

Name \_\_\_\_\_

equipment

accidental

purpose

respond

disasters

prevention

harmful

careless

Use a word from the box to answer each question. Then use the word in a sentence.

1. If something could possibly hurt you, what would you call it?

\_\_\_\_\_

2. What is the name of the tools needed to complete a job?

\_\_\_\_\_

3. What is another word for *the reason something is done*?

\_\_\_\_\_

4. What word might describe someone who is not paying attention?

\_\_\_\_\_

5. When something happens for no apparent reason, what is it called?

\_\_\_\_\_

6. What is another word for *unfortunate events*?

\_\_\_\_\_

7. What word might be used to say *stopping*?

\_\_\_\_\_

Name \_\_\_\_\_

**Read the selection. Complete the author's point of view graphic organizer.**

<b>Details</b>

↓

<b>Author's Point of View</b>
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Name \_\_\_\_\_

**Read the passage. Use the ask and answer questions strategy to check your understanding of important details in the passage.**

## True Teamwork

10 We try to predict, or know, about emergencies before they  
22 happen. They can come as a surprise though. Even if we can't  
34 predict, we can prepare. In an emergency, it is best for people  
46 to work as a team. When people work together they are more  
57 prepared. They can help more people than if they were alone  
and unprepared.

59 On August 29, 2005, Hurricane Katrina struck Louisiana.  
67 It was one of the strongest storms to hit that area in the last 100  
82 years. The high winds, heavy rains, and extreme floods destroyed  
92 homes, buildings, land, and roads on the Gulf Coast. Some  
102 people lost all they had. They lost their homes, clothes, cars,  
113 and more. These people needed help. Teams were formed to give  
124 relief, or help, to them. These teams came together to give food  
136 and shelter. This was a hard time for the victims, or people hurt  
149 by the storm. To find food and shelter on their own would have  
162 been hard.

164 We do not always know when a storm, flood, or other event  
176 is coming. Even so, there are teams who are always ready to help.  
189 When something like Katrina happens, they know what to do.  
199 They know how to get food, water, and even doctors to people. It  
212 is their job to work as a team and give help all over the world.

Name \_\_\_\_\_

It is good to know that there are teams who can help after a disaster. However, your family should still be prepared.

It is important to know how to work as a team in an

emergency. It can

be as simple as talking to your neighbors. All of you can work together to be prepared.

Working as a team is encouraging and gives you hope. You all have the same goal. It might be a lot of work to prepare for an emergency alone. If you know your neighbors are working with you, it can make you feel better. You can all work together to be prepared. What should you do? One important thing is that everyone has a “Go Kit.” This is a kit that has essential or important things you need to survive. It can have food, water, and flashlights in it. What if you forget to pack a flashlight? You might need one in an emergency. If your neighbors have packed one, they can help you. This is just one small benefit from working as a team.

Nobody knows for sure when an emergency might happen. It could be today or years from now. Perhaps you might never need to use your Go Kit. Yet knowing that you and your neighbors are ready and can work as a team makes everyone feel better. People feel more secure working as a team in an emergency than working alone.



Win Henderson/FEMA photo

Name \_\_\_\_\_

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

**1. What does the first paragraph tell you about how the author feels about working as a team?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2. How do you think the author would have felt about the teams who helped victims of Katrina?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. How do your opinions and feelings about working as a team compare with the author's?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

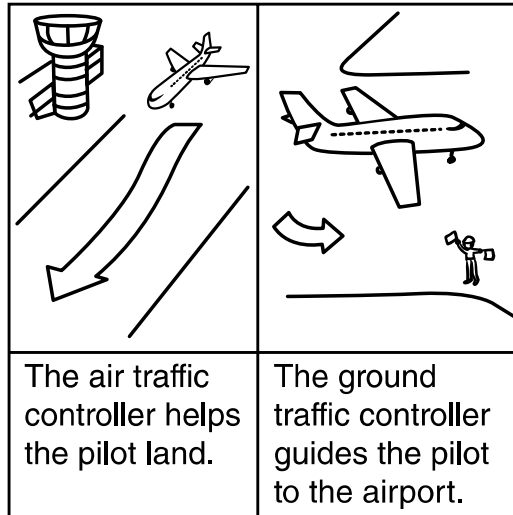
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name \_\_\_\_\_

## Teamwork at the Airport

When a plane is about to land, the pilot radios the air traffic controller to say that the plane is approaching. Then the air traffic controller looks at the runway to make sure that it is clear. If there are no planes on it, the controller tells the pilot to land.

Once the plane is on the ground the air traffic controller connects the pilot to a ground traffic controller. The ground traffic controller gives the plane a clear route from runway to airport.



Answer the questions about the text.

1. What genre is this? How can you tell?

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2. Name the text feature. What purpose does it serve?

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3. How do the pilot and the controllers work together to land a plane?

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Name \_\_\_\_\_

**Read the sentences. Underline the sentence clues that help you understand the meaning of each word in bold. Write the meaning of each word on the line.**

1. When the pop quiz was announced Rita suddenly wished she had been able to **predict** it ahead of time.

*Predict* means \_\_\_\_\_

2. Having a teacher tell her that she was a great student was **encouraging** to Gretel and gave her more confidence to do even better in class.

*Encouraging* means \_\_\_\_\_

3. The sinking of the *Titanic* was a **tragedy**, or an unfortunate event, that people still talk about to this day.

*Tragedy* means \_\_\_\_\_

4. After the earthquake, the Red Cross provided **relief**. The much needed support and help was amazing.

*Relief* means \_\_\_\_\_

5. It was hard to tell at first how many **victims**, or people suffering from the destruction, of the flood there were.

*Victims* means \_\_\_\_\_

6. If you are hiking, it is **essential** to have a map. It is also absolutely necessary to bring food and water with you.

*Essential* means \_\_\_\_\_

Name \_\_\_\_\_

**A. When a syllable ends in a consonant, it is called a closed syllable. Circle the words that have two closed syllables. Then write the syllables on the lines.**

- |           |         |       |       |
|-----------|---------|-------|-------|
| 1. basket | refill  | _____ | _____ |
| 2. lesson | robot   | _____ | _____ |
| 3. tiny   | problem | _____ | _____ |
| 4. diner  | napkin  | _____ | _____ |
| 5. rabbit | army    | _____ | _____ |
| 6. tiger  | number  | _____ | _____ |

**B. Related words have a common root or base word. Read each set of words. Circle the related words.**

- |            |           |             |
|------------|-----------|-------------|
| 1. pedal   | scouting  | pedestrian  |
| 2. geology | geography | graceful    |
| 3. matter  | magnify   | magnificent |
| 4. bicycle | tricycle  | automobile  |
| 5. remain  | renumber  | numeral     |



Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below found evidence to show how details support the author's point of view.

<b>Topic sentence</b>	→	In "True Teamwork," the author thinks being prepared and working together during emergencies is important.
<b>Evidence</b>	→	The author explains that in an emergency, it is best for people to work as a team. I also read that working together as a team is encouraging and gives people hope. The text also states that everyone feels better knowing that they are ready and can work together as a team in emergencies.
<b>Concluding statement</b>	→	There are many details that show that the author thinks working together and being prepared are good things during emergencies. I agree with the author's point of view because being ready and working as a team makes me feel safer and ready in an emergency.

**Write a paragraph about a text you have read. Find text evidence to show details that support the author's point of view. Then explain whether or not you agree with the author's point of view and why.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use questions that follow the draft to help you create a strong paragraph.**

### **Draft Model**

One of a police officer's duties is to stop crime. They have radios to tell them where a crime is happening. Police officers arrest criminals so they can't commit any more crimes.

1. What is the main idea of the draft model? What topic sentence could you add to show this?
2. Do all of the other sentences support the main idea? Should any be deleted?
3. How can you strengthen the connection between the supporting sentences and the main idea?
4. Why are police officers important to a community?

**B. Now revise the draft by creating a strong paragraph with a topic sentence and supporting sentences about police officers.**

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