



LOCAL DISTRICT SOUTH

*Successful Students,
Supporting Schools &
Strengthening Communities*

Local District South

Ten Day Grade Level Assignment Packet

Grade: 4

English Language Arts



This packet contains the pages needed to complete your assignments over the next ten days. You will need the Benchmark Text for Close Reading that goes with Unit 10 called: ***The Power of Electricity***


Remember to always **annotate as you are reading**. You should also remember to **reread** any time you are confused or need to remember what you are learning.

When packet pages are assigned they are from the packet of handouts and are numbered using the preexisting numbers from the original Benchmark text pages. They are arranged in order as assigned.

Este paquete contiene las páginas que usted necesita para completar sus tareas en 10 días. Necesitarás el texto de Benchmark Adelante para completar la Lectura detallada de la Unidad numero 10.

Acuerdese de siempre anotar mientras lees el texto y léelo de nuevo para mejorar tu comprensión cuando no entiendes algo y para poder recordar lo que estás aprendiendo.

Las tareas estan numeradas en orden usando las páginas numeradas del texto original de Benchmark Adelante.

Day #	Close Reading Text The Power of Electricity 	Packet
1	Pages 2-5	Page 1
2	Pages 6-9	Page 2
3	Page 10 and complete page 11 (Research and Writing Section is Optional)	Page 3
4	Pages 12-19	Page 4 Cursive Handwriting Page
5	Pages 20 and complete page 21 (Research and Writing Section is Optional)	Select one activity from the *Daily Take-Home Activity Calendar to complete.
6	Carefully read all passages in the assessment.	Unit 10 Week 1 Assessment pages 205-210
7	Pages 22-26	Page 5 Cursive Handwriting Page
8	Pages 27-29	Pages 6 and 7
9	Page 30 and complete page 31 (Research and Writing Section is Optional)	Pages 8 and 9 Cursive Handwriting Page
10	Carefully read all passages in the assessment	Unit 10 Week 2 Assessment pages 211-216

*Do as many activities as you would like from the **Daily Take-Home Calendar**.

Frequently Confused Words

Homophones are words that sound the same but have different spellings and different meanings. Some homophones are **break/brake, principal/principle, passed/past, lead/led**. Homophones can frequently be confused in writing. Make sure to think about the meaning of a homophone and use the word with the meaning intended in the sentence.

I didn't see you sitting **there**.

They're going to the movies now.

Is that **their** dog?

Circle the homophone in () that correctly completes each sentence. Then place a check mark next to the correct definition of the word.

- 1.** Cell phones are not (allowed, aloud) in many classrooms.

_____ able to be heard _____ permitted

- 2.** Some of the old water pipes were made of (led, lead) rather than copper.

_____ a type of metal _____ showed the way

- 3.** The thunderstorm (past, passed) through town quickly.

_____ from a former time or place _____ went by

- 4.** Let's watch (their, there) soccer team practice.

_____ a possessive pronoun _____ a place

- 5.** Doug spent a (weak, week) working on his science project.

_____ not strong _____ seven days

- 6.** We nailed a heavy (board, bored) over the broken window.

_____ a piece of wood _____ not interested

- 7.** (Whose, Who's) ready to leave for the game?

_____ interrogative pronoun _____ contraction of **who is**

Order Adjectives

Follow this order when using more than one adjective to describe a noun: number (**many, several, twenty**), opinion (**exciting, smart**), size (**little, tall**), look/feel (**chilly, cuddly**), age (**twelve-year-old, young**), shape (**round, square**), color (**pinkish, colorful**), origin (**lunar, southern**), material (**paper, wooden**). Use a comma after each adjective except after an adjective that is a number. Never use a comma between the last adjective and the noun.

Incorrect: The five, wooden, little, trains went round and round the narrow track.

Correct: The **five little, wooden** trains went round and round the narrow track.

Circle the letter showing the correct order of the adjectives that describe the underlined noun. Then write the adjectives on the line using correct punctuation.

1. Maura has collected _____ seashells over the years.
a. large colorful many b. many large colorful

2. Brutus, a _____ German shepherd, won the dog show.
a. smart young b. young smart

3. When he dropped his ice cream, my _____ brother began to cry.
a. disappointed four-year-old b. four-year-old disappointed

4. On the floor of the main hall were _____ rugs.
a. round two beautiful large b. two beautiful large round

Adding Endings

emergencies

humming

snagged

unluckier

grabbed

resumed

stifling

whined

Write a spelling word to complete each sentence.

1. It was a hot and humid day, and the classroom was _____.
2. Of the two hopeless contestants, it's hard to say who was _____.
3. Millie _____ that she never got chosen first.
4. With all the air conditioners on, there was a distinct _____ sound.
5. After a short break to stretch our legs, we _____ our committee meeting.
6. We learned how to be prepared for all types of _____.
7. I'm glad I _____ a few pieces of fruit before heading out.
8. Jeremy got to the ticket office early and _____ tickets for the best seats!

Adding Endings

emergencies	humming	snagged	unluckier
grabbed	resumed	stifling	whined

Write the spelling words for which the given ending rule applies.

Drop the final y.

1. _____

2. _____

Double the final consonant.

3. _____

4. _____

5. _____

Drop the final e.

6. _____

7. _____

8. _____

Read each word. Then write the spelling word that rhymes with it.

9. bagged

10. dined

Name: _____ Date _____

Directions: Trace and write the punctuation marks. Then write the sentences adding the correct punctuation.

./ / / ? ? ? , , , « » « » « »

When did the blackout occur?

"In 1965," Granddad said.

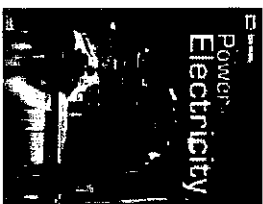
That was a real blackout!

Name: _____

Unit 10: The Power of Electricity

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



Monday	Tuesday	Wednesday	Thursday	Friday
<p>Power Restored in India pp. 4-5</p> <ul style="list-style-type: none"> Read aloud the selection, alternating paragraphs. Point out the word populous in paragraph 5 and ask your child to look for clues to its meaning. Then think of words related to populous, such as popular and population, and use them in sentences. 	<p>Power Restored in India pp. 4-5</p> <ul style="list-style-type: none"> Together, circle all the numerals and number-related words in the selection. (July 30, 370 million, 620 million, half, August 1, three, second-most) Discuss their importance in providing accurate facts to readers. 	<p>Benjamin Franklin: The Dawn of Electrical Technology p. 6</p> <ul style="list-style-type: none"> Invite your child to read aloud the first page of the selection. Reread the first sentence, and ask your child to point out details on the page that support this main idea. 	<p>Benjamin Franklin: The Dawn of Electrical Technology pp. 7-9</p> <ul style="list-style-type: none"> Read the rest of the selection together, alternating paragraphs. Reread Franklin's quote at the bottom of page 8, and ask your child what the words Rods and Mischief refer to. 	<p>Blackout, 1965 p. 10</p> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Together, make a list of things your family would have to do differently during a blackout.
<p>The Power of Electricity pp. 12-13</p> <ul style="list-style-type: none"> Read aloud the first two pages of the selection together, alternating paragraphs. Together, try to create static electricity, such as by rubbing a balloon on your hair or shuffling your feet across a rug. 	<p>The Power of Electricity pp. 14-15</p> <ul style="list-style-type: none"> Read aloud the next two pages of the selection together, alternating paragraphs. Together, make a two-column chart that lists the differences between DC and AC power. 	<p>The Power of Electricity pp. 16-18</p> <ul style="list-style-type: none"> Together, read page 16 through paragraph 16. Ask your child to locate clues in the text that explain what the word generating means in the section head on page 16. 	<p>The Power of Electricity pp. 18-19</p> <ul style="list-style-type: none"> Read the "Conserving Energy for the Future" section together, alternating paragraphs. Together, draw a kitchen filled with alternative energy appliances, labeling each one with a creative name. 	<p>Hoover Dam p. 20</p> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Discuss the "harmful ecological effect(s)" that dams could cause.
<p>Nikola Tesla: Electrifying Inventor pp. 22-24</p> <ul style="list-style-type: none"> Read aloud the first three pages of the selection together, alternating paragraphs. Compare the information in paragraphs 3 and 4 to the details about Edison and Tesla in the time line on page 15. 	<p>Nikola Tesla: Electrifying Inventor pp. 25-26</p> <ul style="list-style-type: none"> Read aloud the next two pages of the selection together, alternating paragraphs. Together, make up a conversation Edison and Tesla might have about Edison's offer of \$50,000. 	<p>Nikola Tesla: Electrifying Inventor pp. 27-29</p> <ul style="list-style-type: none"> Finish reading the selection together. Find a book or web site about the 1893 Chicago World's Fair to see what it says about Tesla's contributions. 	<p>Nikola Tesla: Electrifying Inventor pp. 22-29</p> <ul style="list-style-type: none"> Together, match information from the text to details listed in the time line on pages 28 and 29. Then discuss time line entries that add additional information about Tesla. 	<p>A Night in Tesla's Lab p. 30</p> <ul style="list-style-type: none"> Invite your child to read aloud the selection. Together, make a list of questions you would like to ask Tesla if you could spend a day with him in his laboratory.

Week 3

Week 2

Week 1

nombre: _____

Unidad 10: The Power of Electricity

Calendario de actividades diarias para la casa

Marque cada actividad a medida que la complete.

Power of Electricity

Lunes	Martes	Miércoles	Jueves	Viernes
<p>Power Restored in India <input type="checkbox"/></p> <p>págs. 4–5</p> <ul style="list-style-type: none"> • Lean en voz alta el texto, alternando los párrafos. • Señale la palabra populous (pobloso) en el párrafo 5 y pida a su niño/a que busque pistas sobre su significado. • Luego, piensen en palabras relacionadas con populous, tales como popular y population (población), y usenlas en oraciones. 	<p>Power Restored in India <input type="checkbox"/></p> <p>págs. 4–5</p> <ul style="list-style-type: none"> • Juntos, encierran en círculos todos los numerales y las palabras relacionadas con los números del texto. (July 30, 370 million, 620 million, half, August 1, three, second-most) • Comenten su importancia para brindar datos precisos a los lectores. 	<p>Benjamin Franklin: The Dawn of Electrical Technology <input type="checkbox"/></p> <p>pág. 6</p> <ul style="list-style-type: none"> • Invite a su niño/a a que lea en voz alta la primera página del texto. • Vuelva a leer la primera oración, y pida a su niño/a que señale detalles en la página que apoyen esta idea principal. 	<p>Benjamin Franklin: The Dawn of Electrical Technology <input type="checkbox"/></p> <p>págs. 7–9</p> <ul style="list-style-type: none"> • Lean juntos (o invite a su niño/a a leer) el resto del texto, alternando los párrafos. • Vuelva a leer la cita de Franklin al final de la página 8, y pregunte a su niño/a a qué se refieren las palabras Rods (varas) y Mischief (travesuras). 	<p>Blackout, 1965 <input type="checkbox"/></p> <p>pág. 10</p> <ul style="list-style-type: none"> • Invite a su niño/a a que lea en voz alta el texto. • Juntos, hagan una lista de cosas que su familia tendría que hacer de forma diferente durante un apagón.
<p>The Power of Electricity <input type="checkbox"/></p> <p>págs. 12–13</p> <ul style="list-style-type: none"> • Lean juntos en voz alta las primeras dos páginas del texto, alternando los párrafos. • Juntos, traten de crear electricidad estática, por ejemplo, frotándose un globo en el pelo o arrastrando los pies en una alfombra. 	<p>The Power of Electricity <input type="checkbox"/></p> <p>págs. 14–15</p> <ul style="list-style-type: none"> • Lean juntos (o invite a su niño/a a leer) en voz alta las siguientes dos páginas del texto, alternando los párrafos. • Juntos, hagan una tabla de dos columnas que muestre las diferencias entre la corriente directa y la corriente alterna. 	<p>The Power of Electricity <input type="checkbox"/></p> <p>págs. 16–18</p> <ul style="list-style-type: none"> • Juntos, lean la página 16 hasta el párrafo 16. • Pida a su niño/a que busque pistas en el texto que expliquen el significado de la palabra generating (generando) en el encabezamiento de la página 16. 	<p>The Power of Electricity <input type="checkbox"/></p> <p>págs. 18–19</p> <ul style="list-style-type: none"> • Lean juntos (o invite a su niño/a a leer) la sección “Conserving Energy for the Future”, alternando los párrafos. • Juntos, dibujen una cocina llena de accesorios de energía alternativa, usando nombres creativos para cada uno. 	<p>Hoover Dam <input type="checkbox"/></p> <p>pág. 20</p> <ul style="list-style-type: none"> • Invite a su niño/a a que lea en voz alta el texto. • Comenten el “harmful ecological effect” (“efecto ecológico dañino”) que podrían causar las represas.
<p>Nikola Tesla: Electrifying Inventor <input type="checkbox"/></p> <p>págs. 22–24</p> <ul style="list-style-type: none"> • Lean juntos (o invite a su niño/a a leer) en voz alta las primeras tres páginas del texto, alternando los párrafos. • Compare la información de los párrafos 3 y 4 con los detalles sobre Edison y Tesla de la línea temporal de la página 15. 	<p>Nikola Tesla: Electrifying Inventor <input type="checkbox"/></p> <p>págs. 25–26</p> <ul style="list-style-type: none"> • Lean juntos (o invite a su niño/a a leer) en voz alta las siguientes dos páginas del texto, alternando los párrafos. • Juntos, inventen una conversación que Edison y Tesla podrían haber tenido sobre la oferta de Edison de 50 000 dólares. 	<p>Nikola Tesla: Electrifying Inventor <input type="checkbox"/></p> <p>págs. 27–29</p> <ul style="list-style-type: none"> • Terminen de leer el texto juntos (o invite a su niño/a a leerlo) en voz alta. • Busquen un libro o un sitio web sobre la Chicago World’s Fair (Exposición Universal de Chicago) de 1893 para verlo que dice sobre las contribuciones de Tesla. 	<p>Nikola Tesla: Electrifying Inventor <input type="checkbox"/></p> <p>págs. 22–29</p> <ul style="list-style-type: none"> • Juntos, busquen las correspondencias entre la información del texto y los detalles mencionados en la línea temporal de las páginas 28 y 29. • Luego, comenten las entradas de la línea temporal que añaden información adicional sobre Tesla. 	<p>A Night in Tesla’s Lab <input type="checkbox"/></p> <p>pág. 30</p> <ul style="list-style-type: none"> • Invite a su niño/a a que lea en voz alta el texto. • Juntos, hagan una lista de preguntas que les gustaría hacer a Tesla si pudieran pasar un día con él en su laboratorio.

Semana 2

Semana 3

Unit 10 • Week 1 Assessment

Read this article about a project in Tennessee. Then answer the questions.

The Tennessee Valley Authority

- 1 When the Great Depression was at its worst in the United States in the 1930s, banks and businesses closed. Widespread unemployment soon followed. Nearly a quarter of the workforce could not find a job. Families lost their homes and their farms. It was a time of great suffering and hardship.
- 2 People living along the Tennessee River in the southeastern part of the country were hit especially hard. Most of them were farmers who struggled because of frequent floods and poor soil. Crops that were not washed away by spring floods often dried out during summer droughts. Most farm families faced another hardship: In 1930, only 10 percent of people in rural areas of the United States had electricity. For those who did, it was expensive.
- 3 In the 1930s, the government started programs to rebuild the country. One of these programs was the Tennessee Valley Authority (TVA). The TVA built dams on the Tennessee River. The dams controlled flooding and freed farmers from the cycle of flood and drought. They also brought low-cost electricity to Tennessee. As an added bonus, TVA provided thousands of jobs to people in the region, clearing land and building dams.
- 4 In 1934, journalist Lorena Hickok visited the Tennessee River Valley and reported on what she saw. In her view, the TVA program was about to transform the area. She predicted that the people would move “out of the grey shadows of want” into a “Promised Land, bathed in golden sunlight.”

continued 

- 5 Hickok reported that the people “don’t all get so excited about it as I do.” Still, she noted, “the people . . . are beginning to ‘feel’ the presence of the TVA.” Hickok quoted a man who saw how the program helped him. “I put in an electric hot water heater sometime ago,” the man told her. “But I haven’t been able to use it because it cost too much. But now, with this new rate, I can.”
- 6 Today, the TVA provides electricity to almost nine million people. In fact, it is the largest public power company in the United States. In addition, the TVA continues to work to control flooding, provide clean water, and improve navigation on the Tennessee River.

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

Part A What is the main idea of this passage?

- A The Tennessee Valley Authority improved life in the Tennessee Valley region.
- B The Tennessee Valley Authority was the most successful program started during the Great Depression.
- C A journalist noticed how the Tennessee Valley Authority's projects affected people.
- D Today, the Tennessee Valley Authority is still important to the people of the river valley.

Part B Which detail from the passage supports the main idea in Part A?

- A "In the 1930s, the government started programs to rebuild the country."
- B "The dams controlled flooding and freed farmers from the cycle of flood and drought."
- C "In 1934, journalist Lorena Hickok visited the Tennessee River Valley and reported on what she saw."
- D "In addition, the TVA continues to work to control flooding, provide clean water, and improve navigation on the Tennessee River."

2. Choose the correct word to complete the sentence below.

The TVA started _____ people to build dams.

- A hire
- B herring
- C hiring
- D hireing



3. Read this sentence from paragraph 2.

People living along the Tennessee River in the southeastern part of the country were hit especially hard.

The author uses the phrase hit especially hard to emphasize what idea about the people of the Tennessee River Valley?

- A The Great Depression tested how well they could defend themselves.
 - B They thought of the Great Depression as an exciting fight.
 - C They did not realize what had happened to them during the Great Depression.
 - D The Great Depression had sudden and painful effects for them.
4. Read this sentence from paragraph 3. Think about how the sentence reflects the author's point of view about the TVA.

As an added bonus, TVA provided thousands of jobs to people in the region, clearing land and building dams.

Which of these other details would the author **most likely** include to support the point of view presented in the passage?

- A Because of the TVA's projects, more than 70,000 residents of the Tennessee River Valley were forced to move.
- B Before the TVA brought electricity to the region, less than 10 percent of residents had telephones or radios.
- C The size and location of some TVA projects disturbed the habitats of wild animals.
- D Dams built by the TVA affected the flow of the river and the people who used the river for recreation.

5. Choose the correct word to complete the sentence below.

The TVA provides power for _____ as well as farms and homes.

- A factorys
 - B factores
 - C factories
 - D factoryes
6. In paragraph 4, what does Lorena Hickok’s use of the phrases “bathed in golden sunlight” and “grey shadows of want” suggest about the people of the Tennessee Valley?
- A They had terrible troubles, but now life is getting much better for them.
 - B They still face serious problems, but they have forgotten them.
 - C Their problems make it difficult to enjoy simple pleasures.
 - D They feel gloomy because they expected more help than they have received.



continued

7. Which **two** details from the passage present firsthand accounts of changes resulting from the TVA's programs?
- "When the Great Depression began in the United States in the 1930s, banks and businesses closed. Widespread unemployment soon followed."
 - "People living along the Tennessee River in the southeastern part of the country were hit especially hard. Most of them were farmers who struggled because of frequent floods and poor soil."
 - "The TVA built dams on the Tennessee River. The dams controlled flooding and freed farmers from the cycle of flood and drought. They also brought low-cost electricity to Tennessee."
 - "Hickok reported that the people 'don't all get so excited about it as I do.' Still, she noted, 'the people . . . are beginning to "feel" the presence of the TVA.'"
 - "'I put in an electric hot water heater sometime ago,' the man told her. 'But I haven't been able to use it because it cost too much. But now, with this new rate, I can.'"
 - "Today, the TVA provides electricity to almost nine million people. In fact, it is the largest public power company in the United States."
8. Which idea from the passage presents information in an objective way?
- A Lorena Hickok visited the river valley in 1934.
 - B The area was about to be transformed by the TVA.
 - C The people of the area were not excited about the changes.
 - D The changes were about to bathe the people in golden sunlight.



Interrogative Pronouns and Relative Pronouns

An interrogative pronoun introduces a question. A relative pronoun introduces a clause that tells more information about the subject of a sentence. Some examples of interrogative and relative pronouns include **who**, **whom**, **whose**, **that**, and **which**. The way the pronoun is used in a sentence determines whether it is an interrogative or a relative pronoun.

Interrogative Pronouns: **What** are your plans today?

Which movie would you like to see?

Who else would like to come? **Whose** mom is taking us?

Relative Pronouns: My friend **who** lives down the block is coming, too. We can take the sandwiches **that** you made. The latest animated movie, **which** my brother has seen, is very good.

Circle the correct interrogative pronoun or relative pronoun in () to complete each sentence.

1. (Who, What) wants to see the movie (what, that) Jan recommended?
2. (Which, Who) dog is the one (which, that) saved the boy's life?
3. (Who, Whose) wants to picnic in Oak Park, (which, what) happens to be my favorite park?
4. (Whose, Who) neighborhood is the one (whose, that) was hit by the tornado?
5. (What, Which) friend is the one (that, who) walks to school with you?
6. (Who, What) would like the extra ticket (whose, that) I bought?

Name: _____ Date _____

Directions: Trace and write the sentences. The last two sentences do not have a middle line.

Hoover dam is 726 feet high.

Construction began in 1930.

It took 5 years to build.

It provides electricity.

Correct Run-Ons

A run-on sentence contains two or more complete sentences that should be written separately or combined using a comma and a coordinating conjunction such as **and, but, or, so, for, nor, or yet**.

Run-On: I walked to the store I bought eggs and milk.

Corrected: I walked to the store, **and** I bought eggs and milk.

Circle the coordinating conjunction in () that best joins the two clauses of the run-on sentence. Rewrite the run-on sentence as a compound sentence using the coordinating conjunction and correct punctuation.

1. Mia used to live near me she recently moved to Florida. (but, or)

2. Adina took voice lessons soon she began winning talent shows.
(but, and)

3. I couldn't make it to the market yesterday I had to go today. (for, so)

4. Jesse didn't want to take drum lessons he did want to take piano lessons. (nor, but)

5. I'm allergic to almost all animals I'd like to get a job walking dogs.
(and, yet)

6. You can sell tickets you can help people find their seats. (but, or)

Words with Final /əl/ and /ən/

barren	controversial	fossil	metropolitan
chemical	essential	kitchen	travels

Write the spelling word that best completes each sentence.

1. Rosa plans to visit every continent and write a blog about her _____.
2. In the winter, the landscape looked like a _____ wasteland.
3. San Francisco is one of America's major _____ areas.
4. After the ship crashed, there was concern about a _____ spill.

Write a spelling word that goes with the other words.

5. questionable, disputed, _____
6. living room, dining room, _____
7. necessary, crucial, _____
8. relic, skeleton, _____

Words with Final /əl/ and /ən/

barren	controversial	fossil	metropolitan
chemical	essential	kitchen	travels

Write the spelling words for the final sound-spelling pattern.

Final /əl/ sound spelled *a*

1. _____

2. _____

3. _____

Final /əl/ sound spelled *e*

4. _____

Final /əl/ sound spelled *i*

5. _____

Final /ən/ sound spelled *e*

6. _____

7. _____

Final /ən/ sound spelled *a*

8. _____

Write the spelling words that answer the questions.

9. Which word has a first syllable that rhymes with **jet**? _____

10. Which word has a first syllable that rhymes with **rich**? _____

Prepositional Phrases

A prepositional phrase includes a preposition and its object along with any modifiers. Prepositional phrases often answer one of the following questions: **which one? where? when? how? how long?**

- Which one?** The boy in the blue sweater is my brother.
Where? The red pencil is in the desk drawer.
When? I will see you after recess.
How? She went into the dark cave with all her courage.
How long? The man was lost in the woods for two days.

In each sentence, write the preposition that best begins the prepositional phrase and answers the question in ().

1. _____ breakfast, we washed the dishes.
(When?)
2. The book _____ the shiny cover was written by my friend.
(Which one?)
3. It has been snowing _____ several hours.
(How long?)
4. Mark accidentally knocked over the mug _____ his backpack.
(How?)
5. I always fold my T-shirts and put them _____ my drawer.
(Where?)
6. The girl _____ the red dress is a talented musician.
(Which one?)

Name: _____ Date _____

Directions: Trace and write the sentences on the lines.

Nikola Tesla was an
inventor.

He was devoted to science.

He invented AC transmission.

Tesla was born in Croatia.

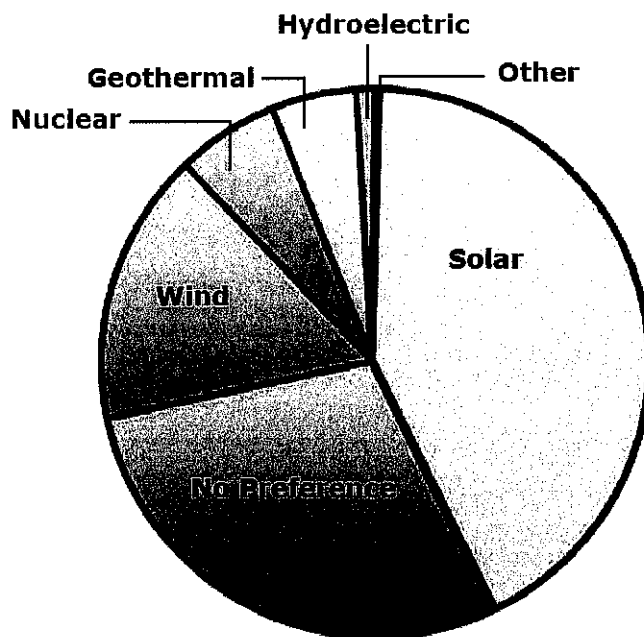
Unit 10 • Week 2 Assessment

Read this article about wind power. Then answer the questions.

The Cape Wind Project

- 1 As the world's population grows, the demand for electricity grows as well. People are searching for cleaner and cheaper ways to produce electricity. One energy source that people are looking at more closely is wind power. Wind power is produced using wind turbines. As the large blades of the turbine spin, they create electricity.
- 2 Currently in the United States, most electricity is produced by burning fossil fuels. The supply of fossil fuels such as coal and oil is limited. Burning fossil fuels also produces smoke that gets into the air. The smoke contains toxic gases. These gases can kill plants and wildlife. Many scientists believe they contribute to climate change, as well. Wind power does not produce pollution. Unlike coal and oil, wind is a renewable resource. We will never run out of it.

U.S. Consumers' Preferred Renewable Energy Source, 2013



continued

- 3 Wind power is a fairly popular choice among Americans who have an opinion about renewable energy. Some people, however, strongly object to wind power in their communities. This has recently been the case in Cape Cod, Massachusetts. The Cape Wind Project is a "wind farm" of 130 wind turbines proposed for the shore off Cape Cod. Cape Cod is a popular summer vacation spot. Opponents of the Cape Wind Project say that offshore wind turbines will destroy Cape Cod's natural beauty. They fear that fewer people will visit Cape Cod. They also say the turbines are noisy and harm wildlife. Supporters of the project say that the Cape Wind Project will provide clean energy. It will also, they claim, provide jobs and make electricity in the area cheaper.

- 4 The Cape Wind Project has been in the planning stages for over a decade. The controversy has not ended yet. While some still want to halt the project, builders hope to begin construction soon. The U.S. Department of Energy has set a goal. By 2020, the United States will produce 5 percent of its electricity using wind power. If supporters of the Cape Wind Project can make it happen, the country will move a little closer to that goal.

1. Read paragraph 1. Underline the sentence that states the key idea of the paragraph.

As the world's population grows, the demand for electricity grows as well. People are searching for cleaner and cheaper ways to produce electricity. One energy source that people are looking at more closely is wind power. Wind power is produced using wind turbines. As the large blades of the turbine spin, they create electricity.

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

Part A What does the word toxic mean as it is used in paragraph 2?

- A harmful to health
- B ugly to see
- C produced as waste
- D hard to avoid

Part B Which sentence in paragraph 2 provides the **best** clue to the meaning in Part A?

- A "Currently in the United States, most electricity is produced by burning fossil fuels."
- B "Burning fossil fuels also produces smoke that gets into the air."
- C "These gases can kill plants and wildlife."
- D "Unlike coal and oil, wind is a renewable resource."

3. Which statement from paragraph 3 is supported by evidence from the pie chart?

- A "Wind power is a fairly popular choice among Americans who have an opinion about renewable energy."
- B "Some people, however, strongly object to wind power in their communities."
- C "Supporters of the project say that the Cape Wind Project will provide clean energy."
- D "It will also, they claim, provide jobs and make electricity in the area cheaper."



continued

4. Based on the pie chart, choose the **three** highest ranked answers to the 2013 poll of consumers' preferred source of renewable energy. Write the answers into the correct places in the chart.

Highest Ranked Answers
1
2
3

Consumers' Answers to 2013 Poll

Geothermal
 Hydroelectric
 No Preference
 Nuclear
 Solar
 Wind
 Other

5. Read this sentence from paragraph 3.

Opponents of the Cape Wind Project say that offshore wind turbines will destroy Cape Cod's natural beauty.

Which word has the same ending vowel sound as natural?

- A** hotel
B label
C rainfall
D awhile
6. Read these sentences from paragraph 3 and look at the underlined phrases. Choose **three** phrases that show the author is presenting other people's views in an objective way. Circle the phrases you choose.

The Cape Wind Project is a "wind farm" of 130 wind turbines proposed for the shore off Cape Cod. Cape Cod is a popular summer vacation spot. Opponents of the Cape Wind Project say that offshore wind turbines will destroy Cape Cod's natural beauty. They fear that fewer people will visit Cape Cod. They also say the turbines are noisy and harm wildlife. Supporters of the project say that the Cape Wind Project will provide clean energy. It will also, they claim, provide jobs and make electricity in the area cheaper.

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

Part A What is the main idea of paragraphs 3–4?

- A** Some people of Cape Cod oppose the wind project because they don't understand how it will help them.
- B** The proposed Cape Wind Project has supporters and opponents.
- C** The people who support the Cape Wind Project are not concerned with the beauty of the shore.
- D** The U.S. government has taken action to end the disagreement over the Cape Wind Project.

Part B Which detail from the passage **best** supports the answer to Part A?

- A** "Wind power is a fairly popular choice among Americans who have an opinion about renewable energy. Some people, however, strongly object to wind power in their communities."
- B** "The Cape Wind Project is a 'wind farm' of 130 wind turbines proposed for the shore off Cape Cod. Cape Cod is a popular summer vacation spot."
- C** "The Cape Wind Project has been in the planning stages for over a decade. The controversy has not ended yet. While some still want to halt the project, builders hope to begin construction soon."
- D** "The U.S. Department of Energy has set a goal. By 2020, the United States will produce 5 percent of its electricity using wind power."



continued

8. Read this sentence from paragraph 4.

If supporters of the Cape Wind Project can make it happen, the country will move a little closer to that goal.

Which word has the same ending vowel sound as happen?

- A machine
 - B soften
 - C thirteen
 - D begin
9. Choose **two** details drawn from the passage that provide **objective** evidence about the benefits of wind power.
- It does not produce pollution.
 - It may provide much-needed jobs.
 - It is produced with noisy wind turbines.
 - It is a renewable resource.
 - It is currently used less than old-fashioned fossil fuels.
 - It may make our expensive electricity cheaper.

