

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

# Exploring Text Features

**Directions:** Answer the questions below to help you explore the photos, captions, map, and other text features in the nonfiction article "America's Deadliest Disaster."

1. Study the title, subtitle, and image of Galveston on pages 4-5. How do these text features help get you interested in the article? \_\_\_\_\_

2. Why do you think the photos and caption for "A Glittering City" at the top of pages 6-7 were included? \_\_\_\_\_

3. Review the sidebar "How Hurricanes Form" on page 7. What does it help you understand about hurricanes? \_\_\_\_\_

4. Look at the images on page 8 showing survivors in Galveston on the day after the hurricane of 1900. What do you think these people might have been thinking and feeling? \_\_\_\_\_

5. Read the section headers on pages 6-9. What descriptive words for a hurricane come to mind after reading these section titles? \_\_\_\_\_

6. What do the picture and caption on page 9 tell you about Galveston today? \_\_\_\_\_

**Storyworks S-T-R-E-T-C-H** Notice how the title captures your attention while the subtitle provides more information. What might be a good alternate title and subtitle for this article? \_\_\_\_\_

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## Quick, Tell Me What Happened!

Your friend Fiona was absent from school and didn't get to read "America's Deadliest Disaster" in *Storyworks*. You call her to tell her about it, but she has only one minute before she must rush off to return her books while the library is still open. Quick, give her a short summary!

**Directions:** Follow the prompts below to write a one-paragraph summary. Remember, a summary is a brief retelling of the most important parts of the story, without minor details or your own opinion.

1. Decide what the article is mainly about. Ask yourself:

What do the headline and subhead on pages 4-5 suggest the article is about? \_\_\_\_\_

What appears in the pictures on pages 4-5? \_\_\_\_\_

What problems does the article tell you about? \_\_\_\_\_

Use what you wrote to write a topic sentence for your summary:

2. Decide what the most important information in the article is. Go through each section and jot down notes about what you think is necessary to know to explain what you wrote in your topic sentence. Your notes don't have to be complete sentences. We've given you some examples (and crossed out what does not belong).

### Opening Section

Harry lived in Galveston, Texas; experienced hurricane in 1900

~~Harry's ears pounded with sounds of storm~~

Harry heard woman call for help

### "A Changing World"

### "No Escape"

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"A Raging Sea"

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"Daring Rescue"

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"Lucky to Survive"

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3. Look at your notes. Cross out anything you wrote that is not necessary. Add anything that's missing.

Ask yourself:

- \* Did I include information about what happened? Where and when it happened? Why it happened? Who was involved? How it ended?
- \* Is there a detail or two describing what the event was like?
- \* Did I write down details that aren't essential for understanding the main event? Get rid of those! (See example on page 1.)

**Tip!** Use your notes to summarize the article out loud with a partner. This will help you decide if you need to add or take out any information.

4. Number your notes above so you can retell them in an order that makes sense.

5. Use your topic sentence and your notes to write your one-paragraph summary on a separate sheet of paper, retelling what happened in your own words. Reread it to make sure it's clear and that it sums up what's important in the article. Then you can share your summary with your friend Fiona!

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## Find the Evidence

**Directions:** Read each question below carefully. Some will ask you to select two or three pieces of text evidence—or details in the story—to support a statement. Others will ask you to respond in your own words, supporting your ideas with text.

1. The author of "America's Deadliest Disaster" describes the Great Galveston Hurricane of 1900 as "brutal." Circle the letters of the TWO pieces of text evidence that best support this description:

- a. "It was swallowing up trees and barns, tearing apart houses and carrying them away."
- b. "Frozen blizzards. Fiery heat waves. Wildfires. Tornadoes."
- c. "As the winds grew stronger, thousands of people gathered excitedly on the beach . . ."
- d. "For as long as humans have been living on Earth, they have faced extreme weather."
- e. "In minutes, the entire city was transformed into a raging sea, filled with debris. Houses, schools, and churches crumbled."
- f. "Gardens spilled over with sweet-smelling flowered plants called oleanders."

2. In your own words, explain why weather forecasters did not warn the people of Galveston about the hurricane. Use details from the text.

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3. Circle the letters of the THREE pieces of text evidence that best demonstrate new inventions and ideas that were transforming American lives in 1900:

- a. "As for Harry, he grew up to become a business leader with a family of his own."
- b. "Harry could borrow books from Galveston's public library, the first in Texas."
- c. "The streets, paved with crushed oyster shells, sparkled like they'd been sprinkled with diamonds."
- d. "The rooms of Harry's family's elegant house were lit by modern electric lights."
- e. "Just a few years before, one respected weather forecaster had written that the idea of a hurricane striking Galveston was 'absurd.'"
- f. "Harry and his pals zipped through the city on clanging streetcars."

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4. In your own words, explain how a hurricane forms.

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5. You can infer that Harry was brave to go out into the hurricane to rescue the screaming woman. Circle the letters of the **THREE** pieces of text evidence that best support this inference:

- a. "He was an athletic kid, big and fast."
- b. "Harry took a breath, gathering his courage. He had to try to save that woman . . . even if it cost him his life."
- c. "Harry wanted to turn away—he could barely swim."
- d. "Harry left work at 4 p.m. and ran home through the flooded streets."
- e. "That's when Harry heard the woman calling."
- f. "And then he and a neighbor set out into the churning water. They floated on a downed telephone pole and rode the wild waves, following the sound of the woman's screaming voice."

6. Using text evidence, explain the lasting effect that the Great Galveston Hurricane of 1900 has had on Galveston.

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# Understanding Text Structures

**Directions:** Text structure is the way an author organizes information in a piece of writing. Authors use different text structures to achieve different purposes. 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 "America's Deadliest Disaster."

1. What is the main purpose of the article? \_\_\_\_\_

\_\_\_\_\_

Which text structure does the author use overall in the article to achieve this purpose? \_\_\_\_\_

2. In the first section, the author describes the hurricane as it tears through Harry's neighborhood. What details does she include to bring the hurricane to life? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. In the section "A Changing World," the author explains that 1900 was a time of "new inventions and fresh ideas." This resulted in changed lives across America. Which type of text structure is this? Support your answer using examples. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Description

includes details to help you picture or get to know a person, place, thing, or 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 events, time periods, or places.

### Sequence of Events

describes events in the order in which they happen. This is also called *chronological order*.

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- 4.** In the section "Daring Rescue," the author describes a serious problem and how Harry helped solved it. On the lines below, write the problem and the solution.

Problem: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

- 5.** Throughout the article, the author makes use of the compare-and-contrast text structure to describe Galveston at different points in time. On the lines below, write two details about Galveston for each point in time:

Before the Great Galveston Hurricane: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The day after the hurricane: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Today: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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