

Name: _____ Date: _____

Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.
It does not include irrelevant details or the opinions of the person writing it.

Directions: Answer the questions below to help you write an objective summary of “Our World Turned to Water.”

1. Who is the article mainly about? (It can be an individual or a group of people.)

2. What significant event does the article describe?

3. How does this event affect the main person(s) in the article?

4. What happened to the main person(s) afterward?

5. Are there any other important details you haven’t mentioned? Write them here.

Directions: Your turn! Write an objective summary of “Our World Turned to Water.” You can use the information in your answers from questions 1–5 in any order. Most of the information from your answers should be included in your summary, but leave out any details you find are unnecessary.

Summary of “Our World Turned to Water”

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.
It does not include unimportant details or the opinions of the person writing it.

Directions: Follow the prompts in the margins to complete the summary of "Our World Turned to Water."

Last August, 11-year-old Addisyn Botos, her family, and her classmates at Episcopal School in Baton Rouge, Louisiana, lived through a devastating flood.

The flood was caused by _____

The floodwaters rushed in quickly, leaving people _____

With the lives of many people in danger, hundreds of volunteers _____

Eventually, the Botos family was rescued and brought to safety, but the disaster would end up killing 13 people and flooding 143,000 homes.

After the floodwaters receded, the Botos family and many others returned to their homes to find _____

But the Botos family and members of the Episcopal School community felt fortunate because _____

1. What weather conditions led to the flash flood?

3. What did volunteers do during the flood?

5. What are two reasons they felt lucky?

2. What happened to people in Baton Rouge during the flood?

4. What happened to many people's homes and belongings?

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Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

Directions: Follow the prompts below to explore the central ideas and supporting details in “Our World Turned to Water.”

1. Reread the sections “Dangerous Conditions” and “Stranded.” Which statement below BEST expresses the central idea of these sections?

- Ⓐ Everyone at Episcopal was excited to start school again.
- Ⓑ Even historically safe areas of Baton Rouge were flooded during the storm.
- Ⓒ Flash floods are particularly dangerous for people in vehicles.
- Ⓓ People of the Episcopal school community did not realize how serious the storm and resulting flood would be.

2. Read the central idea of the section “Calls for Help” stated in the box below. Then read the lines from the article listed under it. Which detail does NOT support the central idea?

Central Idea:

The flood was a terrifying experience for many residents of Baton Rouge.

- Ⓐ “But as the situation worsened, the people of Baton Rouge mobilized to help each other.” (p. 9)
- Ⓑ “Addisyn clung to a post, the water now reaching her neck.” (p. 8)
- Ⓒ “Across Baton Rouge and in surrounding towns, emergency operators were receiving frantic calls for help.” (p. 8)
- Ⓓ “Adding to the family’s misery were the fire ants swarming in the water, stinging their arms and legs.” (pp. 8–9)

I chose _____ because _____

3. Read the details from the sections “What Can I Do?” and “That’s Just Stuff” listed below. In the box, write a central idea that these details support.

Central Idea:

Detail 1: “. . . thousands of people across southern Louisiana returned to their homes to find utter ruin.” (p. 9)

Detail 2: “Many people lost everything they owned—furniture, computers, clothing, and priceless photos.” (p. 10)

Detail 3: “Nine schools in the Baton Rouge area remained closed all year . . .” (p. 10)

4. Consider the central idea of the whole article written below. We wrote one detail from the article that supports this idea. Write two more supporting details in the spaces provided.

Central Idea:

The Episcopal community came together and helped one another in a time of need.

Supporting detail 1:

“Donations poured in, and students and teachers joined together to help clean homes, haul away trash, and salvage items that had escaped the waters.” (p. 10)

Supporting detail 2:

Supporting detail 3:

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Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

Directions: Follow the prompts below to explore the central ideas and supporting details in “Our World Turned to Water.”

1. Read the central idea of the sections “Dangerous Conditions” and “Stranded” stated in the box below. Then check the boxes next to the THREE details that support the central idea.

Central Idea:

The Episcopal School community did not realize how serious the flood would be.

- ☐ “‘We were all so happy to start school,’ says Mrs. Boudreaux, who teaches language arts. ‘We weren’t worried about a little rain.’” (pp. 6-7)
- ☐ “Flash floods, which kill on average 130 Americans every year, occur when great quantities of rain fall during a short period of time.” (p. 7)
- ☐ “What no one at Episcopal realized was that this rain was unlike any they had ever seen.” (p. 7)
- ☐ “‘First our feet were wet,’ Mrs. Botos says. ‘Then we had water up to our waists, and then our chests.’” (p. 8)
- ☐ “The area near Episcopal remained clear, however, and those living in the area felt safe.” (p. 7)

2. Read the details from the section “Call for Help” and “What Can I Do?” listed below. In the box, complete the central idea that these details support.

Central Idea:

During and after the flood, the Episcopal community _____

Detail 1: “Donations poured in, and students and teachers joined together to help clean homes, haul away trash, and salvage items that had escaped the waters.” (p. 10)

Detail 2: “‘It was amazing what people did for us,’ says Skyler, whose home took many months to repair.” (p. 10)

Detail 3: “Mrs. Boudreaux’s 22-year-old son, Elliott, was one of hundreds who plucked neighbors from rooftops and cars.” (p. 9)

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What's the Tone?

Tone is the author's attitude toward either the subject he or she is writing about or toward the reader.
Words that could describe tone include *doubtful*, *humorous*, *gleeful*, *serious*, and *questioning*.
Tone is conveyed through the author's word choice, the information included, and how the text is organized.

In this activity, you will analyze the tone in three sections of the article
"Our World Turned to Water" by Lauren Tarshis.

- 1.** In the introduction, Tarshis's tone as she writes about Addisyn and her family could be described as concerned.

Choose one statement below that does NOT support this claim.

- Ⓐ Tarshis writes, "With each passing minute, the water rose higher," and then asks, "How would she and her family escape?" In writing this, Tarshis sounds worried that Addisyn and her family might remain trapped in the dangerous waters in front of their house.
- Ⓑ Tarshis notes that Addisyn has two parents, two brothers, and a sister. This makes Tarshis sound concerned.
- Ⓒ Tarshis writes that Addisyn was "up to her neck in frigid, filthy water" and that she was "shivering and terrified." Describing how dangerous and frightening Addisyn's experience was makes Tarshis sound concerned for her safety and well-being.

- 2.** Circle the word that best describes the tone of the sidebar "Flash Flood: How to Stay Safe" on page 9. (We defined the choices for you.)

grim	instructive	playful	skeptical
⋮	⋮	⋮	⋮
↓	↓	↓	↓
gloomy or worried and very serious	providing knowledge or information	fun and not serious	doubtful, questioning

- 3.** Write a statement to support your choice in question 2.

4. Think of one or two words to complete the sentence below and write them on the blank:

In the sections “Calls for Help” and “What Can I Do?,” Tarshis’s tone as she describes the Episcopal community’s response to the flood is _____.

5. Use text evidence to support your claim in question 4.

Name: _____ Date: _____

What's the Tone?

Tone is the author's attitude toward either the subject he or she is writing about or toward the reader.
Words that could describe tone include *doubtful*, *humorous*, *gleeful*, *serious*, and *questioning*.
Authors create tone through word choice, the information they include, and how they organize the text.

In this activity, you will analyze the tone in three sections of the article
"Our World Turned to Water" by Lauren Tarshis.

1. CLAIM: In the introduction, Tarshis's tone as she writes about Addisyn and her family could be described as concerned.

Choose one statement below that does NOT support this claim.

- Ⓐ Tarshis writes, "With each passing minute, the water rose higher," and then asks, "How would she and her family escape?" In writing this, Tarshis sounds worried that Addisyn and her family might remain trapped in the dangerous waters in front of their house.
- Ⓑ Tarshis notes that Addisyn has two parents, two brothers, and a sister. This makes Tarshis sound concerned.
- Ⓒ Tarshis writes that Addisyn was "up to her neck in frigid, filthy water" and that she was "shivering and terrified." Describing how dangerous and frightening Addisyn's experience was makes Tarshis sound concerned for her safety and well-being.

- 2.** Circle the word that best describes the tone of the sidebar "Flash Flood: How to Stay Safe" on page 9. (We defined the choices for you.)

grim	instructive	playful	skeptical
⋮ ↓	⋮ ↓	⋮ ↓	⋮ ↓
gloomy or worried and very serious	providing knowledge or information	fun and not serious	doubtful, questioning

- 3.** The word I chose in question 2 best describes the tone of the sidebar because

- Ⓐ the writer sounds like she doesn't think following the advice in the sidebar can really help you stay safe.
- Ⓑ the sidebar talks about a serious subject in a fun way.
- Ⓒ the writer presents information and advice about how to stay safe in a straightforward, clear, and unemotional way.

- 4.** Reread the the section "Calls for Help" that begins on page 8. Then consider the claim below.

CLAIM: When Tarshis describes the community's response to the flood, her tone could be described as admiring.

Support this claim by completing the statement below:

When Tarshis writes that "a 'navy' of volunteers had taken to the flooded streets in their own boats" and that Elliot was "one of hundreds who plucked neighbors from rooftops and cars," she sounds _____

Identifying Tone

Tone is the author's attitude toward the subject matter or toward the reader or audience. Words that could describe tone include *doubtful*, *humorous*, *sarcastic*, *serious*, and *outraged*. Tone is conveyed through the author's word choices and the details that he or she includes. A text may have more than one tone.

HINT: Keep in mind that in a work of fiction, tone is the author's attitude, and not necessarily the attitude of the story's narrator. Ask yourself, "How does the author feel about what he or she is writing about?"

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Tone Words

Tone is the author's attitude toward the subject matter or toward the reader or audience.
There are *many* different words that you can use to describe an author's tone. Here are some to inspire you.



POSITIVE TONE WORDS

admiring	happy
adoring	hopeful
affectionate	humorous
amused	interested
appreciative	jovial
approving	light
celebratory	lively
cheerful	modest
comforting	nostalgic
comic	optimistic
compassionate	passionate
complimentary	playful
confident	pleasant
contented	proud
earnest	reassuring
elated	respectful
empathetic	romantic
encouraging	sentimental
excited	silly
facetious	sympathetic
forthright	tender
friendly	whimsical
funny	wistful
gleeful	worshipful
gushing	zealous



NEUTRAL TONE WORDS

ambiguous
ambivalent
casual
commanding
conversational
detached
direct
indifferent
introspective
neutral
pensive
questioning
reflective
scholarly
serious
solemn
straightforward
speculative
uncertain
unconcerned



NEGATIVE TONE WORDS

angry	furious
annoyed	gloomy
biting	grave
bitter	grim
blunt	harsh
cold	haughty
conceited	hostile
condescending	impatient
confused	melancholy
curt	mocking
cynical	mournful
depressed	offended
derogatory	ominous
despairing	outraged
desperate	pessimistic
disappointed	sarcastic
disliking	scornful
disrespectful	selfish
doubtful	skeptical
enraged	sly
fearful	somber
flippant	stern
forceful	suspicious
foreboding	uneasy
frustrated	worried

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Exploring Text Features

Authors use text features to bring attention to important details. In a nonfiction article, text features include titles, subheadings, photos, captions, charts, and maps.

Directions: Answer the questions below to help you explore the text features in "Our World Turned to Water."

1. Describe the image on pages 4-5. How does this image contribute to your understanding of the article?

2. How does the map on page 8 contribute to the article?

3. What do the photos and caption on page 10 tell you about how the flood affected people in the Baton Rouge area ?

4. Read the sidebar "How to Stay Safe in a Flash Flood." Why might the author have chosen to include these tips?

5. Read the subheadings throughout the article. Describe how the tone of the subheadings changes throughout the article.

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Synthesis

Directions: Read the article "Our World Turned to Water" and the poem "What We Know." Then fill in the chart below with ideas people can do to help those who have experienced disasters. Draw on both texts. Make it clear where in the article or poem you got each idea that you list, as we did for the ideas we provided for you.

	Ideas from "Our World Turned to Water"	Ideas from "What We Know"
Things people can do to help those who have experienced disasters	<ul style="list-style-type: none"> • People can help get others to safety, like the volunteers in Baton Rouge who took to the flooded streets in their own boats and "plucked neighbors from rooftops and cars" (p. 9). 	<ul style="list-style-type: none"> • People who have experienced disasters can provide emotional support to one another, as the speaker of the poem refers to when he or she speaks of sharing prayers, easing fears, and holding hands.

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Analyzing Poetry

Below is Rebecca Kai Dotlich's poem "What We Know." Read the poem a few times. Then discuss the questions on the next page. This activity is meant to be completed in small groups.



What We Know by Rebecca Kai Dotlich

- 1 We shared soup, sandwiches, cots,
dry pajamas, prayers, as we rolled
up sleeves, eased fears, held hands.
With quiet nods, we came to know
5 that just when worlds
turn upside down,
someone, somewhere
hands out raincoats, sets up games,
10 gives out books, calls our names . . .
unwrinkles the worry, smooths the sorrow,
offers a blueprint

A cot is a small bed that folds up so it can easily be carried around.

A blueprint is a guide or plan that shows how to make something.

Directions: Discuss the following questions with your group. (You don't need to write your answers down.)

Note: To keep things simple, we refer to the speaker as "she" in this activity—but the speaker is not necessarily female.

- 1 Which of the following is this poem about? Choose the best answer.**
- a. a neighborhood picnic
 - b. a community affected by a disaster
 - c. parents taking care of young children
 - d. a wedding

- 2 Support your answer to question 1.**
Point out some details in the poem and explain how they help you understand what situation the speaker is describing.

- 3 Who is the speaker of the poem? Choose the best answer.**
- a. someone seeing her family for the first time in years
 - b. someone building a house
 - c. someone helping others after a disaster
 - d. someone receiving help after a disaster

- 4 Explain your answer to question 3.**

- 5 This poem includes three lists. The following questions are about those lists.**
- How are "prayers" different from the other items in the list in lines 1-2?
 - What do you notice about the items in the list in lines 2-3?
How would you describe them?
 - What do you notice about the items in the list in lines 8-9?
How would you describe them?

- 6 Consider the phrase "with quiet nods" in line 4.**
What emotions does this phrase suggest that the speaker and the people with her were feeling?

- 7 Consider line 10.**
Here, the poet uses verbs—unwrinkles and smooths—that aren't usually used to describe reducing worry and sorrow; it's more common to talk about relieving, easing, or soothing worry and sorrow.
- Why do you think the poet chose the verbs unwrinkles and smooths for this line?
 - Do these verbs create any images for you?
 - What do they add to the poem that more commonly used words would not?

- 8 Consider lines 11-12.**
What do you think the speaker means when she says someone "offers a blueprint for tomorrow"?

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Our World Turned to Water.” See *Scope’s* “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

Before Reading Text Features, Inference

1. Read the **headline** and study the image on pages 4-5. What mood do these features create?

2. Read the **captions** and study the photos on page 7. What can you tell about the Louisiana Flood of 2016 from these features?

3. Look at the map on page 8. What do you notice about the city of Baton Rouge and where it is located? Why might its location be important to the story?

4. Read the **subheadings** in the article. Based on your preview of the article, write one sentence predicting what the article will mainly be about.

During Reading

Mood, Text Structure, Inference, Tone

5. In the section “Dangerous Conditions,” a shift in **mood** occurs. Describe how the mood changes.

6. A. Check (✓) the statement that BEST describes the **text structure** (the way the author organizes information) in the section “Calls for Help.”

The author describes how Baton Rouge looked covered in floodwaters.

The author describes the problem of stranded people needing to be rescued and the solution of volunteers mobilizing to help them.

The author gives a chronological account of how rescue workers became overwhelmed.

B. Explain how you know.

7. From information in the sections “Calls for Help” and “What Can I Do?” what can you **infer** about the members of the Episcopal School community?

8. In the sections “What Can I Do?” and “That’s Just Stuff,” Lauren Tarshis uses an admiring **tone** when she describes the Episcopal School community. Find two examples of where she uses this tone and write them on the lines below.

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Our World Turned to Water.” See *Scope’s* “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

Before Reading Text Features and Inference

1. Read the **headline** and study the image on pages 4–5. What mood do these features create?

2. Read the **captions** and study the photos on page 7. What can you tell about the Louisiana Flood of 2016 from these features?

3. What do the photos and caption on page 10 tell you about how the flood affected people in the Baton Rouge area?

4. Read the **subheadings** in the article. Based on your preview of the article, write one sentence predicting what the article will mainly be about.

During Reading

Mood, Text Structure, Inference, Tone

5. Author Lauren Tarshis begins the section “Dangerous Conditions” by describing the joy of orientation day at Episcopal School. Tarshis then writes, “What no one at Episcopal realized was that this rain was unlike any they had ever seen.” (p. 7)

Mood is the feeling the reader gets from a piece of writing. The sentence above changes the mood of the section from

- Ⓐ exciting to foreboding.
- Ⓑ uncomfortable to relieved.
- Ⓒ thrilled to shocked.

6. **Text structure** is the term for how an author organizes information. Information in the section “Stranded” is organized by sequence of events. Which words and phrases in the section help you identify this text structure?

- Ⓐ *The next day; On Saturday morning; at about 7 a.m.*
- Ⓑ *grave danger; rushing water; lapping waves*
- Ⓒ *the area near Episcopal; in their backyard; rushed through the streets*

7. From information in the sections “Calls for Help” and “What Can I Do?” what can you **infer** about the members of the Episcopal School community?

8. **A. Tone** is the author’s attitude toward the subject matter or toward the reader or audience. Circle the word that best describes the author’s tone in the sections “What Can I Do?” and “That’s Just Stuff” when she describes the Episcopal School community.

fearful

joyful

admiring

- B.** Briefly explain your choice: _____

After Reading

Central Idea/Details and Objective Summary

9. A. Below is a **central idea** of “Our World Turned to Water” and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.

Central Idea		
The Episcopal School community did not realize how bad the flood would be.		
Detail #1	Detail #2	Detail #3
“We weren’t worried about a little rain.” (p. 7)	“... as the waters receded, thousands of people across southern Louisiana returned to their homes to find utter ruin.” (p. 9)	“The area near Episcopal remained clear, however, and those living in the area felt safe.” (p. 7)

- B. Briefly explain why the detail that you crossed out does NOT support the central idea above.

10. An **objective summary** is a short statement or paragraph that tells what an article is about. Draw a line through the three sentences below that should definitely NOT be included in an objective summary of “Our World Turned to Water.”

- a. Dell Portwood looked forward to playing football for Episcopal School that fall.
- b. Flash floods are extremely dangerous and occur with little to no warning.
- c. On Friday night, Skyler had slept at a friend’s house.
- d. Volunteers with boats took to the flooded streets of Baton Rouge and rescued many people who were stranded.
- e. The Louisiana Flood of 2016 resulted in 13 deaths and an estimated 143,000 flooded homes.
- f. I can’t imagine being trapped in floodwaters for hours like Addisyn and her family.

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Close-Reading Questions

"Our World Turned to Water"

1. How is the introduction—the text in the light-brown box at the top of page 6—different from the rest of the article? What is the purpose of this introduction? (text structure, author's purpose)
2. How does the author create suspense in the section "Dangerous Conditions"? (mood)
3. Tarshis writes that "a 'navy' of volunteers had taken to the flooded streets in their own boats" (9). What is the likely reason she chose the word *navy* to describe the volunteers? What does *navy* help you understand about the volunteers? (word choice)
4. The caption "Fatal Floods" on page 7 states that flash floods are the most dangerous type of flood. What makes flash floods so dangerous? Draw on information in the article and in the sidebar "How to Stay Safe." (key ideas and details)
5. How did the Episcopal School community respond to the flood? Use text evidence. (key ideas and details)

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Critical-Thinking Questions

"Our World Turned to Water" and "What We Know"

1. On page 10, Tarshis reports that the Botos family looks back on their experience “mainly with gratitude.” Do you think it could be hard to feel gratitude after an experience like theirs? Do you think it’s important to focus on the positive aspects of a difficult experience? Explain.
2. On page 10, Mrs. Botos says, “We’ve gained so much more than we lost.” What do you think she means? What might she and her family have gained?
3. What do you think the speaker of the poem means when he or she says that someone “offers a blueprint for tomorrow”? Who offers a “blueprint for tomorrow” in “Our World Turned to Water”?

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Go to Scope
Online to listen
to the words
and definitions
read aloud.

Vocabulary:

"Our World Turned to Water"

- 1. frigid (FRIJ-id)** *adjective*; Frigid means "very, very cold." A frigid wind stings your cheeks. Antarctica has a frigid climate.

When *frigid* is used to describe a person or a behavior, it means "cold" as in lacking emotional warmth. A frigid greeting is not friendly or enthusiastic. Severus Snape is a frigid character.

- 2. mobilize (MOH-buh-layz)** *verb*; To mobilize something is to make it mobile—that is, able to be moved. *Mobilize* is often used to describe bringing people or things together, organizing them, and preparing them for action. A government might mobilize troops for war. You might mobilize your classmates to donate canned food to a food bank.

- 3. oversaturated (oh-ver-SACH-uh-rey-tid)** *adjective*; The verb *saturate* means "to soak or completely fill something with as much liquid as it can hold." A rainstorm may saturate the soil in a garden. When *over* is used as a prefix, it means "too much" or "over the limit." So when something is oversaturated, it is drenched in more liquid than it can handle. If a garden's soil becomes oversaturated, the garden is flooded and the plants will likely be damaged.

Oversaturated can also be used to talk about a thing being too full of something other than liquid. If a neighborhood is oversaturated with coffee shops, there are more coffee shops in the neighborhood than there are customers to go to them.

- 4. recede (rih-SEED)** *verb*; *Recede* means "to move back or farther away," or "to grow less or smaller." You might watch a train recede into the distance. Your fear of riding a roller coaster might recede when you realize that the coaster doesn't go upside down.

- 5. salvage (SAL-vij)** *verb or noun*; As a verb, *salvage* means "to rescue or collect something that is in danger of being lost or destroyed." People often return to their homes after a fire to see if they can salvage any of their belongings.

As a noun, *salvage* is the act of saving things (as in, "we helped salvage the items") or what you call items that were saved (as in, "she piled the salvage over there").

- 6. torrent (TOR-uhnt)** *noun*; A torrent is a rushing stream of water or some other liquid. You would have to shout to be heard over the roaring torrents of water at Niagara Falls.

Torrent can also refer to a flood of something other than a liquid, as in, "Chris received a torrent of fan mail after winning *The Voice*."

7. tributary (TRIB-yuh-ter-ee) *noun*; You may be familiar with the verb *contribute*, meaning "to add to something larger or provide a part of the whole." The meaning of *contribute* can help you remember the meaning of *tributary*: a small stream or river that flows into—or contributes to—a larger stream, river, lake, or other body of water.

Directions: In the space below or on the back of this page, list any other words from the article whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence using the word.

Vocabulary Practice

"Our World Turned to Water"

Directions: Underline the boldfaced word in each pair that best completes the sentence.

1. Henry stepped into the **frigid/oversaturated** morning air, the snow crunching beneath his boots.
2. The detective used binoculars to watch the mysterious woman as she slowly **salvaged/receded** into the dark alley.
3. Marissa and her mom are going door-to-door, trying to **mobilize/salvage** voters to participate in the upcoming election.
4. Immediately after the fire alarm sounded, a **torrent/tributary** of water sprayed down from the sprinkler in the ceiling.

Directions: Rewrite each sentence below using a form of one of the words in the box. (You won't use all of the words.)

tributaries	torrent	salvage	recede	oversaturate
-------------	---------	---------	--------	--------------

5. The researchers will study the items recovered from the sunken ship to help them learn why the ship sank.

6. When you water that plant, be careful not to pour more water on the soil than it can handle.

7. If the small streams that flow into Lake Michigan become polluted, Lake Michigan will also become polluted.

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“Our World Turned to Water” Quiz

Directions: Read “Our World Turned to Water.” Then answer the questions below.

- Which line from the article shows that the students and teachers at Episcopal didn’t realize a disaster was coming?
 - “The storm was moving slowly, which meant that it would hover over Baton Rouge for days.”
 - “The house is flooded.”
 - “I’ve never been so scared.”
 - “We were all so happy to start school . . . We weren’t worried about a little rain.”
- In the section “Dangerous Conditions,” Lauren Tarshis writes, “What no one at Episcopal realized was that this rain was unlike any they had ever seen.” This line shifts the mood from
 - frightening to calm.
 - lighthearted to ominous.
 - disapproving to admiring.
 - gloomy to humorous.
- On page 7, Tarshis writes, “But soon, even historically safe areas of the city would be in grave danger.” Which sentence uses *grave* the same way it is used above?
 - The ship sank to its grave at the bottom of the sea.
 - The novel is about life beyond the grave.
 - The movie’s main character was diagnosed with a grave illness.
 - We put fresh flowers on my grandma’s grave.
- Consider this line from page 8: “Two feet can turn a pickup or an SUV on its side or sweep it away like a bath toy.” This line contains
 - a metaphor that suggests SUVs are not safe cars.
 - a simile that shows how much rain can fall during a storm.
 - symbolism that reminds readers how dirty floodwaters can be.
 - a simile that emphasizes how powerless a vehicle can become in floodwaters.
- The author likely wrote this article mainly to
 - explain the history of flash floods.
 - inspire readers with a story of how a community came together after a flood.
 - give advice to victims of natural disasters.
 - highlight the need for more rescue workers.
- The article and the poem support all of the following ideas EXCEPT
 - drivers should be cautious of fallen power lines.
 - volunteer work can be powerful.
 - people who experience disasters benefit from emotional support.
 - it is important to help one another in times of need.

Constructed-Response Questions

Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

- How does Tarshis support her claim that people should not drive in the event of a flood? Use text evidence to support your answer.
- Looking back on her family’s experience, Mrs. Botos says, “We’ve gained so much more than we lost.” What does she mean? Use details from the text to support your answer.

Name: _____ Date: _____

“Our World Turned to Water” Quiz

Directions: Read “Our World Turned to Water.” Then answer the questions below.

- Which line from the article shows that the students and teachers at Episcopal didn’t realize a disaster was coming?
 - “The storm was moving slowly, which meant that it would hover over Baton Rouge for days.”
 - “The house is flooded.”
 - “I’ve never been so scared.”
 - “We were all so happy to start school . . . We weren’t worried about a little rain.”
- In the section “Dangerous Conditions,” Lauren Tarshis writes, “What no one at Episcopal realized was that this rain was unlike any they had ever seen.” This line shifts the mood of the section from lighthearted to
 - calm.
 - threatening.
 - admiring.
 - confused.
- On page 7, Tarshis writes, “But soon, even historically safe areas of the city would be in grave danger.” *Grave* most closely means
 - ordinary.
 - new.
 - serious.
 - mean.
- Consider this line from page 8: “Two feet can turn a pickup or an SUV on its side or sweep it away like a bath toy.” This line contains a simile that
 - proves SUVs are not safe cars.
 - shows how much rain can fall during a storm.
 - reminds readers how dirty floodwaters can be.
 - emphasizes how powerless a vehicle can become in floodwaters.
- The author likely wrote this article mainly to
 - explain the history of flash floods.
 - inspire readers with a story of how a community came together after a flood.
 - give advice to victims of natural disasters.
 - highlight the need for more rescue workers.
- Both the article and the poem support the idea that
 - it is important to come together and support one another in times of need.
 - people should avoid driving on flooded roads.
 - dozens of people lose their lives trying to escape flash floods in vehicles each year.
 - The Louisiana Flood of 2016 was caused by almost 3 feet of rain.

Constructed-Response Questions

Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

- According to the article, what are two reasons people should not drive cars in the event of a flood? Use text evidence to support your answer.
- Looking back on her family’s experience, Mrs. Botos says, “We’ve gained so much more than we lost.” What does she mean? Use details from the text to support your answer.

Name: _____ Date: _____

Video Discussion Questions

Behind the Scenes: "Our World Turned to Water"

1. Author Lauren Tarshis calls the flood in Louisiana "devastating." What details in the first section of the video (0:10 to 0:48) help you understand how the flood was devastating?
2. According to Tarshis, why is it important to share stories of people who have gone through difficult experiences?
3. How does the mood (or feeling) of the video shift starting at 4:30? Consider the narration, visuals, and music.
4. How does this shift in mood reflect one of the central ideas of the video and the article?

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

Louisiana Flood Contest

According to the article and poem, what can people do to help others who experience disasters? Explain in an essay, using evidence from both texts. Five winners will each get *Ninth Ward* by Jewell Parker Rhodes.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ good organization and transitions
- ⇒ use of supporting text evidence
- ⇒ grammar, spelling, and punctuation

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

My parent or legal guardian consents to my participation in this contest.

Parent's or legal guardian's signature: _____

Include this form with your written entry and send both to: scopemag@scholastic.com
or mail them to: Louisiana Flood Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY November 25, 2017!