

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Finding and Using Text Evidence

**Directions:** Read "Thirst." Then complete the activity below.

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**1. Imagine that you are writing a paragraph explaining how the well affected Natalia's future.**

**A. Which of the following is the BEST topic sentence for your paragraph?**

- Ⓐ The well affected Natalia's future because the people in her community use the well water for drinking and cooking.
- Ⓑ The well affected Natalia's future because she now can get water whenever she wants.
- Ⓒ The well affected Natalia's future because it enabled her to go to school every day.

**B. Which quote from the article BEST supports the sentence you chose in part A?**

- Ⓐ "From a young age, she loved learning—but the burden of getting water for her family left time for little else, including her own education." (p. 6)
- Ⓑ "Then, in 2014, an incredible organization called *charity: water* heard about Natalia's village and wanted to help." (p. 8)
- Ⓒ "For the first time in Natalia's life, clean, fresh water poured into her hands." (p. 9)

**C. Which of the following BEST explains why the text evidence you chose in part B is relevant?**

- Ⓐ It illustrates that Natalia was excited about the well.
- Ⓑ It shows how the well improved everyone's lives.
- Ⓒ It demonstrates that before her village got the well, the chore of getting water prevented Natalia from attending school; you can infer that the well relieved Natalia of that chore and gave her time to pursue her education.

2. Choose the piece of text evidence that BEST supports the statement below. Then complete the sentence to explain your choice.

**Natalia has goals for her future.**

- Ⓐ “Natalia is a serious girl, soft-spoken but not shy.” (p. 6)
- Ⓑ “She is a top student, with plans to run her own school and improve the lives of other girls through education.” (p. 9)
- Ⓒ “She would walk about a mile in the dark—through fields of tall grasses where snakes lurked. But she walked without fear.” (p. 5)

I chose \_\_\_\_ because \_\_\_\_\_

3. A. Choose three pieces of text evidence from “Thirst” that BEST support the following statement.

**In the U.S., access to clean water is taken for granted.**

- Ⓐ “Humans have always told stories about water—legends and folktales of magical fountains that give eternal youth and miracle springs that cure sickness.” (p. 9)
- Ⓑ “The average American uses 176 gallons of water a day.” (p. 6)
- Ⓒ “For most of us in the United States, getting clean water is as simple as turning on the faucet.” (p. 6)
- Ⓓ “In 2014, a chemical spill turned water in West Virginia a toxic yellow.” (p. 9)
- Ⓔ “You probably don’t think twice about taking a long, refreshing shower after soccer practice.” (p. 6)

- B. Select one piece of INCORRECT evidence from above and explain why it does NOT support the statement.

Evidence \_\_\_\_ does not support the statement because \_\_\_\_\_

**4. Choose the paragraph that correctly uses text evidence from “Thirst” in the form of a direct quotation.**

- Ⓐ Drinking contaminated water can lead to illness, explain authors Kristin Lewis and Tyler Riewer in their article “Thirst.” They write, “According to the World Health Organization, 3.4 million people die every year from water-related illnesses” (p. 7). This happens because dangerous disease-causing bacteria lurk in dirty water.
- Ⓑ Drinking contaminated water can lead to illness, explain authors Kristin Lewis and Tyler Riewer in their article “Thirst.” Furthermore, they write that “3.4 million people” die every year from water-related illnesses (p. 7). This happens because dangerous disease-causing bacteria lurk in dirty water.
- Ⓒ Drinking contaminated water can lead to illness, explain authors Kristin Lewis and Tyler Riewer in their article “Thirst.” Quoting a statistic from the World Health Organization, the authors state that water-related illnesses kill 3.4 million people each year. This happens because dangerous disease-causing bacteria lurk in dirty water.

Explain why the two answers you did NOT choose are incorrect: \_\_\_\_\_

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**5. Choose the paragraph that correctly uses text evidence from “Thirst” in the form of a paraphrase.**

- Ⓐ Water from a deep well tends to be safer to drink than water from a streambed. Compared with streams, wells “would not be contaminated by animals or humans waste,” explain authors Kristin Lewis and Tyler Riewer (p. 7). Furthermore, “sediment in the soil can act as a natural filter, trapping harmful bacteria and pollutants” (p. 7).
- Ⓑ Water from a deep well tends to be safer to drink than water from a streambed because wells are less likely than streams to be contaminated by humans, animals, and pollutants.
- Ⓒ Water from a deep well tends to be safer to drink than water from a streambed. Compared with streams, wells are less likely to be contaminated by waste from humans and animals, explain authors Kristin Lewis and Tyler Riewer (p. 7). The sediment in the soil can also filter the water by trapping harmful bacteria and pollutants (p. 7).

Explain why the two answers you did NOT choose are incorrect: \_\_\_\_\_

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[illegible]

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Finding Text Evidence

**Directions:** Read “Thirst,” then complete the activity below. Some questions will ask you to select or find pieces of text evidence that support a statement we provide. Other questions will ask you to support your own statement with text evidence.

**1. Choose two pieces of text evidence from “Thirst” that BEST support the statement below.**

**The water that Natalia got from the streambed was contaminated.**

- Ⓐ “But for more than 660 million people around the world, even one sip of clean water is a luxury.” (p. 6)
- Ⓑ “The water often made Natalia and her brothers and sisters sick.” (p. 7)
- Ⓒ “The muddy streambed was the only source of water for many miles around.” (p. 7)
- Ⓓ “The water that Natalia brought home was gray and dirty.” (p. 7)

**2. Choose one piece of text evidence that BEST supports the statement below. Then complete the sentence to explain your choice.**

**Natalia has goals for her future.**

- Ⓐ “Natalia is a serious girl, soft-spoken but not shy.” (p. 6)
- Ⓑ “She is a top student, with plans to run her own school and improve the lives of other girls through education.” (p. 9)
- Ⓒ “She would walk about a mile in the dark—through fields of tall grasses where snakes lurked. But she walked without fear.” (p. 5)

I chose \_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Below is a statement and one piece of supporting evidence. Find one more piece of evidence from the article and write it on the lines below.

**The well helped improve Natalia’s quality of life.**

Ⓐ “Natalia’s life has been transformed. Instead of spending her day fetching water, she goes to school.” (p. 9)

Ⓑ \_\_\_\_\_  
\_\_\_\_\_

.....

4. Read the lines from the article below. Then write a statement that they all support.

**STATEMENT:**

Ⓐ “For most of us in the United States, getting clean water is as simple as turning on the faucet.” (p. 6)

Ⓑ “The average American uses 176 gallons of water a day.” (p. 6)

Ⓒ “You probably don’t think twice about taking a long, refreshing shower after soccer practice.” (p. 6)

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# Exploring Text Structures

"Text structure" is the term for how an author organizes information. Authors use different text structures to achieve different purposes, and one piece of writing can often have multiple text structures.

**Directions:** Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "Thirst."

1. The section "A Luxury" is organized using the compare-and-contrast structure. Why might the authors have chosen to use this structure here?

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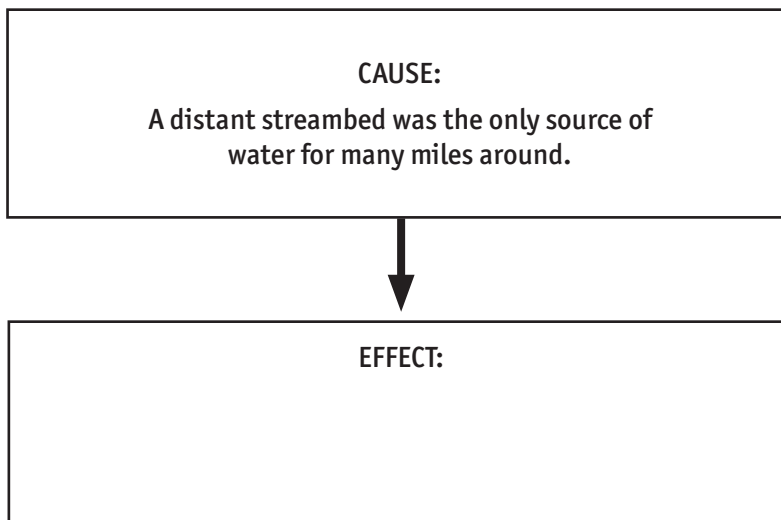
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2. In the section "No Other Choice," the authors describe a series of causes and effects. Fill in one effect for the cause below.



## **Description or List**

Includes details to help you picture or get to know a person, a place, a thing, or an idea

## **Cause and Effect**

Explains *why* something happened (cause) and *what* happened as a result (effect)

## **Problem and Solution**

Presents a problem and explains how it is solved

## **Compare and Contrast**

Presents the similarities and/or differences between two items, such as a pair of events, time periods, ideas, or places

## **Sequence of Events**

Describes events in the order in which they happen (also called chronological order)

- 3.** At the beginning of the section "On Their Own," the authors present a solution to the problem of getting clean water to Natalia's village.

**A.** What is that solution?

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**B.** The authors then present a new problem and its solution. What is the new problem, and how is it solved?

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- 4.** Underline the text structure used in the section "Into Her Hands."

**description or list**

**compare and contrast**

**sequence of events**

Explain your choice.

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- 5.** Several text structures are used in the section "Water Is Life." Choose one and explain which words or phrases helped you identify this structure.

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# Exploring Mood

Mood is the feeling you get from reading a piece of writing. Another way to describe mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you "walk into" a story, it too has an atmosphere that creates a feeling. Writers create mood through word choice, imagery, dialogue, setting, and plot.

1. On the lines provided below, write two words that describe the mood of the introduction (the first section of the article). You may choose words from our list or come up with your own words.

calm	exciting	matter-of-fact
dreary	hopeful	purposeful
dangerous	hushed	serious

Two words that describe the mood of the introduction: \_\_\_\_\_ and \_\_\_\_\_

2. Put a check next to the three details in the list below that you think MOST help create the mood of the introduction that you described in question 1.

- ☐ It was so early that it was still dark outside.
- ☐ Natalia's sisters were still sleeping as Natalia got dressed.
- ☐ Natalia was 13 years old.
- ☐ Mozambique is in southeast Africa.
- ☐ Natalia "moved briskly" because "there was not one second to waste."
- ☐ Natalia had been making the trip to fetch water twice a day since she was 10.

3. Briefly explain your choices in question 2. We filled in one possible answer for you.

The detail that Natalia's sisters were still sleeping creates a hushed mood because it helps you understand that Natalia had to be very quiet.

4. In the section "Into Her Hands," Kristin Lewis describes the scene of the well being built in Natalia's village.

Two words that describe the mood of this scene: \_\_\_\_\_ and \_\_\_\_\_

5. Write three details that best help create the mood you identified in question 4.

1.

2.

3.

6. Briefly explain your answers to question 5.

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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.

1. The authors' tone when they describe Natalia could be described as **respectful and admiring**. The tone can be described this way for all of the following reasons EXCEPT which?

- Ⓐ The authors explain that before the well was built, Natalia was able to attend school only once or twice a week (p. 6).
- Ⓑ The authors describe how hard Natalia worked to fetch water and note that she did it without complaining (pp. 4, 6-7).
- Ⓒ The authors mention Natalia's achievements: her excellence at school and her being chosen as the president of her village's water committee, as well as her goal of someday running a school herself (p. 9).
- Ⓓ The authors refer to Natalia's "intelligence and confidence" (p. 9).

2. A. Which word best describes the authors' tone when they write about *charity: water*?

- Ⓐ confused                      Ⓑ doubtful                      Ⓒ admiring

B. The following is one reason the tone can be described this way. Add one more reason.

- Ⓐ The authors include facts about the large number of water projects that *charity: water* has funded (p. 8).

Ⓑ \_\_\_\_\_

3. A. Which of the following best describes the authors' attitude about the problem of people not having access to clean water in many parts of the world?

- Ⓐ despairing and hopeless                      Ⓑ distressed but optimistic                      Ⓒ outraged and threatening

B. Explain your answer.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Water Is Life

**Directions:** Fill in the boxes below using details from the article. When you are finished, you can use this activity to help you respond to the writing prompt on page 9.

## 1. What problems did Natalia and her community face because of their lack of access to clean water?

We found one example from the text that helps answer this question. Find one more problem that Natalia and others in her village faced and explain how a well solved that problem.

### Problem:

Natalia and many other women and children from her village had to spend a lot of time fetching water. Natalia could not attend school regularly because of this.

### How the well solved the problem:

With a well in the village, women and girls no longer had to spend many hours a day getting water for their families. Natalia is now able to go to school every day.

### Problem:

### How the well solved the problem:

## 2. What role does water play in our lives?

Use information from "Thirst" and your own ideas to answer this question.

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# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “Thirst.” 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 title and text on page 4. Describe the photographs on pages 4 and 5.

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2. Look at the photograph on page 7. How does the caption help you understand the photo?

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3. Describe the classroom on page 9. How does it differ from your classroom?

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4. After looking at the title and all the subheadings, images, and captions, what do you think this article will be about?

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**During Reading**  
**Mood, Tone, Text Structure, Inference, Vocabulary**

5. In the first section of “Thirst,” the authors create a suspenseful mood. Describe how they accomplish this.

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6. Describe the tone in the section “Into Her Hands.” Explain your answer using evidence from the text.

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7. Check ( ☒ ) the statement that BEST describes the **text structure** (the way the authors organized information) of the section “A Luxury.”

The authors describe the effects of not having clean fresh water in many parts of the world.

The authors contrast the abundance of water in the U.S. to the lack of water experienced by millions around the world.

The authors present the problem that for millions of people around the world, clean water is hard to get.

8. The authors write that Natalia dreams of running her own school and improving the lives of girls through education. From this statement, what can you infer about Natalia?

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9. Consider this quote from page 7:

“Unburdened from the arduous chore of water gathering, Natalia would be able to go to school.”

A. What does *arduous* mean in this sentence? (Use context clues to help you. Then check a dictionary.)

B. The authors could have used a different word instead of *arduous*. How does their choice of *arduous* affect the meaning of the sentence?

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### After Reading

#### Central Idea/Details and Objective Summary

10. Below are three **supporting details** for a central idea of “Thirst.” In the space provided, write a **central idea** that these details support.

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graph TD; A[Central Idea] --> B[Detail #1]; A --> C[Detail #2]; A --> D[Detail #3];
```

Central Idea		
<b>Detail #1</b> "She was going to fetch the water her family needed to survive." (p. 5)	<b>Detail #2</b> "Every now and then, something will happen in the U.S. that reminds us how essential water is to our way of life." (p. 9)	<b>Detail #3</b> "These are just stories, of course, but there is truth behind them: Water is life." (p. 9)

11. Write an **objective summary** of “Thirst.” (Hint: Think about what you would say to a friend who asks, “What is this article about?”)

[illegible]

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “Thirst.” 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 title and text on page 4. Describe the photographs on pages 4 and 5.

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2. Look at the photograph on page 7. How does the caption help you understand the photo?

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3. Describe the classroom on page 9. How does it differ from your classroom?

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4. After looking at the title and all the subheadings, images, and captions, what do you think this article will be about?

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## During Reading

### Mood, Tone, Text Structure, Inference, Vocabulary

5. The mood at the beginning of the article is suspenseful. The authors create this mood in each of the following ways EXCEPT:
- A. They include the detail that Natalia sleeps in a room in a hut with her three younger sisters.
  - B. They use dramatic language to describe the setting, such as “Natalia slipped out of their hut and set off into the darkness” and “fields of tall grasses where snakes lurked.”
  - C. They use phrases such as “moved briskly” and “not one second to waste” to convey the urgency with which Natalia approached her task.

6. A. Circle the word that best describes the **tone** at the end of the first section of the article.

sad

lonely

serious

- B. Briefly explain how you know: \_\_\_\_\_  
\_\_\_\_\_

7. One of the main text structures the authors use to organize information is problem and solution. Here is one problem and solution they describe in their article:

**Problem:** Natalia’s village does not have access to water, particularly clean drinking water.

**Solution:** A deep well can be drilled in or near the village.

Read the problem below. Then provide a solution in the space provided.

**Problem:** Digging a well requires machinery and scientific expertise that the village cannot afford.

**Solution:** \_\_\_\_\_  
\_\_\_\_\_

8. The authors write that Natalia dreams of running her own school and improving the lives of girls through education. From this statement, what can you infer about Natalia?
- \_\_\_\_\_
- \_\_\_\_\_

9. Consider this quote from page 5:

“She was beginning a grueling journey, one that would take hours.”

- A. Check ( ☒ ) the box with the correct definition of *grueling* as it is used in the sentence above. (Use context clues to help you. Check a dictionary if you’re not sure.)

dangerous

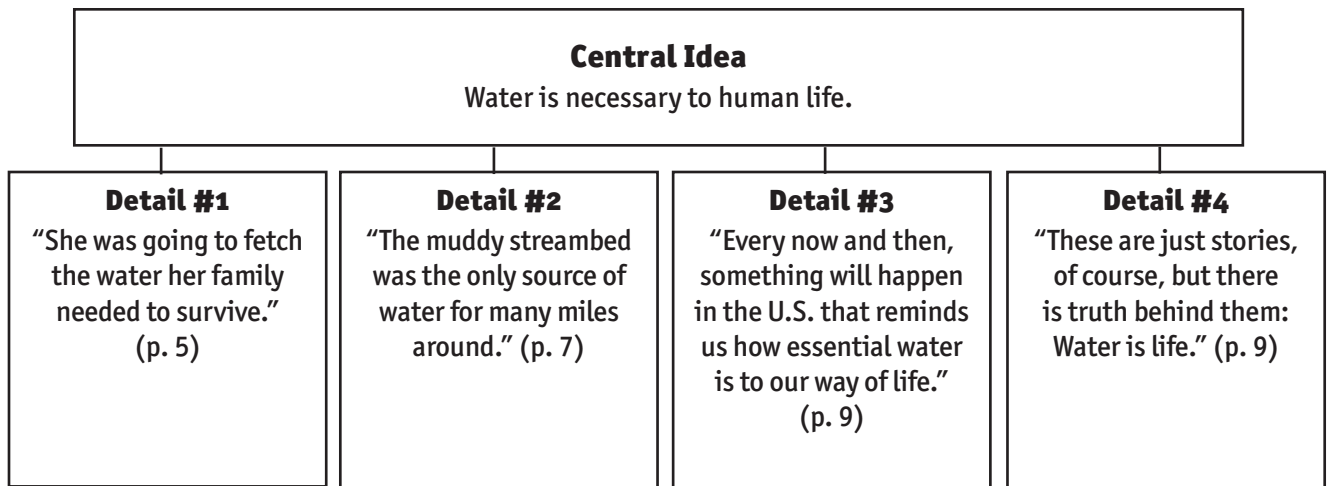
frightening

difficult

- B. The authors could have written *difficult* instead of *grueling*. How does their choice of *grueling* affect the sentence?
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**After Reading**  
**Central Idea/Details and Objective Summary**

10. A. Below is a **central idea** of “Thirst” and four details. Three details DO support the central idea. Cross out the detail that DOES NOT.



- B. Explain your answer: \_\_\_\_\_
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11. 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 “Thirst.”

1. Natalia is a 13-year-old girl who lives in a village in Mozambique, a country in Africa.
2. Natalia frequently missed school because she had to spend so many hours fetching water.
3. Some kids have water fights with their friends on hot summer days.
4. An organization called *charity: water* helped build a well in Natalia’s village.
5. Natalia seems like a cool person.
6. The tap water in Flint, Michigan, was poisoned with lead.

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# Video Discussion Questions

## Behind the Scenes: “Thirst”

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1. According to the video, what factors contribute to the problem of water scarcity around the world?
2. What is the mood of the segment of the video about *charity: water* (2:43—3:43)? Consider the narration, music, and visuals.
3. Lewis says that at *charity: water*, she learned that the problem of water scarcity is “actually quite solvable.” How does information in the video support this statement?
4. Lewis says she was impressed by Natalia’s “grit.” What does the word *grit* mean? How do you know?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Nonfiction Quiz

**Directions:** Read “Thirst.” Then answer the questions below.

**1. Which is a central idea of “Thirst”?**

- (A) Natalia is president of her village’s water committee.
- (B) Access to clean drinking water can transform people’s lives.
- (C) Water is the subject of many folk tales.
- (D) Natalia used to get sick from drinking dirty water.

**2. Which of the following lines helps develop the central idea you chose in question 1?**

- (A) “Instead of spending her day fetching water, she goes to school.” (p. 9)
- (B) “But she walked without fear.” (p. 5)
- (C) “In 2014, a chemical spill turned water in West Virginia a toxic yellow.” (p. 9)
- (D) “But digging a well requires expensive machines and scientific expertise . . .” (p. 7)

**5. What is the main purpose of the section “No Other Choice”?**

- (A) to explain why Natalia and the other people in her village did not have access to clean water
- (B) to explain what it is like to go to school in Mozambique
- (C) to explain how heavy a jerry can is
- (D) to explain how a lack of access to clean water impacted the lives of Natalia and the other people in her village

**4. On page 6, the information in the caption “Water Technology” supports the idea that**

- (A) wells are the easiest and most affordable way to bring water to people who need it.
- (B) Natalia’s life has changed as a result of a well being built in her village.
- (C) there are many options for how to provide clean, safe water to places that don’t have it.
- (D) wells are expensive to build.

**5. Information about laws to protect the safety of drinking water in America would best fit into which section of the article?**

- (A) the introduction
- (B) A Luxury
- (C) Into Her Hands
- (D) On Their Own

**6. Which detail should definitely be included in a summary of “Thirst”?**

- (A) Tyler Riewer writes about the people he meets at *charity: water’s* project sites.
- (B) *Charity: water* has funded more than 200 water projects in Mozambique.
- (C) Natalia used to spend a large part of her day fetching water.
- (D) Pipes can be used to carry clean water from mountains to communities in 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.

**7.** Explain the text structure Lewis uses in the section “A Luxury.” What does it add to the article?

**8.** Lewis writes, “Natalia will never need to be reminded that water is a gift.” What does she mean? Support your answer with text evidence.

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## “Thirst” Quiz

**Directions:** Read “Thirst.” Then answer the questions below.

**1. Which is a central idea of “Thirst”?**

- (A) Natalia is president of her village’s water committee.
- (B) Access to clean drinking water can transform people’s lives.
- (C) There are many legends and folk tales about water.
- (D) People get sick from drinking dirty water.

**2. Which detail supports the answer to question 1?**

- (A) Having a well in her village made it possible for Natalia to go to school every day.
- (B) The average American uses 176 gallons of water a day.
- (C) In 2014, a chemical spill in West Virginia turned the water yellow.
- (D) Digging a well is expensive and complicated.

**3. On page 6, the author most likely included the detail about “mindlessly brushing your teeth” to**

- (A) demonstrate how accessible clean water is in the United States.
- (B) explain how much water we waste in the United States.
- (C) show that water plays an important part in our daily lives.
- (D) Both A and C

**4. Which most helps you understand how difficult it is for some people to get clean water?**

- (A) the photo of Natalia in school on page 9
- (B) the map of Mozambique on page 6
- (C) the photo of the children on page 7
- (D) the caption titled “Meet Tyler Riewer from *charity: water*” on page 8

**5. What is the main purpose of the section “No Other Choice”?**

- (A) to explain why Natalia and the other people in her village did not have access to clean water
- (B) to explain how a lack of access to clean water impacted the lives of Natalia and the other people in her village
- (C) to explain how heavy a jerry can is
- (D) to explain what it is like to go to school in Mozambique

**6. Which detail should definitely be included in a summary of “Thirst”?**

- (A) Tyler Riewer writes about the people he meets at *charity: water*’s project sites.
- (B) *Charity: water* has funded more than 200 water projects in Mozambique.
- (C) Natalia used to spend a large part of her day fetching water.
- (D) Pipes can be used to carry clean water from mountains to communities in 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.

**7.** Lewis uses a “compare and contrast” structure in the section “A Luxury.” What is she comparing? What does the comparison add to the article?

**8.** Lewis writes, “Natalia will never need to be reminded that water is a gift.” What does she mean? Support your answer with text evidence.

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# Vocabulary:

## "Thirst"

1. **aquifer (AHK-wuh-fer)** *noun*; An aquifer is a layer of rock, sand, or gravel under the ground that holds water like sponge. Many communities get their drinking water from aquifers because aquifers not only absorb water, but also help purify it.
2. **arduous (AHR-joo-uhs)** *adjective*; An arduous activity is one that is difficult and takes a lot of work and time. Making 500 cookies for a bake sale would be an arduous task. Climbing 15 flights of stairs would be arduous too.
3. **developing country (dih-VEL-up-ping KUHN-tree)** *noun*; A developing country is one in which most citizens are poor and where there is little industrial development. Poor sanitation, hunger, and a lack of education are among the challenges people in developing countries often face.
4. **hygiene (HIY-jeen)** *noun*; Hygiene is what you do to keep yourself and your surroundings clean and healthy. Washing your hands after going to the bathroom, brushing your teeth, and washing your clothes regularly are examples of good hygiene.
5. **sanitation (san-ih-TEY-shuhn)** *noun*; To sanitize (SAN-ih-tahyz) something is to make it sanitary (SAN-ih-tehr-ee), meaning free from dirt and germs. (Perhaps you've used a hand sanitizer: a lotion you rub on your hands to kill bacteria.) Sanitation is the practice of keeping places sanitary—in other words, clean. Cities and towns usually have a department of sanitation that is in charge of things like collecting the garbage and cleaning the streets.
6. **sediment (SED-uh-muhnt)** *noun*; Sediment is a buildup of sand, dirt, or other matter that settles at the bottom of a body of water or a container of liquid. Dirt at the bottom of a lake is sediment. The bits of orange that you find at the bottom of your glass of OJ are sediment too.
7. **spectacle (SPEK-tuh-kuhl)** *noun*; A spectacle is an incredible sight or display—something that catches your attention either because it is very impressive or because it is unusual or shocking. A massive fireworks display is an example of a spectacle. A house painted in rainbow stripes would also be considered a spectacle. If Robbie is at a fancy restaurant and starts laughing so hysterically that everyone in the restaurant looks at him, you could say that Robbie is making a spectacle of himself.

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**Directions:** In the space below, 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.

# Vocabulary Practice

## "Thirst"

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

1. Crystal's company is working to bring low-cost energy to **developing countries/aquifers**.
2. When Chris went to Kenya, he saw a lion catch a zebra in the wild. It was a **sanitation/spectacle** he would never forget.
3. Washing your hands before you eat and flossing once a day are examples of good **sanitation/hygiene**.
4. The muddy **sediment/aquifer** at the bottom of the pond squished between Taylor's toes.
5. Texas gets about 60 percent of its water from **sediment/aquifers**.

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**Directions:** Fill in the circle next to the best answer to each question.

**6. Which is an example of an arduous activity?**

- Ⓐ painting your entire house
- Ⓑ eating a bowl of chocolate ice cream

**7. Which might make it more difficult than usual to practice good hygiene?**

- Ⓐ going on a long camping trip where there is no running water
- Ⓑ staying in a fancy hotel for a week

**8. Which would you be more likely to find in a developing country?**

- Ⓐ shiny new skyscrapers
- Ⓑ small farms

**9. Who could be described as a sanitation worker?**

- Ⓐ Kevin, who repairs streets in the city of Portland, Oregon
- Ⓑ Valerie, who collects garbage for the city of Portland, Maine

**10. Which would more likely be described as a spectacle?**

- Ⓐ a man walking around with a parrot on his head
- Ⓑ a man walking a Labrador retriever in the park

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Close-Reading Questions

## "Thirst"

1. Where in the section “A Luxury” does author Kristin Lewis speak directly to the reader? Why might she have decided to do this? (author’s craft)
2. Lewis compares the weight of the jerry can that Natalia had to carry to that of three backpacks stuffed with books. Why do you think Lewis chose to include this detail? (author’s craft)
3. According to the article, why did Natalia’s village need a well? (problem and solution, reading for information)

4. Study the photograph of the children carrying water on page 7 and read the caption. What key idea of the article do the photo and caption support? (key ideas)
5. Lewis writes, “Every now and then, something will happen in the U.S. that reminds us how essential water is to our way of life.” What does the word *remind* suggest about the availability of water in the U.S.? (word choice, inference)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Critical-Thinking Questions

## "Thirst"

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1. Do you think we have a responsibility to help solve the problem of water access in other parts of the world? What could you say to someone who doesn't think so?
2. How do you think the way this article affects the reader would be different if it were a summary of the world's water situation in general rather than the story of one girl's experience?
3. On page 9, Lewis writes that people have always told stories about water. Why do you think this is the case?
4. Has reading this article changed the way you think about water and its role in your own life? Explain.

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

# Natalia Contest

How can something as simple as a well transform a person's life? Answer this question in a short essay. Support your ideas with text evidence. Five winners will get a copy of *A Girl Named Disaster* by Nancy Farmer. *Scope* will also make a donation to *charity: water* in the winner's name.

## 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](mailto:scopemag@scholastic.com)  
or mail them to: Natalia Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

**ENTRIES MUST BE RECEIVED BY June 15, 2016!**