1A

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| 1. ***Why are natural resources valuable?***   ***Natural resources are materials found in nature, like water, coal, and forests. People can use these resources. Valuable means “to have great worth.” Natural resources are valuable, or important, because we need them to live. For example, we need water to survive. Natural resources are things we get from the earth. We cannot make them. They are a necessity and we must conserve, or save, them. Natural resources include water, trees, land, and minerals. Salt is another natural resource that is a necessity or need. Natural resources are limited because we can’t make more. Therefore, we must conserve them and use them wisely so they will last. In “Power from Nature,” the author tells us about natural resources. He tells that they are valuable because they provide energy. However, nonrenewable resources, such as coal, oil, or*** |

2A

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| ***living things they rely on for food. The text features throughout the selection support the idea that Earth’s water supply connects all living things and should be conserved. Page 324: “Recycling Water in the Well,” explains Earth’s limited water supply. Page 334: “Saving the Water in the Well,” summarizes how the value of Earth’s one well makes its protection necessary. In “The Dirt on Dirt,” the author tells us that soil is important to agriculture and provides a habitat for living things. Page 338 tells how people realized the value of healthy soil during the dust storms of the 1930s. Protecting soil by reducing pesticides use can also help protect water sources. “The Dirt on Dirt” and One Well tell how pesticides overload water’s ability to clean itself. According to the author of One Well, 69 percent of the freshwater we use is used by farms to grow crops and*** |

2B

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| ***raise livestock. According to the author of “The Dirt on Dirt,” pesticides can pollute groundwater—the same groundwater used to grow crops. These facts show that the best way to protect and conserve our planet’s water is to think carefully about the food we eat and how we produce it. For example, according to One Well, drinking a glass of water instead of a glass of milk would save about 185 liters of water because that is the amount of water needed to produce just one glass of milk! Obviously people need a variety of healthy foods and some foods require more water to produce than others, but this example shows that small choices can have big consequences. In addition to the kinds of food we eat, people should also pay close attention to the methods that farms use to produce their food. By choosing foods that are grown using less water and fewer harmful*** |

1B

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| ***natural gas, can be used up faster than they are replaced. Also, burning nonrenewable resources pollute the environment, poisons the air, and heats up the atmosphere. This can lead to melting glaciers and rising sea level. Instead of using nonrenewable resources, we can use renewable resources. However, they are expensive and hard to harness for a lot of use. Solar power might be a solution for the future, but it will take creative thinking and money to learn how to use it all over the world. Using nonrenewable energy more wisely is another solution. In* One Well*, the author tells us that natural resources, such as water, are valuable because they are essential to our survival. Living things cannot exist without water. Water provides habitats, generates energy, and sustains life. Page 330 states that people use water to drink, clean, manufacture goods, and raise the*** |

3A

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| ***pesticides, people can help protect Earth’s precious water supply. The two selections convey the ideas that natural resources are precious and are needed to sustain life. The selection informs us about the value of water and soil as natural resources.*** |

4A

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| 1. ***Circulate: When something circulates, it moves in a circular path.*** 2. ***Absorb: We used sponges to absorb, or soak up, the water.*** 3. ***Affect: Strong winds affect, or influence, how fast a boat sails.*** 4. ***Conserve: If you conserve something, you keep it from harm, loss, or change.*** 5. ***Cycle: A cycle is a series of events that happen over and over in the same order.*** 6. ***Glaciers: Glaciers are large masses of ice found in cold regions or on top of high mountains.*** 7. ***Necessity: A necessity is something that is needed or required.*** 8. ***Seeps: When a liquid seeps, it flows or spreads slowly.*** |

4B

“Power from Nature”

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| 1. ***What is a natural resource? What are some examples of natural resources?***   ***The text indicates that natural resources are “nature’s gifts,” or riches that come from nature. Examples of natural resources include metals, minerals, vegetation, soil, air, water, and sunlight.***   1. ***How can we examine the author’s purpose for writing?***   ***In this paragraph, the author gives examples of how natural resources can provide energy to power machines. The purpose is to tell readers about the importance of natural resources as energy sources.*** |

3B

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| 1. ***How can we access complex text in “Power from Nature”?***   ***Specific Vocabulary:***  ***The text “Power from Nature” contains many technical words we may not know. Strategies for finding the meaning of unfamiliar words include word parts and context clues. We can find out the meaning of* extracted*. The prefix* ex- *means “out of.” According to the text, coal comes from deep within the earth. So if coal is extracted from the earth, extracted means “taken out of.”*** |

6A

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| 1. ***What comprehension skill can we use in “Power from Nature”?***   ***Author’s Point of View:***  ***Understanding an author’s point of view on a topic can help us understand the author’s purpose for writing. Details and word choice can give us clues to the author’s position. We can also ask: “What reasons and evidence does the author use?” In the section “Challenges and Problems” on page 282, the author talks about our energy hunger.* Hunger *is a powerful word that suggests how much we want energy. The author’s point of view is stated directly:* Continuing to use nonrenewable energy sources poses problems. *Evidence about coal and oil supports this.***   |  | | --- | | ***Details:***  ***Burning coal poisons the air.*** | | ***Oil spills can seep into the ocean.*** | | ***Author’s Point of View:***  ***There are problems with using nonrenewable energy sources.*** | |

6B

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| 1. ***What is the genre of “Power from Nature”?***   ***Expository Text:***  ***An expository text explains a topic, supports specific points with reasons and evidence, presents information in a logical order, and may include text features such as charts. We can tell “Power from Nature” is an expository text. The selection explains why natural resources are valuable, especially as an energy source. It supports points in a logical way with reasons and evidence. A chart adds information. A chart presents facts visually to allow readers to compare information, reading from top to bottom and from left to right A title tells what the chart is about.*** |

5B

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| 1. ***What comprehension strategy can we use in “Power from Nature”?***   ***Summarize:***  ***To summarize a text, we should include the most important ideas and key details, use our own words, and organize information in a logical way. Summaries do not include our own opinions or unimportant details. Summarizing helps us check our understanding and remember what we read. We can check our understanding of the section “Renewable and Nonrenewable Energy on page 281 by summarizing. First, we must identify the section’s main idea. We see that all the sentences are about natural resources and energy. Next, we see the key details are about renewable and nonrenewable sources.*** |

7A

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| 1. ***What vocabulary strategy can we use in “Power from Nature”?***   ***Context Clues:***  ***When we read an unfamiliar or multiple meaning word, sometimes a definition or restatement of the word appears in the same sentence or in a nearby sentence. A comma followed by* or *can be a clue to an upcoming definition or restatement. In the section “Renewable and Nonrenewable Energy,” the words* renewable, renewed, *and* nonrenewable *are unfamiliar. We can notice that a comma and the words* or continuously refilled *follow the word renewed. This can help us define all three words.*** |

8A

*One Well*

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| 1. ***How can we access complex text on page 321?***   ***Purpose:***  ***The purpose of this text is to provide information about water on Earth. The author compares the water on Earth to “one global well” because she wants to show that everyone uses the same water. The image of “one global well” helps us understand the information because it shows how we are all connected to the same water source.***   1. ***What comprehension skill can we use on page 321?***   ***Author’s Point of View:***  ***The author states that water on Earth is like “one global well” because it’s all connected; there’s just one source. The author says that water is important because it affects all living things, both now and in the future.*** |

8B

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| 1. ***Global: involving the whole world*** 2. ***What comprehension strategy can we use on page 323?***   ***Summarize:***  ***We want to summarize the information on page 323 before we continue reading. The author explains that most of Earth is water, and the water exists in many different forms. She mentions oceans, lakes, marshes, and rivers, but also groundwater under the surface of Earth and frozen water in ice. Even the air has water in it. The author wants us to know that all these sources of water are part of Earth’s One Well.*** |

7B

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| 1. ***What is the best solution for our future energy needs?***   ***I think the best solution for our future energy needs is to use solar and wind power. Both sunlight and wind are renewable energy sources that will not run out. In contrast, nonrenewable energy sources, such as coal and oil, must be located and extracted from underground. Supplies of nonrenewable energy resources are limited and can run out. They create pollution, poison the air, and may cause global warming. Solar and wind power do not cause these problems, and their supplies refill every day! They are the best solution for our future energy needs.*** |

9A

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| 1. ***What is the author’s craft on page 323?***   ***Word Choice:***  ***Authors choose descriptive words to create a picture of what is happening. This helps the reader better understand the text. For example, the words “feeds Earth’s One Well” help me visualize the action. We can picture water from all around the globe streaming into one large well on the planet.***   1. ***How can we access complex text on page 323?***   ***Specific Vocabulary:***  ***We may not be familiar with some of the terms mentioned on page 323. We can use context clues, word parts, and the dictionary to determine word meanings. For example, morning dew is water that appears early in the day. We can use context clues to help us define groundwater. The previous sentence says “beneath Earth’s surface.” We can figure out the meaning of polar ice caps because of the words “frozen” and “glaciers.” Polar helps tell*** ***where the*** ***ice is located.*** |

10A

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| 1. ***What is the author’s craft on page 324?***   ***Text Structure:***  ***Authors may use cause-and-effect to explain ideas in the text. We can paraphrase how precipitation is part of the cause-and-effect relationship in the water cycle. As water droplets in clouds get too heavy, the weight causes the droplets to fall as precipitation.***   1. ***What is the genre of the text on page 325?***   ***Expository Text:***  ***The features of expository text found on pages 324–325 include a heading, diagram, and captions. They help us understand the text because the heading identifies the topic, the diagram represents it visually, and the captions provide examples.***  ***Vapor: tiny drops of water floating in the air*** |

10B

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| 1. ***How can we access complex text on pages 324-325?***   ***Connection of Ideas:***  ***To better understand the role of oceans in the water cycle, we must connect the chart on page 323 to information on pages 324 and 325. Most of the water on Earth is in the oceans. Even though we cannot drink ocean water, oceans play a very large role in the water cycle. They are the main source of water that is evaporating, condensing, and falling back down to Earth as precipitation. The precipitation does not contain salt.***   1. ***How can we connect to content in* One Well*?***   ***The Water Cycle:***  ***Water moves in an endless cycle of evaporation, transpiration, condensation, and precipitation. It transitions from a gas to a liquid or solid, and back again. The ocean is connected to all of Earth’s water supply through this process.*** |

9B

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| 1. ***Marshes: low lands that are wet and soft*** 2. ***Atmosphere: the air around Earth*** 3. ***What is the text feature on page 323?***   ***Charts:***  ***Most of Earth’s water is found in oceans. The least amount of Earth’s water is found in rivers. This is surprising because rivers are all over the world, so without knowing this information, the reader might not be aware that rivers are actually the smallest source of water.***   1. ***What vocabulary strategy can we use on page 324?***   ***Context Clues- Definitions and Restatements:***  ***Condensation occurs when water vapor cools into water droplets. We know this because the definition of the word is given in the fourth paragraph.*** |

11A

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| 1. ***How does water move from Earth’s surface to the air and back?***   ***First, surface water evaporates. It goes through condensation and collects as water droplets to form clouds. When a cloud’s water gets too heavy, precipitation falls. Then the cycle repeats.***   1. ***How does the author help you understand the water cycle by using a diagram to show that all the water on Earth comes from just one well? (C)***   ***The text and the diagram help me understand the author’s point by showing how water continuously cycles out of the “well” as it turns to vapor, becomes clouds, and then goes back into the well in the form of precipitation. For example, the text says that water flows in rivers, water evaporates from the surface, and water falls to the earth from clouds. The diagram shows water in a cycle, with no water added or taken away. This supports the idea that all water comes from “one well.”*** |

12A

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| 1. ***How can we access complex text on pages 326-327?***   ***Purpose:***  ***Summarizing and combining information will help us figure out the purpose of the text. The text on page 326 is mostly about plants needing a lot of water to help them grow and to spread their seeds. The plants we eat are mostly water. The text on page 327 is mostly about? water being essential to help plants grow, and plants keeping water from rushing away quickly. We learn that, without plants, the water could not flow through the cycle. Without water, the plants could not grow, and we would not have plants to eat. The water cycle is necessary for survival.*** |

12B

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| 1. ***What comprehension skill can we use on page 327?***   ***Author’s Point of View:***   |  | | --- | | ***Details:***  ***Water gives plants their shape and form.*** | | ***Water helps carry food throughout plants.*** | | ***Plants help water seep slowly into soil, and they help keep moisture in the soil.*** | | ***Plants help move water through its cycle.*** | | ***Author’s Point of View:***  ***Plants and water have an important relationship.*** |  1. ***Disperse: break up and scatter in many directions*** |

11B

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| 1. ***What comprehension strategy can we use on page 327?***   ***Summarize:***  ***During photosynthesis, plants use energy from the sun to change water and carbon dioxide into sugars that feed them. During transpiration, plants release water vapor through their leaves. This water then becomes part of the water cycle.***   1. ***How can we make inferences on page 327?***   ***The text in the fourth paragraph on page 327 says that after water has transpired from a plant’s leaves, it “is added to the cycle of water on Earth.” Transpiration is most similar to evaporation. Both processes involve water being released into the atmosphere and turned into water vapor.*** |

13A

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| 1. ***What comprehension skill can we use on page 328?***   ***Author’s Point of View:***   |  | | --- | | ***Details:***  ***Many animals find their food in water habitats.*** | | ***Water-based species are needed in food chains.*** | | ***Animals would starve without water-based species.*** | | ***Author’s Point of View:***  ***Water-based species are necessary to animals’ survival.*** |  1. ***Nutrients: substances found in food that are necessary for plants and animals to survive*** |

14A

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| 1. ***What is the text feature on page 328?***   ***Headings:***  ***The title of this section is “Animals at the Well.” This title is similar to the other section titles in the text because it includes the phrase “at the well.” The repetition of the phrases “in the well” and “at the well” reinforces the image of all the water in the world as a single well. Each section builds upon the previous section and shows the connection among living things. Titling the sections in this way strengthens the idea that a change to the limited water supply will affect all of the living things that rely on it.*** |

14B

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| 1. ***What comprehension skill can we use on page 330?***   ***Main Idea and Key Details:***  ***The main idea of the section titled “People at the Well” is that water is an essential part of life for people. The key details are: water is used for drinking, cooking, and bathing; it is used in the creation of many different products, such as computers and automobiles; it is also used to generate electricity; water is a main ingredient in many different foods and other products; and it is also essential to grow crops.***   1. ***hydroelectric: producing electricity by using the power of water*** 2. ***Generate: create*** 3. ***Petroleum: a substance used to create fuels, such as oil and gasoline*** |

13B

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| 1. ***How can we access complex text on page 328?***   ***Sentence Structure:***  ***The parentheses on page 328 set off words and phrases to clarify information. They help to explain that humans are included in the animal group.***  ***Connection of Ideas:***  ***We must continually connect ideas as they read. Both animals and plants rely on water to survive. They are connected in the food chain because many animals rely on plants as their primary source of food.***   1. ***Why is water important to animals?***   ***Animals need water to survive. Water carries nutrients, helps digestion, removes waste, controls body temperature, and cleans and lubricates joints in the body.*** |

15A

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| 1. ***How can we access complex text on page 330?***   ***Purpose:***  ***Authors present information in purposeful ways. People mostly use water for agriculture to water crops. We know this because the text says that it makes up 69 percent of water usage. Percentages help the reader better understand how water is used because they show how much water is used for different things. The percentages show that water is involved in nearly every aspect of our daily lives.*** |

16A

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| 1. ***What comprehension strategy can we use on page 332?***   ***Summarize:***  ***The beginning of page 332 explains that the water cycle helps clean water. During the water cycle, water droplets are mostly cleansed of their pollutants. Dirt and chemicals are left behind when water evaporates, and when precipitation falls, it is filtered by rocks, sand, and plants.***   1. ***How do people’s actions affect the water cycle?***   ***Waste and runoff are getting into the water supply. Pollution is getting into the atmosphere and mixes with water vapor. When rain falls, it then pollutes surface water and groundwater even more. Water cannot naturally clean itself faster than it is being polluted.*** |

16B

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| 1. ***How can we access complex text on page 332?***   ***Specific Vocabulary:***  ***We can use context clues to figure out the meaning of the word runoff. The text says runoff comes from “backyards, city streets, and farms” and gives examples of what runoff is. Runoff is bad because it pollutes water.***  ***Purpose:***  ***The author included this detail “Nearly 80 percent of all sicknesses are due to unsafe water” to show the importance of clean water. Saying “a lot” instead of “80 percent” does not have the same impact because “a lot” doesn’t indicate how serious the problem is.***   1. ***Wetlands: areas containing marshes or swamps*** 2. ***Absorb: take in another substance*** |

15B

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| 1. ***Why does the author include captions that describe how people use water? (C)***   ***The author includes captions describing how people use water in order to show how important water is. The author wants to impress readers with unexpected facts about how much water is needed to do common things, such as build a car. For example, each of the captions tells how much water is needed to do one particular thing. The illustrations show different people in different activities. Therefore, the author’s purpose is to demonstrate that lots of water is used to make and do many everyday things.*** |

17A

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| 1. ***What is the author’s purpose on page 333?***   ***The author uses a metaphor to compare the wetlands to a water treatment plant. A water treatment plant cleans chemicals, dirt, and minerals from water so that it is safe to drink. The wetlands have natural filters, like dirt, rocks, and plant roots, to remove pollutants from the water. This suggests that wetlands play an extremely important role in the water cycle, making the world’s water supply usable for the living things that rely on it.***   1. ***What comprehension skill can we use on page 334?***   ***Author’s Point of View:***   |  | | --- | | ***Details:***  ***Water can provide the basis for a home or habitat.*** | | ***Water can generate energy for the planet.*** | | ***Water can sustain life.*** | | ***Author’s Point of View:***  ***Water is the most important need of life on Earth.*** | |

18A

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| 1. ***Why is “Saving the Water in the Well” a good heading for the last part of the selection? (C)***   ***“Saving the Water in the Well” is a good heading because the author explains how important water is to life on Earth, and talks about ways it can be conserved and why. The text says, “For example, using less water helps prevent water sources from drying up,” “And reducing water pollution protects…the well,” and “Water conservation can help ensure there is enough clean water for everyone.” This is important because people need to preserve clean water to make the earth a place we can all live.*** |

18B

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| 1. ***Why does Rochelle Strauss write about the environment?***   ***Rochelle Strauss wants her readers to fee they have the power to change the lives of other living things for the better. That is why she is dedicated to writing, teaching, and consulting about the environment and natural history. Rochelle, who lives in Toronto, Canada, has worked as an educator and planner on national and international projects, and her award-winning books have been published around the world. She wrote* One Well *to help readers understand the importance of water. Her love of nature and her passion for teaching shine through her writing.*** |

17B

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| 1. ***How can we access complex text on pages 334-335?***   ***Connection of Ideas:***  ***We learned how water is important to plants, animals, and people. We also learned about the water cycle and pollution. Water is connected to every living thing because every living thing needs and depends on water to survive. The phrase every drop counts on page 335 means that water is a resource necessary for all life. Because water is recycled, a drop of water is reused by many living things, and it is important to protect Earth’s water.*** |

19A

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| 1. ***How does the illustrator’s memory of the sea impact the illustrations in One Well?***   ***Rosemary Woods lives in London, England, where she has created many of her illustrations. She grew up in Northern Ireland, where she lived by the sea and was surrounded by beautiful, watery landscapes. At night, she could see the glow of four different lighthouses. Her memories of the sea have influenced many of her illustrations.***   1. ***What is the author’s purpose in* One Well*?***   ***To Inform:***  ***Authors who write to inform include facts and information about a topic and often use text features to provide more facts and details. The illustrations show how water is connected and essential on Earth. The captions give interesting and surprising facts about water.*** |

20A

“The Dirt on Dirt”

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| 1. ***How can we access complex text in “The Dirt on Dirt”?***   ***Connection of Ideas:***  ***We should connect the causes of the Dust Bowl to their understanding of soil health. • The Dust Bowl was caused by native grasses being replaced by planted crops, which took too many nutrients from the soil over time. A drought caused the worn out soil to blow away.***   1. ***What comprehension strategy can we use on page 338?***   ***Summarize:***  ***When crops are planted year after year in the same place, the soil cannot restore its nutrients. The soil wears out and the wind blows it away. When this happens, farms cannot grow any crops.*** |

20B

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| 1. ***How does the author help you understand how people are working to keep the soil safe? (C)***   ***I see how people are working to keep the soil safe because the author gives specific examples of what farmers are doing. For example, the text says, “alternating crops,” “planting trees as barriers,” and “working to keep the soil safe.” Therefore, I understand that farmers are taking actions to keep the soil safe and full of nutrients.***   1. ***Why is soil an important natural resource?***   ***Soil is important to agriculture and provides a habitat for living things. Page 338 tells how people realized the value of healthy soil during the dust storms of the 1930s. Protecting soil by reducing pesticides use can also help protect water sources. “The Dirt on Dirt” and One Well tell how pesticides overload water’s ability to clean itself.*** |

19B

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| 1. ***What is the author’s craft in* One Well*?***   ***Text Structure:***  ***Rochelle Strauss uses relationships between her topics to develop the main idea in her text. Rochelle Strauss shows that water connects all living things. Pages 327–328 state that plants and animals need water, but water depends on living things to continue its cycle as much as the other way around.***   1. ***Why is water a valuable resource for people today?***   ***Water provides habitats, generates energy, and sustains life. Page 330 states that people use water to drink, clean, manufacture goods, and raise the living things they rely on for food. The text features throughout the selection support the idea that Earth’s water supply connects all living things and should be conserved. Page 324: “Recycling Water in the Well,” explains Earth’s limited water supply. Page 334: “Saving the Water in the Well,” summarizes how the value of Earth’s one well makes its protection necessary.*** |

21A

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| 1. ***In your opinion, what is the best way to care for Earth’s water supply? Use text evidence to support your answer.***   ***According to the author of One Well, 69 percent of the freshwater we use is used by farms to grow crops and raise livestock. According to the author of “The Dirt on Dirt,” pesticides can pollute groundwater—the same groundwater used to grow crops. These facts show that the best way to protect and conserve our planet’s water is to think carefully about the food we eat and how we produce it. For example, according to One Well, drinking a glass of water instead of a glass of milk would save about 185 liters of water because that is the amount of water needed to produce just one glass of milk! Obviously people need a variety of healthy foods and some foods require more water to produce than others, but this example shows that small choices can have big consequences. In addition to the kinds of food we eat, people should also pay close attention to the methods that farms use to produce their food. By choosing foods that are grown using less water and fewer harmful pesticides, people can help protect Earth’s precious water supply.*** |

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