

Reread

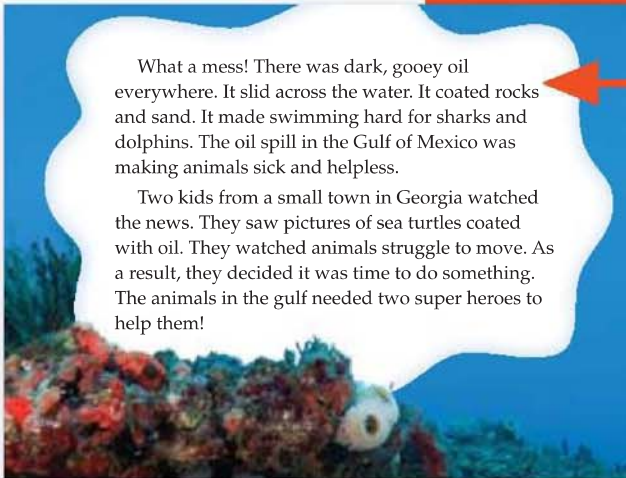
Stop and think about the text as you read. Are there new facts and ideas? Do they make sense? Reread to make sure you understand.



Find Text Evidence

Do you understand why an oil spill is harmful to animals? Go back and reread page 151.

page 151



What a mess! There was dark, gooey oil everywhere. It slid across the water. It coated rocks and sand. It made swimming hard for sharks and dolphins. The oil spill in the Gulf of Mexico was making animals sick and helpless.

Two kids from a small town in Georgia watched the news. They saw pictures of sea turtles coated with oil. They watched animals struggle to move. As a result, they decided it was time to do something. The animals in the gulf needed two super heroes to help them!

I read that oil made it hard for sharks and dolphins to swim. Sea turtles were coated with oil. They struggled to move. These details help me understand why oil is harmful to animals.

Your Turn

COLLABORATE



Reread the section "Olivia and Carter to the Rescue!" Look for details about how oil spills harm animals.

Author's Point of View

The author often has an opinion, or point of view about a topic. Look for opinions and details that show how the author feels. Compare your point of view with the author's.



Find Text Evidence

How does the author feel about Olivia and Carter's work with animals? I can reread and look for details that tell me what the author thinks.

Details
Olivia and Carter recognize that turtles need help.
Olivia and Carter collected supplies to help the turtles.
Their plan was a huge success.

↓

Point of View

Details from the text help you figure out how the author feels.

Your Turn

COLLABORATE



Reread "Kids to the Rescue." Use the details in your graphic organizer. Write the author's point of view about Olivia and Carter. Now compare your point of view about them with the author's.

Go Digital!

Use the interactive graphic organizer

Expository Text

“Kids to the Rescue!” is an expository text.

Expository text:

- Gives facts and information about a topic
- Has headings and sidebars
- Includes text features, such as maps



Find Text Evidence

I can tell that “Kids to the Rescue!” is nonfiction. It gives facts and information about a group that helps animals. It also has a sidebar and a map.

page 154

Saving the Sea Turtles

Olivia and Carter **recognized** how big the problem was. The turtles needed help. First they made a thoughtful plan. Then they called a rescue group in New Orleans. They found out that the workers needed useful cleaning supplies and wipes. Next, the kids asked friends, **relatives**, and people in their town to help. They told them how the donations would help remove oil from the turtles.

Olivia and Carter collected supplies for four months. They rode with their parents to New Orleans. They carried the supplies with them. Then the kids watched **caretakers** clean hundreds of sea turtles. With the help of many people, the turtles were soon spotless. Olivia and Carter’s plan worked. It was a huge **success!**



Text Features

Sidebar A sidebar gives more information about a topic.

Map A map is a picture of an area. It shows cities, roads, and rivers.

Your Turn

Look at the text features in “Kids to the Rescue!” Tell your partner something you learned.

COLLABORATE



Suffixes

A suffix is a word part added to the end of a word. It changes the word's meaning. The suffix *-ful* means "full of." The suffix *-less* means "having no" or "without."



Find Text Evidence

In "Kids to the Rescue!" I see this sentence, "The harmful oil covered the sand." The word harmful has the suffix -ful. I know that the suffix -ful means "full of." The word harmful must mean "full of harm."

The harmful oil covered the sand.

Your Turn

COLLABORATE



Find suffixes. Figure out the meanings of the following words in "Kids to the Rescue!"

helpless, page 151

thoughtful, page 154

spotless, page 154



Readers to ...

Writers use the words *first*, *next*, *then*, and *finally* to show time order, or sequence. These words help put events in order. Reread the passage from “Kids to the Rescue!”

Expert Model

Sequence

Find two sequence words. How do they help the author **organize** the events?

Olivia and Carter recognized how big the problem was. The turtles needed help. **First** they made a thoughtful plan. **Then** they called a rescue group in New Orleans. They found out that the workers needed cleaning supplies and wipes. **Next**, the kids asked friends, relatives, and people in their town to help. They told them how their useful donations would help remove oil from the animals.



Writers



Editing Marks

- Make a capital letter.
- Make a small letter.
- Add a period.
- Add.
- Take out.

Ryan wrote about helping dogs at an animal shelter. Read his revisions.

Grammar Handbook

Combining Sentences: Nouns
See page 480.

Student Model

Help for Strays

Last week our class ^{helped} ~~help~~ the Greenville Animal Shelter. Here is what we did. We collected pet ^{and} ~~food~~ ^{carried} ~~We collected~~ old rags. Next we ~~carried~~ them to the shelter. Then we cleaned cages ^{and} ~~We~~ walked the dogs. Finally, we gave all the animals some food?

by Ryan L.



Your Turn



- Identify sequence words.
- Find combined sentences.
- Tell how revisions improved the writing.

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