

Name _____

alter	collapse	destruction	severe
substantial	unpredictable	hazard	crisis

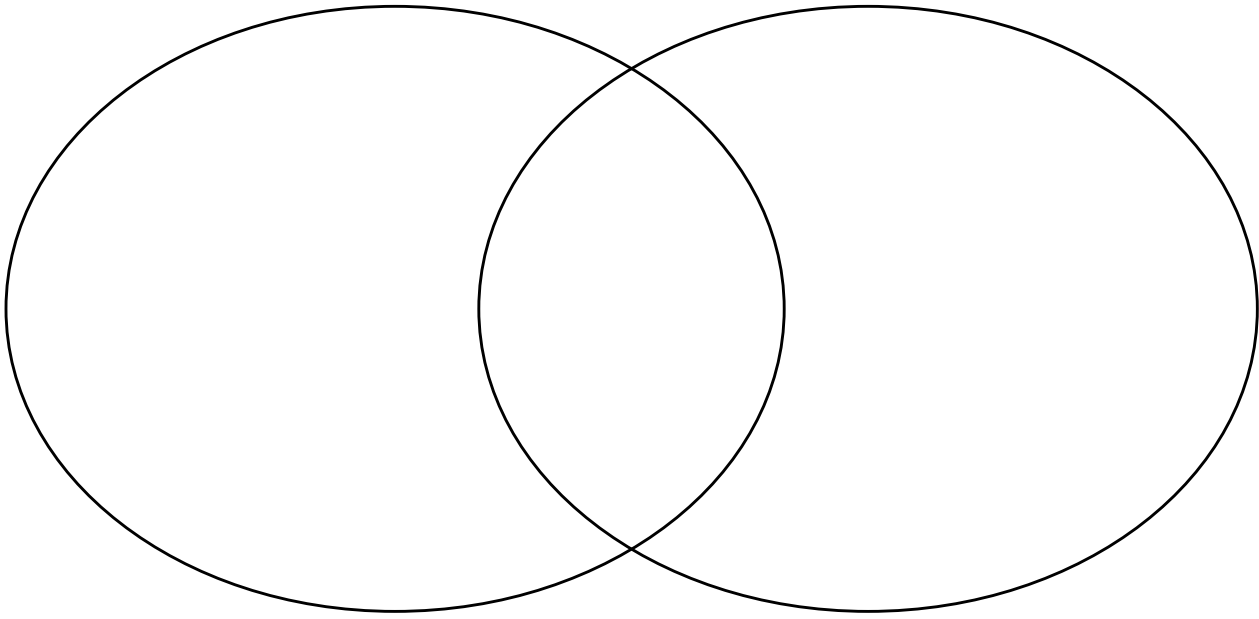
Finish each sentence using the vocabulary word provided.

Possible responses provided.

- (alter)** When she saw that it was going to rain, she had to *alter* what she was wearing.
- (collapse)** The fort we made of sticks was so fragile, we knew it would *collapse* when the wind hit it.
- (destruction)** When the tidal wave hit the trees on the beach, there was *total destruction*.
- (severe)** The show was interrupted with the announcement that a *severe* storm was coming.
- (substantial)** Having to rebuild after the storm would take a *substantial* amount of work.
- (unpredictable)** We tried to catch the firefly, but its movements were *unpredictable*.
- (hazard)** When our neighborhood flooded, the roads became a *hazard*.
- (crisis)** When all the lights went out in town, we found ourselves in a *crisis*.

Name _____

Read the selection. Complete the compare and contrast graphic organizer.



Name _____

Read the passage. Use the reread strategy to check your understanding.

Rising Waters

12 Have you ever been in an earthquake or a tornado? These things
24 may never happen where you live. But flooding is something that can
37 happen in almost every part of the United States. Not all floods are
49 alike. Some floods happen over many days. A flash flood can happen
in minutes. Learning about floods can help you stay safe.

59 Why Do Floods Happen?

63 There are two types of floods. The first type happens when a river
76 has too much water. The water in a river rises over the river's banks.
90 This might happen because storms have caused too much rain to fall.
102 In rivers near mountains, melting snow can also cause floods. Warm
113 weather can quickly melt the snow. The water flows down to flood
125 the rivers.

127 The second type of flood happens when seawater is pushed onto
138 the land. This can happen during a hurricane. Strong winds blow
149 water onto the land. Earthquakes can also cause this kind of flooding.
161 The sudden movement of the ground can cause walls of water to rush
174 toward the shore.

Name _____

What Happens Next?

There can be many problems after a flood. If a farm floods, the water can drown the crops. This means that there will be less food for people to eat. Floods also cause damage to buildings and bridges. They can even wash away entire roads! This can make it hard for rescue workers to help people who are trapped by the water. But it is important to get food and drinking water to people during a flood. Everything they own may have been washed away. Or it might be covered in dirt. Sewers can overflow and make drinking water dirty. This makes it unsafe. Without clean food and water, people can get sick.

How Do People Avoid Floods?

All over the world, people work to avoid flooding. In many countries, people build walls to keep water away from the land. In one part of England, there is a large metal wall across a river. The wall is raised when the sea level gets too high. This keeps the river from flooding.



Photo by Lynn Betts, courtesy of USDA
Natural Resources Conservation Service

In the United States, many towns have sold part of their land. The government used that land to create wetlands. These wetlands act like sponges that absorb water from floods. This helps stop the water from reaching towns and damaging them.

Floods can be scary, but flooding does not last forever. People are working to make floods less harmful to buildings, land, and themselves. Knowing how floods happen can help keep you safe. Being ready can help you stay safe too.

Name _____

A. Reread the passage and answer the questions.

Possible responses provided.

1. What are the two things being compared in the second and third paragraphs?

The two things being compared are a river flood and a flood from the ocean.

2. What do these two things have in common?

They both involve too much water. They can both happen because of strong storms.

3. How are these two things different?

One happens when water overflows the sides of rivers. The other happens when water from the ocean gets pushed onto the shore.

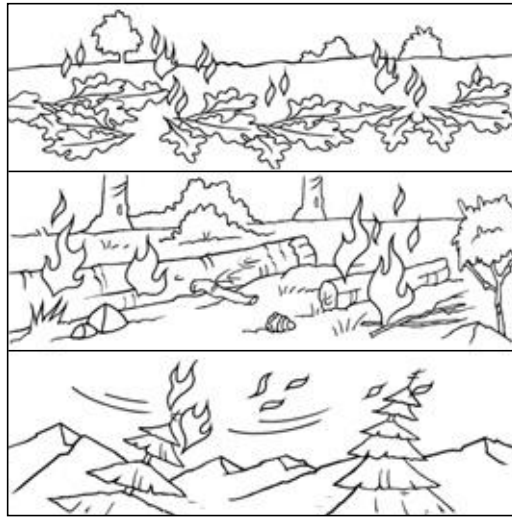
B. Work with a partner. Read the passage aloud. Pay attention to accuracy. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

Forest Fires

Forest fires start and spread in different ways. The type of fire and the plants affect how it spreads. There are three types of forest fires. The first is a ground fire. It moves along the ground, sometimes below the leaf cover. Dead plant matter along the ground can burn for weeks and months. In a surface fire, low plants, twigs, and rotten logs catch fire. The flames can sometimes become tall and spread. The third type is a crown fire. It burns and spreads across the tops of trees and can be carried by the wind.



Answer the questions about the text.

1. How do you know this is an expository text?

It gives facts about forest fires.

2. What text features does the text include?

heading; diagram

3. What is the heading of this text? How could it be made more specific?

“Forest Fires”; it could be changed to “Types of Forest Fires”

4. What does the diagram show? How does it add to the text?

It shows the three types of forest fires. Possible answer: It supports the text by comparing where the plants burn.

Name _____

Read each passage. Underline the context clues that help you figure out the meaning of each multiple-meaning word in bold. Then write the word's meaning on the line.

1. Have you ever been in an earthquake or a tornado? These things may never happen where you live. But flooding is something that can happen in almost every **part** of the United States.

a piece of something

2. Not all floods are alike. Some floods happen over many days. A **flash** flood can happen in minutes. Learning about floods can help you stay safe.

happen very quickly

3. Floods also cause damage to buildings and bridges. They can even **wash** away entire roads! This can make it hard for rescue workers to help people who are trapped by the water.

carry away with water

4. The water in a river rises over the river's **banks**. This might happen because storms have caused too much rain to fall.

sides of the river

Name _____

A. Read the words in each row. Circle the word with the long e vowel sound. Then write the letters that make the long e sound on the line.

- | | | | |
|------------|--------|--------|-----|
| 1. league | large | growl | ea |
| 2. deck | sled | sleek | ee |
| 3. scheme | shelf | sky | e_e |
| 4. marked | maybe | melted | e |
| 5. claim | dense | honey | ey |
| 6. farming | family | laying | y |

B. Write the correct plural form of each noun. Use the plural ending -s, -es, or -ies.

Noun	Plural Form
1. kiss	kisses
2. zebra	zebras
3. buddy	buddies
4. match	matches
5. stone	stones
6. box	boxes

Name _____

Evidence is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below cited evidence that shows how the author compares and contrasts information in a text.

Topic sentence	→	In “Forest Fires,” the author includes an illustration that gives more details about the different types of forest fires.
Evidence	→	The author explains that there are three different types of forest fires. The first is a ground fire, the second is a surface fire, and the third type is a crown fire. The illustration shown adds more detail by showing what each type of fire looks like as it burns.
Concluding statement	→	The author uses the illustration to add more details that make it easier for the reader to understand how the fires are different.

Write a paragraph about the text you have chosen. Show how the author uses illustrations to add more details about the topic. Cite evidence from the text. Remember to include transitions that link ideas and use both simple and compound sentences.

Write a topic sentence: _____

Cite evidence from the text: _____

Answers will vary but should include a topic sentence, evidence from the text, and a concluding statement. Details

and examples from the text should support the writer’s analysis of how

the author uses illustrations to provide more details about the topic.

Answers should include reasons that are supported by details and include

transitions that link ideas and use both simple and compound sentences.

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what supporting details you can add.

Draft Model

The park near my house is a great place to spend time. Many people enjoy hiking or walking in the park and looking at nature. The park has baseball fields.

1. Why is the park a great place?
2. What details would show what the park looks like?
3. What kinds of plants and animals might be in the park?
4. What do the baseball fields add to the park?

B. Now revise the draft by adding supporting details that help readers learn more about the park.

Answers will vary but should include details about the park.