5TH GRADE READING WORK

Read p. 219-234
Based on your annotations, what are some questions that you have about the text?

Day 2: Targeted Close Read, p. 223-224, 231
- p.235 Question #3
- What do the maps and photos in the selection help you understand about hurricanes?

Day 3: Reread pages 220-222.
What conditions need to be present in order for a hurricane to form? Identify the cause and effect in your response.

Day 4: Analytic Writing Prompt:
Imagine that you are a scientist and must write a presentation, explaining why earthquakes and tsunamis happen. Begin with an opening sentence that introduces your listeners to your topic. Use your understanding of key information in the text to focus and support your central ideas.

Day 5: Unlock the prompt and follow the four steps carefully. Model using text evidence to support your response. As part of step four of the Unlock the Prompt, students need to independently complete myBook pp. 236-237. The prompt is attached at the end of this packet.

Day 6: Complete the Black Blizzards cycle assessment (attached to end of packet).

Day 7-12: Focal Text: *Green City* (This text can be found online through Student resources in Clever under HMH)
Prompt: Write a persuasive essay stating what you would do if a natural disaster destroyed your town. Stay or go?
- Remember to use correct punctuation, capitalization, grammar, and paragraph format for an essay. This will be completed on looseleaf to turn in.
Black Blizzards

1 A blizzard struck the city of Phoenix, Arizona, on July 5, 2011. But it wasn’t a frozen, white, swirling kind of blizzard. This storm was gritty, dark, and smothering. It was known as a “black blizzard.” “Black blizzard” is an American nickname for a dense cloud of dry particles that blankets a large area. It is commonly called a dust storm. The Phoenix blizzard towered 5,000 feet into the air, stretched 100 miles across, and plowed a 150-mile path before it finally calmed down. During the storm, visibility was nearly zero.

2 It’s common to see a swipe of dust, dirt, or sand stirred up by a gust of wind. A black blizzard is the same experience multiplied many times over. Such storms are powered by high winds. Like water flowing in a river, fast air currents pick up and transport loose, dry soil. Lighter particles are swept up and carried for miles. Heavier particles are pushed forward by saltation. Saltation happens when blowing particles knock into stationary particles on the ground. The blowing particles set them in motion, too. Soon many particles bounce along by a series of skips and jumps. Saltated particles can work together to nudge pebbles and other objects. The nudging action is called creep. Saltation and creep come together to move massive amounts of material. In September 2009, a giant dust storm moved five million tons of red outback soil through Sydney, Australia!

Watch Out . . .

3 Dust storms can severely affect whatever or whoever gets in their way. The grinding blast damages crops, livestock, buildings, and vehicles. Dust storms can have harmful effects on human health, too. They make breathing illnesses much worse. Dust storms stir up bacteria, molds, and fungi, which can cause “valley fever,” an infection that often follows dust storms in Phoenix. Virologists believe valley fever is caused by a soil fungus.
For a Dust Storm Near You

The threat of dust storms is greatest in Earth’s dry regions. The most exposed area is the Dust Belt, or a band of dry land that stretches from northern Africa to China. Drylands also cover the western United States and most of Australia. These regions support one-third of the world’s human population and half of its farmland and livestock. Damaging dust storms are a real concern in these places, especially when drylands are made drier by drought. A drought is a period of reduced rainfall.

Droughts also worsen the long-term problem of desertification. Desertification is the changing of fertile drylands into less productive deserts. Lengthy droughts coupled with the recent steady rise in global temperatures are worsening the quality of Earth’s drylands. Unchecked desertification will produce an increase in dust storms. That’s a lesson history has already taught. The worst dust storm ever to hit the United States was caused by drought paired with land mismanagement. April 14, 1935, became known as Black Sunday. A monstrous 1,000-mile-wide cloud of dust ripped across Oklahoma and Texas on a 1,500-mile charge to the Gulf of Mexico.

Predicting Dust Storms

Dust storms are not limited to dry regions. They can build wherever there’s plenty of exposed dry soil. Wind energy can drive them hundreds of miles, far from where they started. They are especially dangerous when they pop up unexpectedly. In April 2011, a dust storm engulfed a
highway in northern Germany. Since dust storms are rare in Germany, motorists were taken by surprise.

Dust storms are also difficult to forecast. Standard weather equipment cannot “see” the storms because dust particles are generally too small and too nonreflective. The World Meteorological Organization of the United Nations is working to improve global dust and sand storm forecasts. Forty nations are cooperating to establish a network of satellite and ground-based monitoring stations. Station data fed into advanced computer models of the atmosphere will hopefully provide more correct dust storm predictions. As with other extreme weather events, better forecasting will enable people to take the right precautions.

Think about the suffix -ity. What is the meaning of the word visibility as it is used in paragraph 1?

During the storm, visibility was nearly zero.

A. air temperature
B. line of sight
C. wind speed
D. path of the storm

Which sentence from paragraph 2 of the article is an example of a comparison that the author uses to help readers understand how quickly soil is carried by the wind?

A. A black blizzard is the same experience multiplied many times over.
B. Like water flowing in a river, fast air currents pick up and transport loose, dry soil.
C. Saltation and creep come together to move massive amounts of material.
D. In September 2009, a giant dust storm moved five million tons of red outback soil through Sydney, Australia!
Which sentence below best summarizes paragraph 2?

A. Rivers have strong currents that move the dust particles to create large dust storms.
B. Strong winds push moving particles into non moving particles to build up and create huge dust storms.
C. Saltation is the process of particles being picked up by the wind.
D. Strong winds create dust storms that can push tons of dirt, dust, and other materials into the oceans and rivers.

Which sentence from the article best states a main idea?

A. During the storm, visibility was nearly zero.
B. Dust storms can severely affect whatever or whoever gets in their way.
C. Unchecked desertification will produce an increase in dust storms.
D. The worst dust storm ever to hit the United States was caused by drought paired with land mismanagement.

Read the sentences from paragraph 3.

*Dust storms stir up bacteria, molds, and fungi, which can cause “valley fever,” an infection that often follows dust storms in Phoenix. Virologists believe valley fever is caused by a soil fungus.*

Think about the suffix -logist. What is the meaning of virologists above?

A. researchers who explore weather
B. doctors who try to find cures for diseases
C. scientists who study tiny particles that cause diseases
D. people who become sick after breathing in too much dust
What information is provided in the map on page 1, that is not a part of the text?

A. Drylands cover the western United States.
B. Dust storms cause damage to farms and livestock.
C. Dust storms impacted many states in the 1930s.
D. Montana had severe dust storm damage in the 1930s.

What is the central idea of paragraph 4?

A. The Dust Belt is a strip of dry land that covers many continents.
B. Droughts happen when there are long periods of time during which there is very little rainfall.
C. Dust storms are a problem not only in Africa and China but also in Australia and the United States.
D. A large part of Earth’s population is harmed when droughts cause farmable land to become unusable.

Read the sentence from paragraph 5.

Lengthy droughts coupled with the recent steady rise in global temperatures are worsening the quality of Earth’s drylands.

Which meaning of the word coupled is used above?

A. fastened
B. combined
C. paired one person with another
D. brought together for energy exchange
9 Which sentence from the text is reinforced by the photograph on page 2?
A. Droughts also worsen the long-term problem of desertification.
B. Unchecked desertification will produce an increase in dust storms.
C. April 14, 1935, became known as Black Sunday.
D. In April 2011, a dust storm engulfed a highway in northern Germany.

10 What is the meaning of the word engulfed as it is used in paragraph 6?
In April 2011, a dust storm engulfed a highway in northern Germany.
A. neglected
B. destroyed
C. flooded
D. surrounded
Active Reading: Unlock the Prompt

1. Read the prompt carefully.

2. Circle or highlight the key direction verbs and underline important ideas.

3. Explain what the prompt is asking you to do in your own words.

4. Plan your response to the prompt.

Consider the following:

- the evidence within the text to support your response
- your thinking that supports the evidence chosen

A-B Imagine that you are a scientist and must write a presentation, explaining why dust storms happen. Use your understanding of key information in the text to focus and support your central ideas.
Prompt:

Imagine that you are a meteorologist for a local TV station, and a Category 2 hurricane is approaching your area. Write a weather report telling viewers what they can expect from a Category 2 storm. Then, explain what viewers should do to be safe.

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