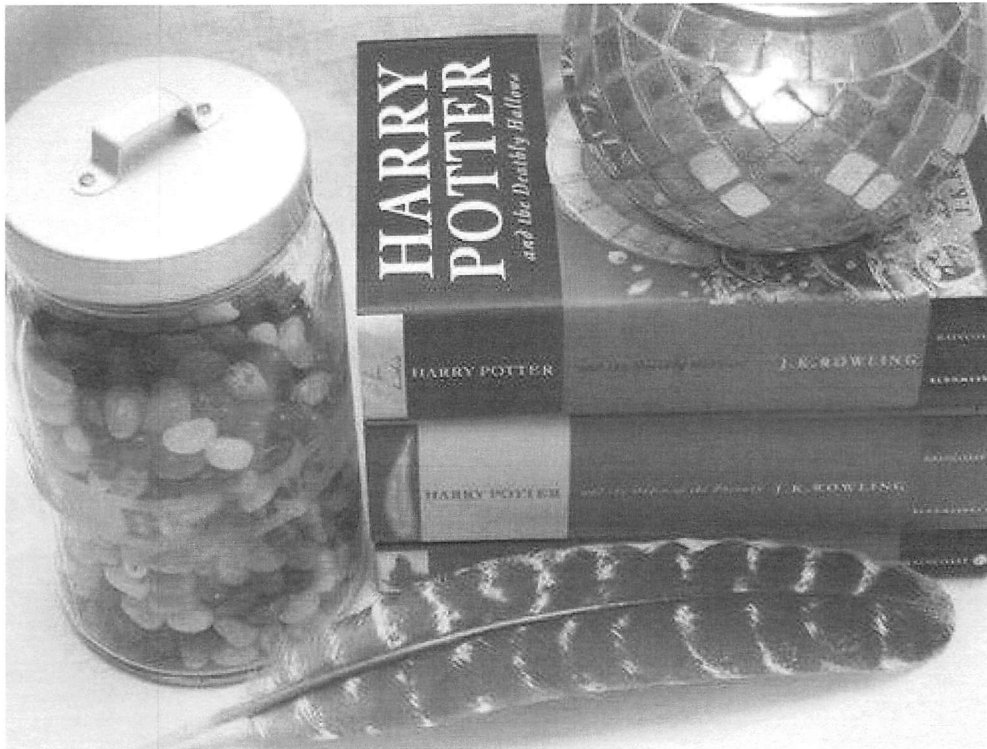


# Fourth Grade Packet

**ELA**

## Book Battles



### Should some books be banned from school libraries?

Are there Harry Potter books in your school library? Many kids all over the world are reading J. K. Rowling's books in school. But some parents think their children shouldn't be able to find those and other books in school libraries.

Should school libraries keep books that some parents don't approve of? Should they take those books off the shelves?

All over the country, schools are wrestling with those questions. Read these arguments. Then decide for yourself.

## Yes! Some Books Should Be Banned from School Libraries!

"We need certain limits," said one student in Denver, Colorado. He said some books have no

place in school libraries.

Many people believe that books that contain violence or bad words shouldn't be in schools. Some people want the Harry Potter books removed because they contain talk about wizards and magic.

Most parents know what's good for kids. They have a right to decide which books should or should not be in school libraries.

Books should meet certain standards before they are put in schools. Is this a good book for kids to read? Is it full of violence? Does it contain bad words or ideas kids shouldn't learn about? If a book is not good for all kids, it should not be in a school library.

Most parents don't have time to find out everything their kids read. They should be able to trust schools to do that for them.

## **No! Books Should Not Be Banned from School Libraries!**

"Parents should decide what their own kids read," said Natalie Nicol, of Denver, Colorado. But other parents shouldn't make that choice for them.

Many experts say that it's the parents' job, not the school's job, to check out what their kids are reading. If they don't like a book, they should not let their kids read it.

Why should a few parents stop kids from reading stories like the Harry Potter series? Kids should be able to check out books their parents think are OK to read.

Many schools let kids borrow certain books if they have a signed paper from a parent. That works fine. A parent doesn't sign the paper if he or she doesn't want the child to read the book. Other kids can read the books if they have permission.

Some books are not OK for all kids to read. But if more adults were careful about what their own kids read, they wouldn't have to ban books from the library.

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

1. According to the text, with which question are schools wrestling?

- A. Should school libraries keep books that some parents don't approve of?
- B. What subject should students be taught at different grades?
- C. Should parents have a say in what their kids are reading?
- D. Should technology be banned from school libraries?

2. Which of the following best describes the organization of this text?

- A. The author points out that some parents don't want their children taking certain books out of school libraries, then proves that parents should make the final decision about what their children read.
- B. The author describes the issue of banning books from school libraries, then explains arguments for and against not allowing certain books in schools.
- C. The author asks about the Harry Potter books, then shows how those books should be banned from school libraries.
- D. The author suggests that the Harry Potter books contain talk about wizards and magic, then shows that parents should sign papers allowing their children to take books out of the school library.

3. It can be inferred from the passage that

- A. many school libraries have books that are interesting
- B. some school libraries have books for adult readers
- C. some school libraries do not have the Harry Potter books
- D. all school libraries have books about wizards and magic

4. Read the following sentences and answer the question.

"Should school libraries keep books that some parents don't approve of? Should they take those books off the shelves? All over the country, schools are wrestling with those questions."

What does the word **wrestling** mean?

- A. saving
- B. resting
- C. struggling
- D. arguing

5. The primary purpose of this passage is to describe

- A. reasons that Harry Potter books should not be allowed in school libraries
- B. reasons that school principals should say what books are in school libraries
- C. reasons in favor of and against banning books in school libraries
- D. reasons that parents should decide what books are in school libraries

6. What is the author's main argument against banning books in school libraries?

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7. Why does the author probably use the Harry Potter series as an example of books about magic?

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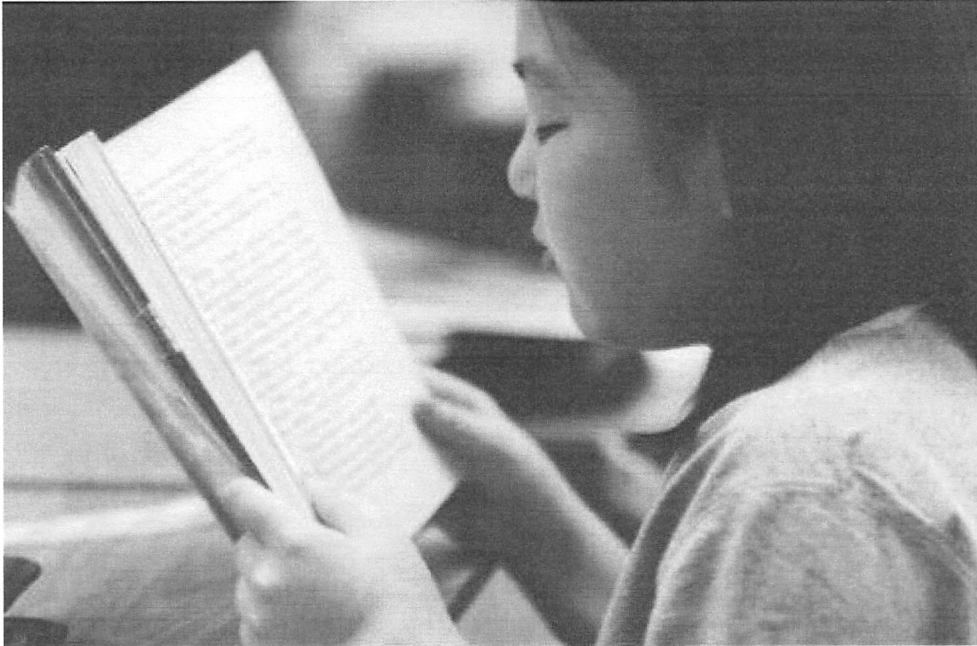
8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Some parents do not approve of the Harry Potter books \_\_\_\_\_ these books are about wizards and magic.

- A. because
- B. so
- C. but
- D. therefore

# Lizzie Escapes

by ReadWorks



Lizzie vowed that she would not return to summer camp. The first year at camp had been intolerable. The next year had been even worse. And last year had been the absolute pits. Silently, she swore an oath to her dearly departed cat, Felinious Monk, that she would find a way out.

"Now, Sugar Plum," her mother said, rubbing Lizzie's back. "I know you don't want to go back to camp, but think how much fun you'll have. All your friends from last year will be there."

"What friends?" asked Lizzie. "I don't have friends at camp."

"What about Brittany? She was so nice."

"Mom, Brittany was my *bunkmate*. She didn't choose to live with me. We had nothing in common."

"Nothing?" Her mother winced. "But she seemed so outgoing."

"Nothing. She hadn't even heard of Saul Bellow."

Her mother winced again.

Lizzie's idea of an exciting summer was sitting in an air-conditioned library and systematically devouring a high stack of novels. She'd graduated from 7th grade two weeks earlier and since then had been showing up at the library at a quarter to nine in the morning, fifteen minutes before it opened. As soon as the doors opened, she'd sprint to a table on the second floor, right next to the big window. It was an equal distance from the water fountain and the fiction section. For the next eight hours, she'd sit at the table and read. It was heavenly.

"I heard the camp added knitting as a new activity this year," her mother said. "And archery."

Lizzie frowned. "Aren't kids supposed to stay away from weapons?"

"Archery is a sport, dear."

"Sure," said Lizzie. "So is bowling. And croquet. And baseball."

Her mother sighed.

As they drove to the camp, Lizzie sat in the front seat, staring out the window. Her suitcase was sitting in the back seat. She'd packed it last night, but her mother had had a flaming fit when she discovered Lizzie hadn't packed any clothes. Lizzie had tried to argue that a pair of flip-flops and the collected novels of Henry James were all you really needed for three weeks in upstate New York, but her mom wasn't having it and had made her re-pack.

"Sweetie, look," her mom said, giving Lizzie a pleading expression. "I love that you're such a little bookworm. I do. I really do. But being outside and making friends with people your own age is really important, too."

"Why?" asked Lizzie.

"Because it makes you well-adjusted and happy."

"Camp is forced labor. You know last year they made us weave baskets? I weaved a basket, and now where is it? The camp director probably sold it for poker money."

"Mr. Scottadino did not sell your basket for poker money," said Lizzie's mom, absently checking her makeup in the rearview mirror. "It's sitting on top of my dresser, and it's beautiful."

"Yeah, well."

As they pulled up to the camp entrance, Lizzie strained her mind for last-minute strategies that could free her. In a panic, she briefly considered faking a severe illness, but figured that if it were severe enough to force her mother to pull her out of camp, then it would be severe



enough to keep her home from the library. This wouldn't be the worst thing in the world, but the thought of spending all day with her mom was enough to make her retch.

As her mother pulled to a stop, she turned to look at Lizzie. Lizzie saw her mother's forehead had the little lines it got when she was worried.

"Promise me you'll make a friend," her mother said.

"Mom..."

"Please? Promise me." Her mother looked suddenly quite sad. Lizzie worried she might start crying.

"OK," Lizzie sighed. "I'll make a friend."

"I love you, Sugar Plum."

"I know."

As Lizzie dragged her luggage to the camp's main lodge, she started creating an imaginary friend that she could tell her mother about in three weeks, when she came to pick her up. She had to think up a whole character in her head, someone whom she knew everything about—what she looked like, what she dressed like, what she acted like. If her mother asked her any question about her imaginary friend, she'd be able to answer. She might even start planting seeds by dropping her imaginary friend's name in the letter the camp would make her write and send home next week. And then, when her mom came to pick her up, she'd just tell her that her imaginary friend had left a day early, to travel with her family to do aid work in Africa. Her mom would like that. It was perfect.

The camp director, Mr. Scottadino, stepped out of the lodge.

"Hello, Lizzie. And hello, Ms. Lockwood. Nice to see you again."

"And nice to see you again, Mr. Scottadino," said her mother, blushing. "Lizzie, say hi to Mr. Scottadino."

Lizzie shrugged.

"Lizzie, it's wonderful to have you back," said Mr. Scottadino.

Lizzie was already lost in thought. She needed to make her imaginary new friend someone her mother could actually imagine her being friends with, but also someone her mother would like.

She'd have to be a bookworm, like her, but have other interests too-interests that could, in her mother's words, "broaden" her. Maybe she liked knitting? No, she would never be friends with someone who knits.

Lizzie hugged her mother goodbye. Her mother blew her a kiss.

"Have fun, Sugar Plum."

Mr. Scottadino picked up her suitcase and walked her to her cabin.

"Now, I remember how much you like to read," Mr. Scottadino said as they walked. "So, I was wondering if you might do a special job for me this summer."

Lizzie cocked an eye at the camp director. "What kind of job?"

"I want you to be the camp librarian."

Lizzie stopped in her tracks. "The camp has a library?"

"It's brand new. One of our former campers died and left us his library in his will. It's quite a collection-classics, nonfiction, and a lot of contemporary authors too. He was 80 when he died, but he tried hard to keep up with the hot new talent. Do you think you could sort it?"

Lizzie began hyperventilating. "I can do that."

"Excellent," Mr. Scottadino smiled. "Let me lead you to it."

Mr. Scottadino, still carrying Lizzie's bag, led her to a small building behind the dining room. He opened the door.

"Now, you can arrange them anyway you like, but-oh, hello, Jenny. I didn't know you were in here."

Lizzie walked through the doorway to find several heaping columns of books and, at their bottom, a girl her age. The girl was wearing glasses and a baseball jersey and reading a well-thumbed copy of Don DeLillo's *Underworld*.

"Hey Mr. Scottadino," said Jenny. She turned to Lizzie. "What's your name?"

"Lizzie."

"Do you like Don DeLillo?" Jenny asked.

For a moment, Lizzie was too surprised to speak. Then she gathered herself. "I like *early* DeLillo."

"Me too. The early novels are funnier than the big, long, serious ones." She held up *Underworld*. "But this one has some good parts."

Lizzie sat down next to Jenny.

"Do you want to help me sort these?" she asked quietly.

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

1. Where does Lizzie not want to return?

- A. school
- B. the hospital
- C. summer camp
- D. the second floor of the library

2. What is the conflict in this story?

- A. Lizzie wants to go to summer camp, but her mom wants her to stay home.
- B. Lizzie does not want to go to summer camp, but her mom is making her go.
- C. Lizzie likes the early writing of Don DeLillo, but she does not like DeLillo's later writing.
- D. Lizzie wants to go to the library at six in the morning, but the library does not open until nine.

3. Read this sentence from the story: "Lizzie's idea of an exciting summer was sitting in an air-conditioned library and systematically devouring a high stack of novels."

What can be concluded from this sentence?

- A. Lizzie likes to read.
- B. Lizzie does not like to read.
- C. Lizzie wants to go to summer camp.
- D. Lizzie does not want to go to summer camp.

4. Why does Lizzie vow that she will not return to summer camp?

- A. Lizzie's mom tells her that the summer camp added knitting and archery as new activities this year.
- B. Lizzie would rather spend every day of the summer at home with her mom than be at camp.
- C. Lizzie got into a fight at camp last summer with her bunkmate and does not want to see her ever again.
- D. Lizzie did not like summer camp in the past and does not expect to like it in the future.

5. What is a theme of this story?

- A. People who do not have anything in common can still be friends.
- B. Something you expect to be bad can turn out to be good.
- C. Parents should not make their children do anything their children do not want to do.
- D. It is more important for children to spend time playing outside than reading.

6. Read the following sentences: "For a moment, Lizzie was too surprised to speak. Then **she gathered herself**. 'I like *early* DeLillo.'"

What does the phrase "**she gathered herself**" mean?

- A. Lizzie got very upset.
- B. Lizzie got herself under control.
- C. Lizzie picked up something she had dropped.
- D. Lizzie could not think of anything to say.

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

Lizzie goes back to summer camp \_\_\_\_\_ she does not want to.

- A. although
- B. before
- C. so
- D. as a result

8. What job does Mr. Scottadino ask Lizzie to do?

9. What does Lizzie ask Jenny at the end of the story?

10. Why does Lizzie ask Jenny whether she wants to help sort the books in the library? Support your answer with evidence from the passage.



Name \_\_\_\_\_

## Undersea Adventure

Maggie and younger brother Tad were going on an undersea voyage. Maggie had entered her science project in a contest and won first prize. She was allowed to bring a friend, but Tad had begged to go.

Now they were inside a research submarine going to the Mariana Trench! Maggie wanted to ask questions of the young researcher who was their guide, but Tad kept interrupting. "What's this? What's that? What does this thing do?" Tad was interested in everything. The guide couldn't keep up with his eager questions.

"The Mariana Trench is the deepest part of the ocean," Tad yelled. "The deepest place on *Earth!*"

Maggie and the guide exchanged smiles. "He knows that, Tad," Maggie said gently. "He's a scientist. We should listen to him a little, too. Yes, my brother is pretty intelligent," Maggie said, putting her arm around skinny Tad.

"Aren't you the one who won the contest?" asked the guide.

"Actually, I am," she smiled.

**Instructions:** Complete the organizer by filling in Maggie's trait and then the clues from the passage that describe the trait. On the back of this paper, write one paragraph about the trait and support it with clues from the text.

**Character:** \_\_\_\_\_

Trait
Clues



Name \_\_\_\_\_

## Honi the Teacher

At the library, Honi eagerly turned the pages of a book about Hawaiian history. He'd spent hours there reading detailed accounts about past Hawaiian rulers. The rulers and their actions fascinated Honi. Every time he read one account, he had to read another. He needed to find out why they acted in a particular way. Honi's mother claimed his first word was "why." He always kept reading to find answers to his questions.

The next day in class, his teacher asked if anyone knew about the last Hawaiian ruler, Queen Liliuokalani (lee-lee-oo-oh-kah-LAH-nee). Classmates shared facts about her. She was first female ruler and wrote the popular song *Aloha Oe*. Honi, however, knew a lot more than those facts. He also described her as a person. "She wanted to restore the power of the monarchy in Hawaii. That was her goal. She fiercely defended her country and was thoughtful and powerful." Ms. Mitchell nodded and smiled.

Honi's friend, Ivy, whispered, "It's like you know her."

"I do," replied Honi.

**Instructions:** Complete the organizer by filling in Honi's trait and then the clues from the passage that describe the trait. On the back of this paper, write one paragraph about the trait and support it with clues from the text.

**Character:** \_\_\_\_\_

Trait
Clues

# Lonely

by ReadWorks



When the bell rang for lunch, instead of going to the outdoor cafeteria to meet Morgan like she usually did, Jessica took her lunchbox and retreated to the library. The rest of the school was rushing past her, relieved for a 50-minute break after the first day back from winter vacation-like she didn't exist. And today, Jessica really felt like maybe she *didn't* exist.

She pushed open the swinging door to the library and sat at one of the tables in the corner. Nobody-not even Mrs. Garcia, the librarian-was around. The windows to the library looked out onto the cafeteria space. Jessica could hear kids laughing and screaming and chatting, eating lunch at the plastic picnic tables and enjoying each other's company. Jessica hunched down until her chin hit the hard, wood table and groaned. She pulled her lumpy cheese sandwich out of her lunchbox and chewed awkwardly against the table, staring off into space.

Suddenly, Jessica heard a rustling in the corner. She turned around and saw that the pink and orange, four-foot-tall, stuffed dragon that had lived in that exact corner of the library ever since she had started at the school (almost six years ago) was stretching its wings and yawning.

Jessica turned back to the table, eyes wide. "Oh my gosh," she whispered. "Oh my gosh, oh my gosh, oh my gosh." She peeked over her shoulder again and saw the dragon was walking toward her. She shook her head and closed her eyes tightly. "This can't be happening," she said



to herself. "I must be going insane."

"Hi there!" a voice said from behind Jessica's left elbow.

Jessica turned around slowly. The dragon was standing in front of her, one claw on the scaly area near what would be its waist, smiling and blinking. The dragon looked confused.

"Do you speak English?" the dragon said.

"Um...yes?" Jessica said. "I think I'm just hallucinating."

The dragon shrugged and pulled out the chair next to Jessica and sat down heavily, its wings spreading out majestically.

"Probably. Why are you eating in here by yourself?"

"Uh..." Jessica looked around the library. It was still lunchtime; she could still hear her peers playing outside in the courtyard; and the library was still empty.

"Look, I know this is unusual, but why don't you just try to go with it?" the dragon said. It looked at Jessica's half-eaten sandwich. "Finish your lunch. I'll sit with you."

Jessica picked up her sandwich and took a bite, then looked over. The dragon was still sitting there watching her steadily. It seemed a little concerned about her. It had the same look in its eye as her mother did when Jessica was quiet during the car ride home, or when she was doing her homework on Saturday nights at the kitchen table.

She knew her mother thought she was a loner, but it wasn't that Jessica didn't have any friends. They all just happened to live really far away. Jessica knew she had a very rich social life online, and stayed up chatting with her friends in Australia until midnight sometimes. She had met them in chat rooms or on blogs about favorite bands they had in common, or their favorite book characters. She felt comfortable chatting with her friends through the blue light of her computer screen. Talking face-to-face was the not-so-comfortable part. The first days back at school after vacations were the hardest. Jessica had spent the last two weeks talking to people all day, and today she had barely said two words to her homeroom teacher.

"I know how you feel," the dragon said, as if it could read her mind. "I get lonely here, too, sometimes."

"I'm not lonely," Jessica said. "And don't read my mind."

"You *are* lonely," the dragon said, leaning forward on the table to look at Jessica close in the

eye. "I can see it in your face. You haven't smiled all day."

Jessica felt a wave of sadness settle over her limbs. If a stuffed *dragon* could even sense her loneliness, she didn't even want to think about what the other kids in school thought of her.

"Just say hi to someone today," the dragon said softly. "I promise they'll say hi back."

The five-minute bell indicating lunch was almost over rang. Jessica sniffed and felt her eyes well up with tears. The dragon obviously didn't understand how difficult that was going to be. When she looked up to say something, it was gone. Jessica looked around the room. The dragon was back in its corner, wings stiff and at the ready behind it.

Jessica packed up the rest of her uneaten lunch. Clearly the dragon was trying to help just her. It probably didn't come alive for everyone who ate alone in the library (but then again, how many people actually ate lunch alone in the library?). Maybe she should take its advice.

In the hallway outside the library, a girl from Jessica's homeroom class was crouched on the floor, picking up pens, pencils, and highlighters that had clearly just dropped out of her empty pencil case, open beside her. Jessica, fighting the urge to just walk away, leaned down and picked up a few pens.

"Let me help you," she said.

The girl, Molly, looked up at her and smiled gratefully. "Thank you!" she said. Jessica smiled back.



Name \_\_\_\_\_

## Columbus Discovered America?

The United States has a holiday that celebrates Christopher Columbus, the explorer who claimed he discovered the New World. The holiday is the second Monday of October. However, should Christopher Columbus really be honored?

When Columbus arrived in the New World in 1492, he thought it was India. He called the people who lived there "Indians." They were really the Taino people. On his first day in the New World, he told his men to capture six Indians. He thought they would make good servants. Columbus then forced thousands of Taino people to be slaves. He sent some Taino to Spain. Many died on the voyage. Sixty years after Columbus arrived, there were only a few hundred Taino left. There were probably about 250,000 when Columbus first arrived.

Columbus and his crew also brought diseases to the New World. These diseases, such as smallpox and measles, killed many Taino.

Columbus was a famous explorer. He was celebrated for "discovering" America. However, he did not treat the Taino people well. His actions were not all the actions of a hero.

**Instructions:** In the top box, use your own words to tell what you think the author's point of view is about the topic of the passage. In the bottom box copy, list clues from the passage that support your answer. Then, use the information in the graphic organizer to write a paragraph about the author's point of view on the back of this paper.

<b>Point of View</b>
<b>Clues</b>