

Name \_\_\_\_\_

active	earth	explode	island
local	properties	solid	steep

**A. Read each clue below. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.**

- |                                     |               |
|-------------------------------------|---------------|
| 1. something that is nearby         | a. properties |
| 2. land with water all around it    | b. active     |
| 3. burst loudly with a lot of force | c. steep      |
| 4. having a very sharp slope        | d. island     |
| 5. something that is moving         | e. local      |
| 6. the traits of something          | f. earth      |
| 7. the ground or land we walk on    | g. solid      |
| 8. hard and firm                    | h. explode    |

**B. Choose one vocabulary word from the box above. Write the word in a sentence of your own.**

9. \_\_\_\_\_  
\_\_\_\_\_

**r-Controlled Vowels *er, ir, ur, or*/Inflectional Endings**

Name \_\_\_\_\_

The letters ***er, ir, ur,*** and ***or*** can stand for the same sound. You can hear the sound as you say the words ***fern, third, burn,*** and ***world.***

**A. Circle the word that has the vowel sound spelled *er, ir, ur,* or *or.* Write the two letters that make the vowel sound on the line.**

1. cuts      curve      race      \_\_\_\_\_

2. her      rub      ring      \_\_\_\_\_

3. rise      worse      wrap      \_\_\_\_\_

4. string      wrist      first      \_\_\_\_\_

Before adding ***-s, -es, -ed,*** or ***-ing*** to some verbs with short vowels, double the final consonant.

Before adding ***-s, -es, -ed,*** or ***-ing*** to some verbs with long vowels ending in *e*, drop the final *e*.

Before adding ***-s, -es, -ed,*** or ***-ing*** to some verbs ending in *y*, change *y* to *i*.

**B. Write each word with the ending shown.**

5. race + ed = \_\_\_\_\_      6. keep + s = \_\_\_\_\_

7. hurry + es = \_\_\_\_\_      8. trip + ing = \_\_\_\_\_

Name \_\_\_\_\_

**Read the passage. Use the reread strategy to check your understanding of new information or difficult facts.**

## Tsunamis

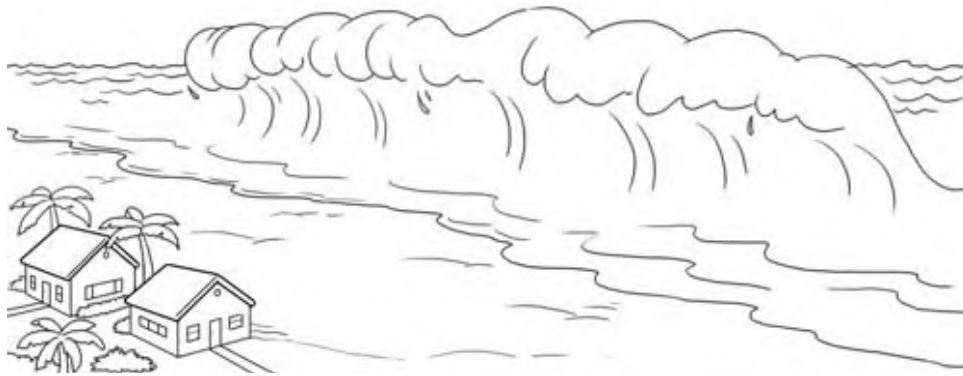
### What Is a Tsunami?

4 You may have seen big **waves** at the beach. Now  
14 imagine waves that reach a height of over 100 feet tall!  
25 Tsunamis are a set of ocean waves that rush over land.  
36 The waves look like giant walls of water.

44 Tsunamis have different **causes**. One event is an  
52 undersea earthquake that causes the ocean floor to  
60 move and shake. Other causes are underwater landslides  
68 or volcanoes. These strong actions build tsunami waves.  
76 The waves head for shore, the land along the ocean.

86 When the tsunami waves start, they may be just one  
96 foot high. They extend, or reach, deep down into the  
106 ocean.

Name \_\_\_\_\_



107 The waves travel toward shore. The waves can move  
116 up to 500 miles per hour. That's as fast as a jet plane.

129 As the waves reach shallow water near land, they slow  
139 down. They start to squeeze together. This pushes them  
148 higher. Then the big waves hit the shore.

### 156 **Damage from a Tsunami**

160 Tsunamis cause lots of damage and harm. They can  
169 hurt people. They can smash houses and knock down  
178 trees. They can cause flooding. They can make drinking  
187 water unsafe.

### 189 **Tsunami Warnings**

191 There are systems in place to warn, or tell, people  
201 about tsunamis. People find out the big waves are  
210 coming. Then they move to higher ground to stay safe  
220 from the tsunamis.

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. What three things can cause a tsunami?

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2. What is the effect when the waves get to shallow water near the land?

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3. What happens when people get a tsunami warning?

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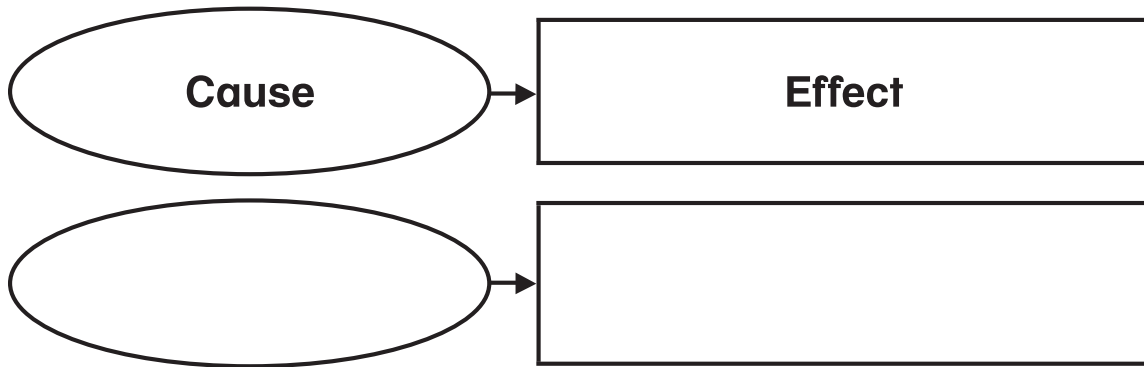
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**B. Work with a partner. Read the passage aloud. Pay attention to where you pause and how you group words together. Stop after one minute. Fill out the chart.**

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

Name \_\_\_\_\_

**Read the selection. Complete the Cause and Effect chart.**



Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you add time-order words.**

**Draft Model**

Some beaches have steep cliffs of rock. Waves crash into the rock. Tiny pieces of rock wash away. The top of the cliff can fall into the sea.

1. What happens first in the process of beach erosion, or washing away? What happens next?
2. What event happens last?
3. What time-order words can you add to make the order of events more clear?

**B. Now revise the draft by adding time-order words such as *first*, *next*, *after*, and *last* to help readers understand the order of events.**

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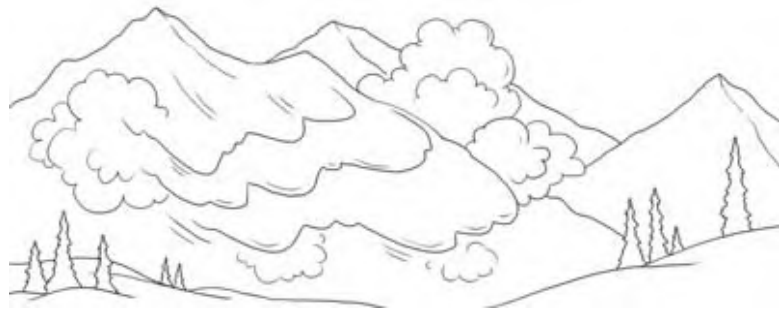
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Name \_\_\_\_\_

# Avalanche

An **avalanche** is a snow slide. High on a mountain, a big **chunk** of snow breaks loose. This snow slides down the **slope**, moving fast. It piles up at the bottom of the mountain.



Answer the questions about the text.

1. How do you know this is expository text?

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2. Why are the words **avalanche**, **chunk**, and **slope** in bold print?

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3. What is the cause of an avalanche?

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4. What is the effect of an avalanche?

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Name \_\_\_\_\_

Look at this example of **context clues** in a sentence. The underlined words explain what *height* means.

Now imagine waves that reach a **height** of over 100 feet tall!

**Read each sentence. Write the meaning of the word in bold print. Underline the context clues in the sentence that helped you.**

1. **Tsunamis** are a set of ocean waves that rush over land.

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2. One event is an undersea **earthquake** that causes the ocean floor to move and shake.

---

3. They **extend**, or reach, deep down into the ocean.

---

4. The waves head for **shore**, the land along the ocean.

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5. Tsunamis cause lots of **damage** and harm.

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Write About Reading: **Write an Analysis**

Name \_\_\_\_\_

**Reread “Tsunamis.” Write about how the author uses cause and effect.**

**1.** In “Tsunamis,” the author uses cause and effect to explain

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ .

**2.** One cause of a tsunami is \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ .

**3.** Some effects of tsunamis are \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ .

**4.** The author’s use of cause and effect helped me understand

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ .