

Name _____

atmosphere	variations	receding	noticeably
stability	decays	gradual	impact

Finish each sentence using the vocabulary word provided.

1. (atmosphere) The weather balloon they launched _____

2. (decays) When food sits out for too long, _____

3. (gradual) The airplane began _____

4. (impact) People can have _____

5. (noticeably) The house was _____

6. (receding) I noticed _____

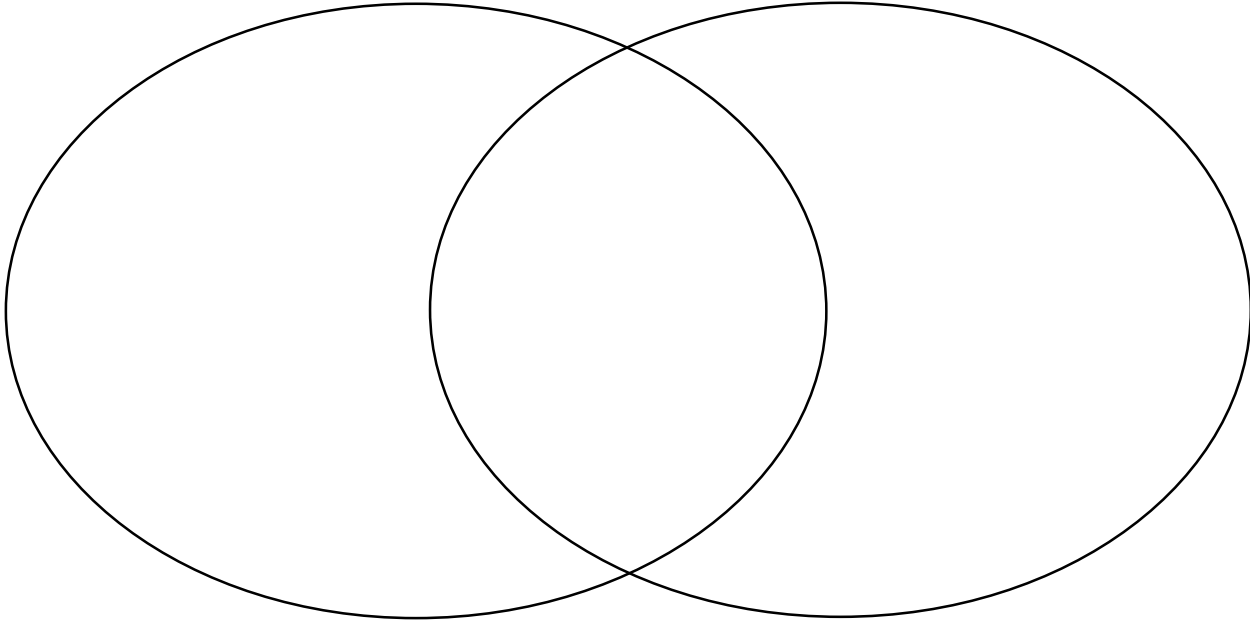
7. (stability) Three wheels give a tricycle _____

8. (variations) We were amazed to see _____

Comprehension: **Compare and Contrast Graphic Organizer**

Name _____

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



Name _____

Read the passage. Use the ask and answer questions strategy to help you understand what you read.

Of Floods and Fish

10 The Mississippi River flows more than two thousand miles from
11 Minnesota to the Gulf of Mexico. Every few years, it floods. In April and
12 May, 2011, a combination of melting snow and falling rain along the upper
13 part of the river caused the lower part of the river to overrun its banks.

14 Floods cause widespread destruction. Floodwaters damage and
15 sometimes knock down buildings. They destroy farmland and animal
16 habitats. With nowhere to live, the animals often move into populated
17 areas. What about the fish? Because they live in water, shouldn't a flood
18 be good for them? As it turns out, floods can hurt fish populations just as
19 they harm many animals that live on the land.

116 The Dead Zone

117 The Mississippi floodwaters proved most detrimental to the fish and
118 other ocean life in the Gulf of Mexico. The Mississippi River is made
119 of fresh water. The Gulf is made of salt water. The extra river water
120 that flowed into the Gulf endangered the native saltwater fish. More
121 harmful, though, were the pollutants the river water carried with it. As the
122 swollen Mississippi washed over farmland, it picked up the fertilizer and
123 pesticides that farmers had used on the land and crops. These chemicals
124 are poisonous to ocean life. The river then dumped these poisons into
125 the Gulf. The extra river water and the farm runoff created a dead zone
126 along the coast. A dead zone is an area of water that does not have enough
127 oxygen to support life.

Name _____

Threat of Invasion

The flooding of the Mississippi River posed a different threat to the fish that lived in it: the spread of an invasive species called Asian carp. Asian carp were brought to fish farms in the United States in the 1970s. A flood washed some of them from the farms into parts of the Mississippi River. In these places, the carp took over, threatening the native fish. When the Mississippi flooded again in 2011, scientists feared that the Asian carp would spread even farther.



Aaron Roeth Photography

Supporting Life

Despite these problems, though, the freshwater fish that lived in the Mississippi River fared much better than those in the Gulf. For these Mississippi River fish, the extra river water provided advantages that helped them breed and survive.

As the river grew, so did the available habitat for the river's fish. River fish usually stay along the edges of a river, where the water is slower and shallower. The underwater plants and overhanging branches in these areas provide protection and food. When the Mississippi flooded, it increased the amount of shallow water on the river's edges. This gave the fish more water to swim in and more places to hide from predators. The spreading water also introduced more food. These factors improved the fish's chances of survival.

The expanded habitat provided more benefits than extra hiding places and food sources. It also created more areas for fish to spawn. The newly flooded areas allowed fish to lay eggs safely, away from predators and other dangers. This, in turn, meant more new fish hatched successfully.

If the flooding of the Mississippi teaches any lesson, it is that changes in the environment can affect living things in surprising ways. Despite its harmful effects, some animals benefitted from the change.

Name _____

A. Reread the passage and answer the questions.

1. What comparison does the phrase *just as* indicate in the second paragraph?

2. In what way are the main ideas of the sections called “The Dead Zone” and “Threat of Invasion” alike?

3. Are the ideas in the section “Supporting Life” similar to or different from the ideas in the previous two sections? Explain.

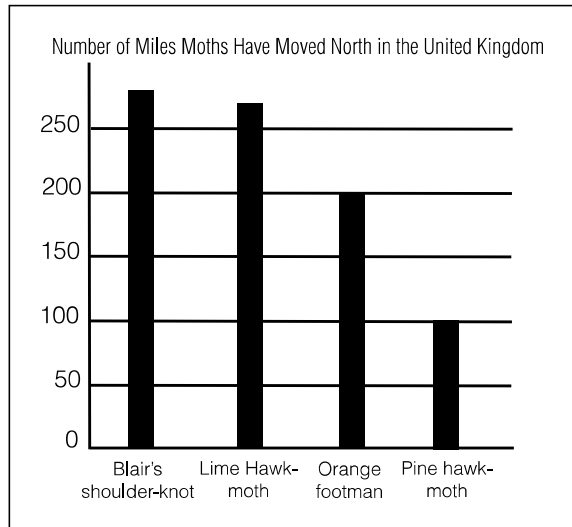
B. Work with a partner. Read the passage aloud. Pay attention to rate. Stop after one minute. Fill out the chart.

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

Name _____

Moths and Changes in Weather

Scientists study moths to see how quickly they can adapt to climate change. Some moths adapt better than others. Some species of moths need cool weather and move north when the weather gets warmer. Moths already living in cool areas may not be able to find a cooler place to go. Warm weather affects the food caterpillars eat. Some caterpillars adapt to climate change and food supplies by hatching earlier or later than usual. It is hard to predict how climate change will affect moths over time.



Answer the questions about the text.

1. How do you know this is expository text?

2. Is the heading a strong heading for the text? Why or why not?

3. What text feature does this text include?

4. What do you learn from the text feature and its title?

Name _____

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

1. Every few years, it floods. In April and May, 2011, a combination of melting snow and falling rain along the upper part of the river caused the lower part of the river to **overrun** its banks.

2. Floods cause widespread destruction. Floodwaters damage and sometimes knock down buildings. They destroy farmland and animal **habitats**. With nowhere to live, the animals often move into populated areas.

3. The Mississippi floodwaters proved most **detrimental** to the fish and other ocean life in the Gulf of Mexico. The Mississippi River is made of fresh water. The Gulf is made of salt water. The extra river water that flowed into the Gulf endangered the native saltwater fish. More harmful, though, were the pollutants the river water carried with it.

4. As the swollen Mississippi washed over farmland, it picked up the fertilizer and **pesticides** that farmers had used on the land and crops. These chemicals are poisonous to ocean life.

5. The flooding of the Mississippi River posed a different threat to the fish that lived in it: the spread of an **invasive** species called Asian carp. Asian carp were brought to fish farms in the United States in the 1970s. A flood washed some of the carp from the farms into parts of the Mississippi River. In these places, the carp took over, threatening the native fish.

6. The expanded habitat provided more benefits than extra hiding places and food sources. It also created more areas for fish to **spawn**. The newly flooded areas allowed the fish to lay their eggs safely, away from predators and other dangers.

Name _____

dis- means “not,” “absence of,” or “opposite of”**in-** means “not” or “opposite of”**mis-** means “wrong” or “not”**pre-** means “before”

Add a prefix from the box to complete the word in each sentence below.
Use context clues to help you decide which prefix to use.

1. She will _____ wash the fabric to make sure it will not shrink.
2. Please remember to _____ connect from the Internet before you turn off the computer.
3. Their visitors will stay for an _____ definite amount of time.
4. He felt some _____ comfort when he hurt his leg.
5. If you do not speak clearly, they will _____ understand your directions.
6. She has little money, so she hopes to find an _____ expensive gift.
7. The teacher will _____ view the video before showing it to the class.
8. A friendship can be harmed if there is _____ trust between two people.
9. Always _____ heat the oven before you bake bread.
10. I _____ approve of the way they are behaving.

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 used the compare and contrast text structure.

Topic sentence	→	In “Of Floods and Fish,” the author used compare and contrast to show how floods can harm or benefit fish. To
Evidence	→	support this main idea, the author gave details about how floods wash harmful chemicals into ocean water. The author also gave details about how floods help fish because extra river water provides additional food and protection from predators. The author effectively used compare and contrast
Concluding statement	→	by giving details to show both the beneficial and the harmful effect of floods.

Write a paragraph about a text you have chosen. Show how the author used the compare and contrast text structure. Cite evidence from the text. Remember to use adjectives to give information.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can add details to support the topic.

Draft Model

Our region is experiencing a drought. It hasn't rained in a long time. Things aren't growing. Everything is brown.

1. What kinds of details can you add to develop the topic?
2. What facts or concrete details could be added to explain the first sentence?
3. What other details would show how the landscape looks?

B. Now revise the draft by adding details to support the topic and develop ideas about the drought.
