

Reading Non-Fiction — Grade 4

Each day reread the 2 articles. You will read them 5 times this week. Each day you read the article you will focus on a different nonfiction thinking skill. Use either article to answer your daily question.

Remember to think about your reading as you read. Don't just read and forget. The nonfiction goals a 4th grader is working on are; writing a summary, analyzing parts of a nonfiction text, analyzing author's craft, analyzing author's perspective and comparing 2 non fiction texts on the same topic.

Working on these goals will prepare you for 5th grade and beyond.

Schedule:

Monday — Summary

Tuesday — Identify Non-Fiction Parts of Text

Wednesday — Analyze Author's Craft

Thursday — Analyze Author's Perspective

Friday — Cross Text Synthesis (Combine 2 Text)

Directions: Record all your notes and journal entries in your reading journal. Use this packet for information.

- 1. Study the daily reading goal. This is what you are thinking about as you read.**
- 2. Read your article each day. Look for your reading goal in the article.**
- 3. Stop and journal in your reading journal. Answer the daily journal question.**
- 4. This should take 10 - 15 minutes a day (five minutes to read, 10 minutes to write)**

Is Bottled Water Really Better? ... or are we wasting our money?

Article 1

Last year, Americans bought 31 billion bottles of water. Stack those up, and the plastic tower would stretch from Earth to the moon and back—eight times!

Why do we love bottled water so much? It's convenient. Just grab a bottle and go. Then toss it out when you're done. It's healthy too, compared with sugary sodas and drinks. And it's much better than tap water.

Or is it?

In fact, one third of all bottled water is tap water. Many top-selling brands, such as Dasani and Aquafina, sell tap water that has been run through a filter.

It turns out that waters bottled from springs and streams—like Fiji—are not necessarily “better” than the water you can get from your kitchen sink. In taste tests, tap water often wins. And chances are that the water flowing from your tap has been tested more than what you are guzzling from a bottle. That's because most cities regularly test tap water to make sure it doesn't contain dangerous germs or chemicals. Bottled-water companies don't have to test as rigorously.

But the main criticism of bottled water isn't the quality of the water—or even the fact that Americans are paying for water they can get for free. It's those plastic bottles. Though they can be recycled, few actually are. Eighty percent are thrown into the trash—that's 33 million bottles *a day* that wind up in landfills, where they will sit for hundreds of years.

These mountains of trashed plastic bottles have inspired a growing number of communities to take action. The town of Concord, Massachusetts, plans to ban the purchase of bottled water. Some college campuses are doing the same. At Cherry Tree Elementary School in Indiana, kids get reusable water cups with their lunch. Bottled water is still for sale, but most kids simply raise their hands at lunch and hold up three fingers—Cherry Tree's sign for “I want water, please.” The four-year-old program has been a big success.

But not everyone can simply choose to avoid bottled water. Around the world, 1 billion people do not have access to safe water. If they drank from the tap or from local supplies, they could get seriously sick—or even die. For them, bottled water isn't a convenience. It's a life-or-death necessity.

In addition, banning bottled water could lead people to drink more unhealthy beverages, like soda. And these sugary drinks contribute to America's growing problem with obesity.

Still, it seems that America might be losing its thirst for bottled water. Sales are dropping. Sales of reusable water bottles are soaring. And many towns want to ban the sale of bottled water, as Concord plans to do.

Should National Parks Sell Bottle Water?

Article 2

Thirsty hikers who wanted to buy a bottle of water in Grand Canyon National Park had long been out of luck. To help cut down on trash, the park had banned the sale of bottled water in 2012. Twenty-two other national parks had similar rules. Park visitors could bring their own water bottles or buy reusable ones in the park's gift shops. People could fill them for free at water-filling stations within the parks.

But in August, the National Park Service (NPS) ended the ban on selling bottled water in the parks. The director of the NPS wrote in a statement that, "It should be up to our visitors to decide how best to keep themselves and their families hydrated."

The NPS also argues that "The ban removed the healthiest beverage choice" from the parks. The parks that had stopped selling bottle water continued to sell bottles of soda and other sugary drinks. A study released by the University of Vermont in 2015 found that banning the sale of bottled water often leads people to drink more of these unhealthy beverages.

However, critics of the NPS's decision say it's a step backwards. A report from 2012 showed that before the ban went into effect, plastic bottles made up 20 percent of all the waste at the Grand Canyon. Conservationists say that trash pollutes the environment and takes away from the beauty of our national parks.

Here's what two of our readers think.

YES! - Anjay Gooden, New York

People need water to stay hydrated. During a hike through a national park, they can get very thirsty. Some people may not remember to bring their own water bottles. So they should be able to buy bottled water in the park to keep from passing out or feeling disoriented.

Also, the parks that don't sell bottled water still sold soda and other sugary drinks. These drinks are not as healthy as water and can lead to obesity (being dangerously overweight) if consumed in large quantities.

NO! Isabella Zeppa, Massachusetts

Plastic bottles can be harmful to the environment where they are. Only about 30 percent of plastic bottles get recycled in the U.S. Instead, many are thrown in the trash and end up in landfills, where they can take hundreds of years to decompose.

Also, plastic bottles often end up as litter. They look ugly scattered all over hiking trails, roadsides, and fields. Birds, fish and other wildlife could get seriously injured and possibly die if they eat the plastic.

Why not bring your own reusable bottle when you visit a national park? You could save money by filling it for free at the water-filling stations.

Reading Nonfiction — Nonfiction Summary — Grade 4 — Monday

Directions— Read one of your nonfiction articles. Write a summary.

Reading — Nonfiction Parts

SUMMARY: A summary is a short retelling of the article. It has three parts. First, there is the main idea of the article. Then, there are the important details or subtopics the author uses to support the main idea. Finally, there is the conclusion, which is a lesson or goal the author wants the reader to do.

Article Title _____

Sentence 1 Main idea _____

Sentence 2 Subtopic 1, _____

Sentence 3 Subtopic 2, _____

Sentence 4 Subtopic 3, _____

Sentence 5 Conclusion _____

Write a summary

Write a summary for one of your articles.

Reading Nonfiction — Analyze Parts of a Non Fiction Text — Grade 4 —Tuesday

Directions— Read one of your nonfiction articles. Identify the different parts of the text.

(Hook, Introduction, Subtopics, Author's Craft, Conclusion or lesson).

Then choose one part and explain how it supports the main idea.

Identify the Parts of a Non Fiction Text

Analyze the parts of the text. Write a short sentence explaining what each part is about.

Title _____

Introduction

Hook _____

Subtopic 1 _____
Subtopic 2 _____

Subtopic 3

Author's Craft

Conclusion/Lesson

Analyze Part of the Narrative Text

Choose one part and explain how it supports the main idea of the article.

Reading Nonfiction — Analyze Author's Craft — Grade 4— Wednesday

Directions—Read one of your nonfiction articles. Identify a craft technique the author uses and explain why the author used this technique to support the main idea.

Article _____

Main Idea _____

<u>A detailed example or list of facts</u>	<u>Micro-story/Anecdote</u>	<u>Chronological</u>
The goal for this technique is to elaborate on an example to help the reader understand more.	The goal for this technique is to show how an example would look in real life.	The goal for this technique is to show how the main idea changes over time.
<u>Compare/Contrast</u>	<u>Cause/Effect</u>	<u>Problem/Solution</u>
The goal for this technique is to show how examples are the same and different.	The goal for this technique is to explain what causes example or to show several effects an example might have.	The goal for this technique is to explain a problem and provide a solution or several solation.

Analyze Author's Craft

Reading Nonfiction — Analyze Author’s Perspective — Grade 4 — Thursday

Directions—Read one of your nonfiction articles. Identify the author’s point of view, is it a first hand account or a second hand account. If it is a secondhand account, notice if there are any firsthand accounts in the article. Then explain how the author’s point of view affects the content. Is the content positive or negative. Give an example to support your reasoning.

Author's Perspective: There are two parts to studying Author's Perspective. The **Point of View** and the **Bias**.

Point of View — Firsthand Account: The author was there and experienced the account.

Secondhand Account: The author wasn't there, but researched if from people who were.

Bias: Bias is when you are FOR or AGAINST a topic. Every author who writes a piece is either for or against the topic. To identify the author's bias notice who the author is, what groups they belong to, and whether the facts favor the topic or go against the topic.

Point of View

Bias Is the author FOR or AGAINST?

Example 1: A company has 100 employees. The average age of the employees is 35 years. If one employee, aged 25, leaves the company, what is the new average age?

Example 2: A company has 1000 employees. The distribution of their ages is as follows:

Analyze Character Perspective.

Reading Nonfiction — Cross Text Synthesis — Grade 4 — Friday

Directions—Read two of your nonfiction articles that are on the same topic. Briefly explain a main idea that occurs in both articles and support that idea using different facts from both articles.

Article 1 _____

Main Idea _____

Fact 1:

Fact 2:

Fact 3:

Article 2 _____

Main Idea _____

Fact 1:

Fact 2:

Fact 3:

Cross Text Synthesis