

Name: _____ Date: _____

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"?