



common core  
**Performance  
Coach**



**Sample Lesson**

To order, call 800-338-6519 or  
visit [www.triumphlearning.com](http://www.triumphlearning.com).

# CONTENTS

Letter to the Student . . . . . iv

## **STRAND 1: WORKING WITH LITERATURE . . . . . 1**

Lesson 1 Fiction . . . . . 2

Lesson 2 Poetry . . . . . 14

Lesson 3 Drama . . . . . 28

Lesson 4 Analyze Literature . . . . . 42

**Strand 1 Review . . . . . 56**

Performance Task . . . . . 65

## **STRAND 2: WORKING WITH INFORMATIONAL TEXTS 67**

Lesson 5 Articles . . . . . 68

Lesson 6 Persuasive Texts . . . . . 82

Lesson 7 Historical Texts . . . . . 94

Lesson 8 Scientific and Technical Texts . . . . . 108

Lesson 9 Analyze Informational Texts . . . . . 122

Lesson 10 Analyze Texts Across Genres . . . . . 136

**Strand 2 Review . . . . . 150**

Performance Task . . . . . 159

### Standards

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6,  
RL.4.7, L.4.4.a

RL.4.4, RL.4.5, RL.4.6, L.4.5.a, L.4.5.c

RL.4.3, RL.4.4, RL.4.5, L.4.4.b, L.4.5.b

RL.4.2, RL.4.3, RL.4.9, L.4.3.b

RI.4.1, RI.4.2, RI.4.5, L.4.5.c

RI.4.2, RI.4.5, RI.4.6, RI.4.8, L.4.3.a

RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7,  
L.4.6

RI.4.3, RI.4.4, RI.4.5, RI.4.7, L.4.6

RI.4.2, RI.4.5, RI.4.9, L.4.4

RL.4.9, RI.4.4, RI.4.9, L.4.6

<b>STRAND 3: WRITING</b> .....	161
Lesson 11 Writing Foundations .....	162
Lesson 12 Write a Response to Literature .....	178
Lesson 13 Write a Narrative .....	194
Lesson 14 Research Skills .....	210
Lesson 15 Write an Informative or Explanatory Text . . .	228
Lesson 16 Write an Opinion .....	242
Lesson 17 Revise and Edit .....	256
<b>Strand 3 Review</b> .....	274
<b>Performance Task</b> .....	282
 <b>STRAND 4: LISTENING</b> .....	285
Lesson 18 Listen to Literature .....	286
Lesson 19 Listen to Presentations .....	296
<b>Strand 4 Review</b> .....	306
<b>Performance Task</b> .....	313
 Glossary .....	315

## Standards

W.4.1.a–d, W.4.2.a–c, W.4.2.e,  
W.4.3.a, W.4.3.c, W.4.3.e, W.4.4,  
W.4.5, L.4.1.b

W.4.1.a–d, W.4.9.a, L.4.2.c

W.4.3.a–e, L.4.2.b

W.4.7, W.4.8, L.4.2

W.4.2.a–e, L.4.1.f

W.4.1.a–d, L.4.1.a

W.4.5, L.4.1, L.4.2, L.4.3

SL.4.2, L.4.4.c

SL.4.2, SL.4.3, L.4.3.c

# Historical Texts

Student Edition pages 94–107

## LESSON OVERVIEW

### Objectives

Students will:

- read and analyze historical texts.
- identify and explain the difference between firsthand and secondhand accounts.
- explain text structures used in historical texts.
- identify graphic features and how they are used in historical texts.
- apply vocabulary strategies to understand the meanings of domain-specific vocabulary.

### Discussion Questions

- ▶ What are the key characteristics of historical texts?
- ▶ What can you learn from historical texts?
- ▶ Why is it important to read both firsthand and secondhand accounts?
- ▶ What elements found in historical texts are also found in other nonfiction texts?

### Differentiation

**Lesson Support** Have students who struggle to identify graphic features skim through a social studies textbook to find examples of the features shown on Student Edition pages 96–97. Have them create a chart with the name of each feature, what information it gives, and where in the book they found it.

If students struggle to understand the difference between firsthand and secondhand accounts, have them read through the lesson passages and highlight the personal pronouns. They can use one color for first-person pronouns, such as *I* and *me*, and a second color for third-person pronouns, such as *he*, *she*, or *they*.

### Standards

RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7,  
L.4.6

### Key Terms

autobiography	graphic feature
biography	historical text
chart	map
chronological	newspaper
domain-specific	article
vocabulary	nonfiction book
evidence	photograph
firsthand	secondhand
account	account
flowchart	speech
government	table
document	text structure
graph	timeline

**Lesson Extension** To extend the content of the Lesson Practice passage, have students make a labeled diagram of the first balloon that Joseph Montgolfier built from silk (described on Student Edition page 102).

## 1 GETTING THE IDEA

### Understanding Historical Texts

In this lesson, students will read a firsthand account of the first hot-air balloon demonstration and a secondhand account about the history and science

of hot-air balloons. The passages teach students about historical texts and demonstrate the similarities and differences between firsthand and secondhand accounts.

Review the definition of **historical text**. Then ask: “Why is **evidence** important?” (It gives clues to help readers understand the past.) Ask students to explain the main features of historical texts and give examples of historical texts they have read. For example, students might have read a presidential speech or a biography about the life of Amelia Earhart.

### ► **Firsthand and Secondhand Accounts**

Draw a word web on the board with **firsthand account** in the center, and have students add characteristics to the web (gives observations of one person; uses first-person pronouns; learns what one person sees, hears, and thinks). Have students read the excerpt on Student Edition page 95. Ask: “How can you tell this is a firsthand account?” (It uses *I*, *we*, and *ourselves*.) “What do you learn from it?” (what Abigail Adams thinks)

Draw a second web on the board for **secondhand account**. Have students list characteristics (facts based on research; might be less accurate; less biased; third-person pronouns). Have students look through a social studies textbook to identify firsthand or secondhand accounts.

▲ **ELL Support** Help students with first- and third-person pronouns by having them answer these questions: “Do you like movies?” (*Yes, I like movies.*) “Which movie is your favorite?” (*My favorite movie is \_\_\_\_.*) “Does your friend like movies?” (*No, he likes \_\_\_\_.*) “What is your friend’s favorite game?” (*Her favorite game is \_\_\_\_.*) Write the responses on the board. Circle each pronoun. Create a T-chart titled “first-person” and “third-person,” and work together to sort the pronouns. Have students copy the chart and use it as they read the passages.

### ► **Text Structures**

Have a volunteer scan the headings in this section and read aloud the names of the **text structures**.

- To review **sequence (chronological) structure**, write this passage on the board: *In 1818, Illinois became a state. Then, in 1837, Chicago became an official city. About 30 years later, a huge fire destroyed much of the city.* Have students point out the dates and the time-order words *then* and *later*.

- Ask: “Why might an author use a **compare-and-contrast structure** to organize a historical text?” (to show how two people or events are alike and different) “What kind of historical text might use this structure? Why?” (A newspaper article might interview people and show their different reactions to the event.)
- After reviewing the key elements in a **problem-and-solution structure**, write these sentences on the board: *Smith Park is always crowded and there are not enough places for people to sit. New benches should be added.* Ask: “What is the problem? What is the solution?” (problem: nowhere to sit; solution: add benches)
- After reviewing **cause-and-effect structure**, ask students why an author might use this structure for a historical text (to show how one event caused another). Then ask for examples of historical texts that might use this structure. (A biography might explain how an event caused someone to take a certain action.)

▲ **Common Errors** Students might think that just because one event happens right before another that the first event caused the next event. Remind students to look for signal words to make sure they understand the relationship between events.

### ► **Graphic Features**

Have a volunteer scan the headings in this section and read aloud the names of the **graphic features**.

- Ask students to explain why historical texts may include **maps** (to show where events took place).
- Ask: “In which direction do you read a **timeline**?” (left to right) Point out the timeline on Student Edition page 96. Ask: “What happened first? How do you know?” (Colonists dump tea; it has the earliest date.) “In which text structure might an author include a timeline? Why?” (sequence; timelines show events in time order)
- Ask students why authors of historical texts might use **graphs, charts, or tables**. (to give facts or data about an event or time period in a simple way) Have pairs find graphs, charts, and tables in their textbooks.
- Point out that a firsthand account does not have to be a text. Ask students why a **photograph** is also a kind of firsthand account. (It shows someone’s

direct record of an event. It is taken by someone who was at the event.)

- Direct attention to the **flowchart**. Ask: “What do the arrows show you?” (They show the direction and order of events.) “In this flowchart, what event comes first?” (car frame placed on assembly line)

▲ **Journal Prompt** *Would you rather write a firsthand or secondhand account of a historical event? Write a few sentences telling why.*

### Language Spotlight • Domain-Specific Vocabulary

Have students read the paragraph and underline **domain-specific vocabulary** that names landforms. (*isthmus, continents*) Then have students find context clues related to land. (*narrow strip of land, connects two large landmasses, North and South America*)

### Standards Focus

**Interpret Information** To support standard **RI.4.7**, provide online access to an interactive diagram, timeline, or video about hot-air balloons. After students view the materials, have them summarize what they learned and describe how these sources helped explain what they read in the passages.

## 2 COACHED EXAMPLE

### Using the Passage

Students will read a historical text that is a firsthand account of the first demonstration of a hot air balloon. Encourage students to draw on what they learned in **Getting the Idea** to identify the text structure and explain the purpose of the graphic features.

#### **Text Complexity Details** “The Day I Saw a Sheep Fly!”

#### Qualitative

LOW MIDDLE LOW MIDDLE HIGH HIGH

Implied purpose but easy to identify based on context; explicit connections between ideas; graphic feature supports content; largely conversational language; some references to domain-specific content knowledge

**Quantitative** 740L

**Reader-Text-Task** Students will not be familiar with the topic, and they may need to infer some reactions and feelings. Explanations may be difficult for students to visualize, but the graphic feature makes them clearer. Students will be asked to answer questions about the content, identify the text structure, and use context clues to identify terms.

### Answers

1. This item has two parts. First, students will identify the text structure. Then, they will identify the words that show the structure.

#### Part A D

The paragraph describes the events in order, and the author uses time-order words to describe the process.

**Part B** Students should underline *First, Then, Next, and Finally*.

2. Students will find details in the passage that explain why the balloon was able to rise.

Possible response: The fire heated the air which made the balloon rise. “The heated air flowed into the balloon. . . . The balloon began to rise.”

These sentences show a cause-and-effect relationship.

3. Students will identify the context clues that provide the definition for the word *atmosphere*.

C

Students should recognize that “air” describes what the atmosphere is made of.

4. Students will identify two details from the illustration and explain how the details make it easier for them to understand the events the author describes.

Possible response: The illustration shows fire and smoke that lifted the balloon. It also shows how large the balloon is compared to the people and how excited the people are. This helps me understand that people were amazed something could fly.

### 3 LESSON PRACTICE

#### Using the Passage

Students will complete the **Lesson Practice** independently. The **Reading Guide** helps students monitor their comprehension while they read and apply the skills and strategies they learned in this lesson. Students can take notes in the margins, mark up the text, or think about key ideas.



#### Text Complexity Details

“The Science of Hot-Air Balloons”

#### Qualitative

LOW MIDDLE LOW **MIDDLE HIGH** HIGH

Implied purpose but can be inferred; some explicit connections between ideas; text features enhance reader’s understanding; graphics are complex and essential to the understanding of the text; somewhat complex language that is occasionally domain specific; requires some content knowledge

#### Quantitative 860L

**Reader-Text-Task** Students may have little prior knowledge on the topic. Vocabulary may be challenging, but students can look for context clues and graphic features to help them determine meanings. Text is straightforward and clearly structured with heads and graphics. Students will identify the text structure and cause-and-effect relationships based on what they read in the text.

#### Answers

- Part A** D  
**Part B** B
- Students should underline *After that, Then, When*; sequence
- A
- 4–wicker basket; 1–panels; 2–skirt; 3–burners
- Part A** C  
**Part B** D
- Responses will vary. Refer to the scoring rubric on p. xxiv. Top-scoring student responses should:
  - classify each passage as a firsthand or secondhand account.
  - compare and contrast the author’s point of view and focus, and the information he or she provides.
  - cite supporting examples.
  - follow a logical pattern of organization.
  - express ideas clearly and concisely.
  - use correct spelling, grammar, capitalization, and punctuation.

# Historical Texts

## 1 GETTING THE IDEA

**Historical text** is writing about people and events from the past. When you read historical texts, you look for facts and evidence in both records from the past and writings from the present. From this **evidence**, or proof, you begin to understand what life was like at a certain time. Here are a few types of historical text.

- In a **speech**, a person talks about a topic. The speaker presents an idea to inform or persuade the audience. Evidence is given to support that idea.
- A **government document** provides facts from or about the government. Examples include laws, treaties, and regulations.
- A **nonfiction book** contains researched facts and ideas about a subject.
- A **biography** tells about the life of another person. An **autobiography** is a self-told story about a person's life.
- A **newspaper article** provides factual information about a topic or event.

### Firsthand and Secondhand Accounts

Some historical texts are written from the author's point of view as he or she experienced an event. This type of historical text is called a **firsthand account**. Firsthand accounts are based on the observations of one person. Therefore, the reader learns only what that person sees, hears, and thinks. Examples of firsthand accounts include diaries, letters, and autobiographies. They often use pronouns such as *I*, *me*, and *we*.

Read the sentences from a letter written by Abigail Adams to her husband, John Adams. At the time, John Adams was attending the Continental Congress, which drafted the Declaration of Independence. How can you tell that this is a firsthand account?



March 31 1776

. . . in the new Code of Laws which I suppose it will be necessary for you to make I desire you would Remember the Ladies, & be more generous & favourable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. . . . If particular care & attention is not paid to the Ladies we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation . . .

Most historical texts, however, are written by someone who did not directly experience the events. This type of historical text is a **secondhand account**. The author researches events and writes about them. Secondhand accounts are not as personal. They can be less accurate because they are written after the events happen. They do not, however, have the bias of one person. Examples include biographies, encyclopedia articles, and textbooks. A secondhand account uses pronouns like *he*, *she*, and *they*.

### **Text Structure**

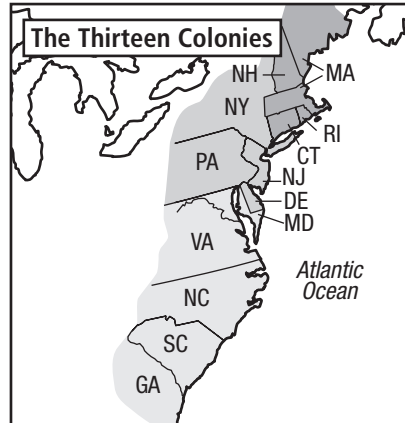
Authors use **text structure** to organize the information they present. The structure helps readers understand how ideas in the text are related. Here are common types of text structures used in historical texts.

- A **sequence (or chronological) structure** presents events in the order in which they happen. In historical texts, the sequence may use dates or time-order words. Biographies and autobiographies often use sequence structure.
- A **compare-and-contrast structure** explains how two or more topics are alike and different. Signal words, such as *alike*, *both*, *unlike*, and *however*, are used in this structure.
- A **problem-and-solution structure** tells about a problem and explains how it was solved. A political speech might use this structure.
- A **cause-and-effect structure** explains what happened (effect) and why it happened (cause). Signal words, such as *because*, *as a result*, *due to*, and *if . . . then*, relate the events and help clarify which event came first.

## Graphic Features

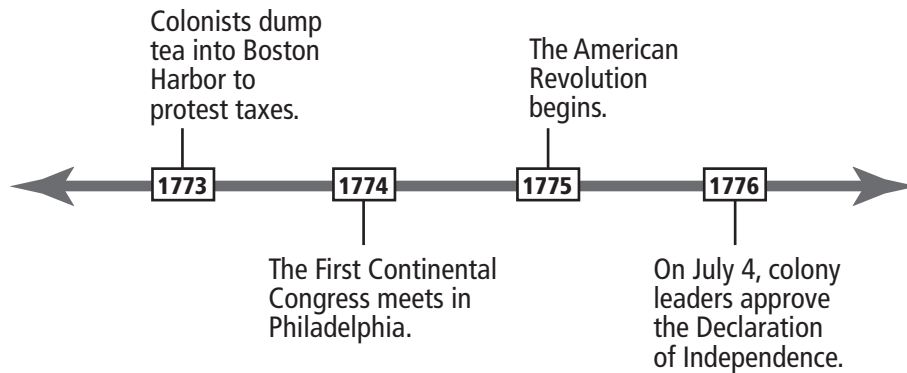
Historical texts often include graphic features. A **graphic feature** presents information in a visual way. Here are some of the graphic features that might be found in historical texts.

- A **map** shows the location of things or places.



- A **timeline** shows the dates and order of events over time.

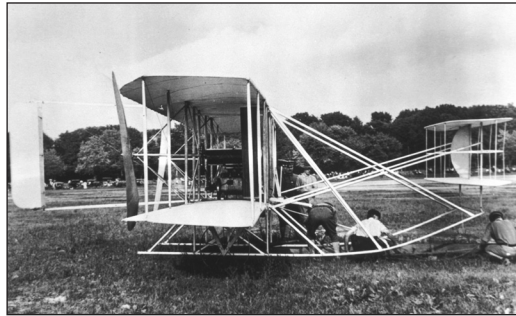
### The Beginning of the American Revolution



- Graphs, charts, and tables organize information. A **graph** uses bars or lines to show how ideas relate. A **table** or a **chart** lists information in rows and columns.

The Thirteen Colonies		
New England Colonies	Middle Colonies	Southern Colonies
Connecticut Rhode Island Massachusetts New Hampshire	Delaware Pennsylvania New Jersey New York	Maryland Virginia North Carolina South Carolina Georgia

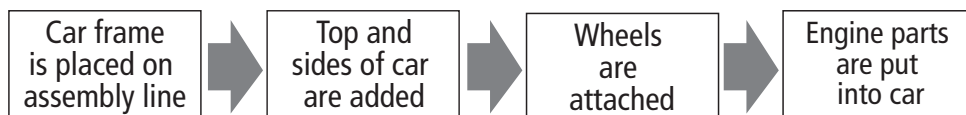
- A **photograph** is one kind of primary source. It shows people, events, or objects in their proper time.



The Wright Brothers military flyer, 1909

- A **flowchart** shows steps in a process or how ideas connect.

#### Car Assembly Line



### Language Spotlight • Domain-Specific Vocabulary

Historical texts often include **domain-specific vocabulary**, or words that are specific to the subject. The words may be unfamiliar because they are not used in everyday language. Sometimes, words you do recognize have a different meaning when used with a particular subject. Context clues, a glossary, or a dictionary can help you learn what the words mean.

Read the paragraph. Underline two domain-specific words that name landforms.

An isthmus is a narrow strip of land that connects two large landmasses and separates two bodies of water. The Isthmus of Panama, for example, links the continents of North and South America and separates the Pacific and Atlantic Oceans. Often, a canal is built across an isthmus to connect the two bodies of water. The Panama Canal was built across the Isthmus of Panama to connect the Pacific and Atlantic Oceans.

Read the passage.

## The Day I Saw a Sheep Fly!

I once saw a sheep fly! If that wasn't incredible enough, the sheep flew with a duck and a rooster. All three animals rose 1,500 feet into the air above King Louis the XVI's palace at Versailles in France. They were in a cage attached to something that looked like a globe. It was called a balloon.

The date was September 19, 1783, and I was one of thousands of people on hand to witness a hot-air balloon demonstration. Two Frenchmen, Etienne and Joseph Montgolfier, were about to prove to King Louis the XVI that living things could fly. Even Queen Marie Antoinette was there that day.

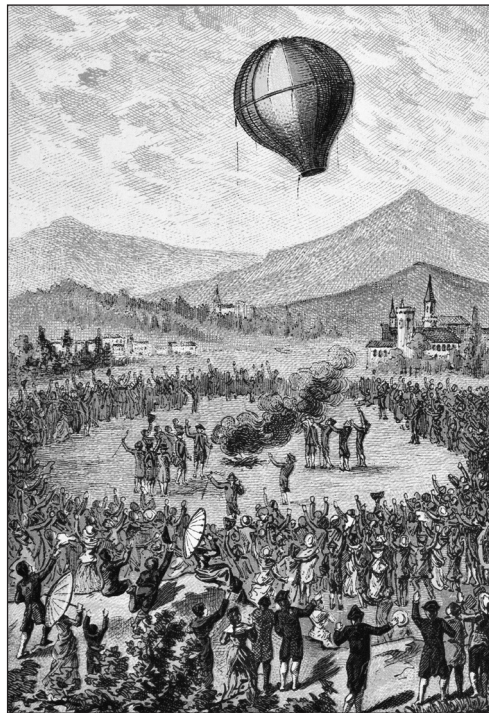
No one knew what effect the air higher in the atmosphere would have on a person. The king suggested that the brothers launch prisoners up in the balloon. Instead, the Montgolfier brothers decided to use a sheep, duck, and rooster to test what the air would do to the riders. They thought the animals would serve as a better experiment.

People around me seemed doubtful that this experiment was going to prove useful. Everyone wondered how the huge structure was going to get off the ground and into the air. It didn't take long for me to find out.

First, the brothers hung a basket below the balloon. Then, I spied them lifting a cage containing the sheep, duck, and rooster into the basket. That was no easy task. Next, they lit a fire on the ground where the balloon sat. They used straw, manure, and some other materials to get the fire blazing. The heated air flowed into the balloon. Finally, right before my eyes, something amazing happened! The balloon began to rise. I could hardly believe what I was seeing.

For eight minutes, that sheep, duck, and rooster floated in the enormous balloon above us. People on the ground pointed in disbelief. Many clapped. I cheered loudly. Then, the balloon started to make its descent back to Earth, so I ran to the landing place as fast as my feet would carry me.

I got there just as the balloon came down. I could see the animals perfectly. In fact, I saw them so clearly that I noticed during the landing that the excited sheep kicked the rooster, hurting its wing. If it had not been for that clumsy sheep, everything would have been perfect. As it was, the experiment proved successful. I will never forget that momentous day!



Large crowds gathered to watch early balloon flights.

## Answer the following questions.

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

### Part A

Read this paragraph from the passage and answer the questions that follow.

**First, the brothers hung a basket below the balloon. Then, I spied them lifting a cage containing the sheep, duck, and rooster into the basket. That was no easy task. Next, they lit a fire on the ground where the balloon sat. They used straw, manure, and some other materials to get the fire blazing. The heated air flowed into the balloon. Finally, right before my eyes, something amazing happened! The balloon began to rise. I could hardly believe what I was seeing.**

What is the structure of the paragraph?

- A. problem and solution
- B. comparison
- C. cause and effect
- D. sequence

### Part B

Underline at least four words or phrases that show this structure.

**Hint** Consider the types of signal words that can help identify a text's structure. Which of those signal words appear in this paragraph? Which text structure do those words show?

- 2 What caused the balloon to rise? Use details from the passage to explain your answer.

Write your answer on the lines below.

---

---

---

**Hint** Look for events and ideas that connect the effect of the balloon rising to the causes, or people's actions, that made it rise.

- 3 Read this sentence from the passage and the directions that follow.

**No one knew what effect the air higher in the atmosphere would have on a person.**

Which words from the sentence **best** help the reader understand the meaning of the word atmosphere?

- A. what effect
- B. no one knew
- C. air higher
- D. on a person

**Hint** Which words describe where or what the *atmosphere* is?

- 4 How does the illustration help you better understand the author's written account of the events? Explain **two** details from the picture that help you understand the text.

Write your answer on the lines provided.

---

---

---

---

---

**Hint** Notice the main objects shown in the drawing. Then, compare them to what you read in the passage.

Use the Reading Guide to help you understand the passage.

## The Science of Hot-Air Balloons

### Reading Guide

Is this passage a firsthand or secondhand account? Look for details and pronouns that signal the type of account.

What is the text structure of paragraphs 2 and 3? What clues help you decide?

How do signal words make it easier to follow the ideas in the paragraphs?

Near the end of *The Wizard of Oz*, the wizard promises to take Dorothy back to Kansas in his hot-air balloon. Other movies, such as *Up*, have also relied on hot-air balloons for added excitement. Hot-air balloons are used in real life, too. During the Civil War, both the North and South manned spy balloons to gather information about the other side. Today, hot-air balloons are used for pleasure, advertisements, and sports. They also play an important role in scientific research. Weather scientists use them to gather information about daily weather as well as tornadoes and other storms. A special type of balloon that uses the sun's heat to power it might someday explore Mars. This new balloon is a solar Montgolfier balloon, named for the two brothers who built the first hot-air balloon.

### The Montgolfier Brothers

Joseph and Etienne Montgolfier were born in France during the mid-1700s. They came from a family of sixteen children. Their father owned a factory that manufactured paper. When the two brothers were older, they worked in the business. Both brothers enjoyed experimenting. However, they were not happy being papermakers. After watching smoke rise as paper burned, the brothers filled some paper bags with smoke to see what would happen. The smoke-filled paper bags floated upward. From this experiment, they learned that smoke is lighter than air.

After that, Joseph built a balloon from silk. At its opening, he placed some paper. Then, he burned the paper, which forced smoke into the balloon. The balloon rose. When the smoke cooled, the balloon returned to the ground. This was the first hot-air balloon.



## Reading Guide

How does the example of the coin and the cork help you understand the concept of density?

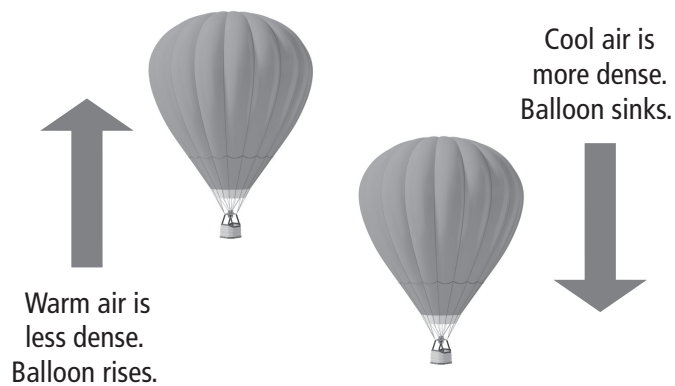
What information does the diagram show?

How does the diagram and text work together to explain how a hot-air balloon rises?

## Why Hot-Air Balloons Rise

The Montgolfier brothers did not really understand the reason why their balloon rose and fell. It had to do with density. Something that is denser than its surroundings will sink. A coin in a bucket of water, for example, sinks because the coin is denser than water. A cork, on the other hand, floats in water. Why? It is less dense than water.

When the air inside a balloon is heated, it becomes less dense than the cooler air outside the balloon. The less-dense warm air rises and lifts the balloon. When the air inside the balloon cools, it becomes denser. The air sinks and the balloon lands.



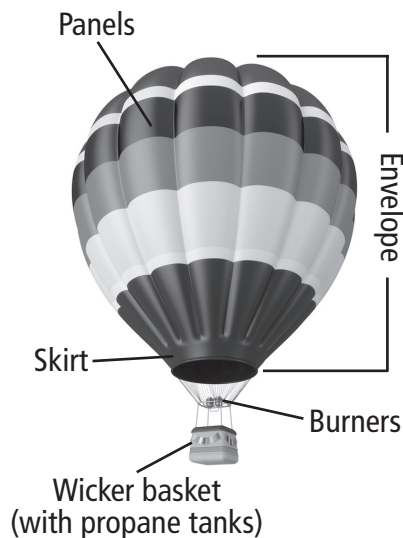
## Balloon Design

The Montgolfier brothers' first large-scale hot-air balloon demonstration lasted eight minutes. They had not figured out how to keep hot air inside the balloon. The trip could only last as long as the initial blast of hot air stayed inside the balloon. The trick was to keep hot air flowing into the balloon. Today's balloon designs have solved that problem.

## Reading Guide

What is the purpose of the diagram? How does it relate to the text in the passage?

What does each part of the hot-air balloon do? How does each part help the whole balloon work?



The *envelope* is the actual balloon. It is made from *gores*, or strips of fabric, which are formed from many smaller *panels*. At the bottom of the envelope, the *skirt* holds all the gores together. Balloons are usually made from nylon, which is strong, light, and heat-resistant. Parachutes are made from the same material. The skirt is coated with an extra fire-retardant substance to protect it even more from the nearby flames.

Propane tanks in the basket hold fuel for the burners. Propane is a liquid fuel often used in outdoor grills. The burners shoot out hot flames and can keep heating air as long as there is fuel in the tanks. Today's balloons have controls that allow the balloon operator, or pilot, to let more or less fuel enter the burners, so the balloon can rise or fall. The wicker basket holds the tanks, as well as any passengers or equipment. Baskets are made from wicker, or bendable twigs, because it is sturdy but also flexible. When the balloon lands, the basket bends a little to soften the landing.

### To the Future

When the Montgolfier brothers first demonstrated their hot-air balloon, people were amazed. Since that time, people have continued to improve hot-air balloons and have found a variety of uses for them. Today's balloons are lighter and stronger. They fly higher and longer. One day, balloons may fly to outer space. The Montgolfier brothers would be amazed to see how much their experiment paved the way to the future.

## Answer the following questions.

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

### Part A

What event caused the Montgolfier brothers to experiment with hot-air balloons?

- A. They were born in France during the 1700s.
- B. They came from a large family.
- C. They learned to make paper.
- D. They watched smoke rise as paper burned.

### Part B

Which sentence from the passage **best** supports your answer for Part A?

- A. Their father owned a factory that manufactured paper.
- B. From this experiment, they learned that smoke is lighter than air.
- C. Something that is denser than its surroundings will sink.
- D. However, they were not happy making paper.

- 2 Read this paragraph from the passage and the directions that follow.

**After that, Joseph built a balloon from silk. At its opening, he placed some paper. Then, he burned the paper, which forced smoke into the balloon. The balloon rose. When the smoke cooled, the balloon returned to the ground. This was the first hot-air balloon.**

Underline the signal words that help identify the structure used to organize the paragraph. Then, write the name of the structure on the line below.

---

- 3 Read the sentence from the passage and the directions that follow.

**When the air inside the balloon cools, it becomes denser.**

Which word is the **best** synonym for denser?

- A. heavier                      C. stiffer  
B. larger                         D. stronger

- 4 The four main parts of a hot-air balloon are out of order. Use the diagram in the passage to number them from top (1) to bottom (4).

\_\_\_\_\_ wicker basket

\_\_\_\_\_ panels

\_\_\_\_\_ skirt

\_\_\_\_\_ burners

- 5 The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What happens to a hot-air balloon when there is no hot air left in the envelope?

- A. It rises.                      C. It sinks.  
B. It explodes.                D. It collapses.

**Part B**

Which sentence from the passage supports your answer for Part A?

- A. The trick was to keep hot air flowing into the balloon.  
B. Propane tanks in the basket hold fuel for the burners.  
C. Balloons are usually made from nylon, which is strong, light, and heat-resistant.  
D. When the air inside the balloon cools, it becomes denser.

- 6** You have read two passages about hot-air balloons: “The Day I Saw a Sheep Fly!” and “The Science of Hot-Air Balloons.” Identify which passage is a firsthand account and which is a secondhand account.

Then, compare and contrast the passages to tell how the authors’ points of view, focuses and information are alike and different. Use examples from the passages to support your answer.

Write your response on the lines below.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---