

Ask and Answer Questions

When you read an article for the first time, you may find some details confusing. As you read “Gulf Spill Superheroes,” you can stop, ask yourself questions, and then look for answers.



Find Text Evidence

When you read “Watchers from the Sky” on page 210, you may get confused about how pilots and their crews helped. Ask, *Why would pilots and their crews be in charge of where to place floating barriers?* Then reread to find the answer.

page 210

Watchers from the Sky

From the water, it was hard to see where the oil was spreading. Responders had to **collaborate** with other agencies, such as the NASA space program. Satellites in the sky sent information to scientists on the ground. Meteorologists tracked storms that might pose an **obstacle** to the response teams. Photographs helped team leaders decide how to assign their workers.

Pilots and their crews flew over the Gulf region in helicopters and planes. Some studied how the oil slick moved from place to place. Others directed the placement of floating barriers to protect sensitive areas. Some crews transferred needed supplies back and forth between land and sea.

I reread the beginning of the section: From the water, it was hard to see where the oil was spreading. People placing the floating barriers needed pilots above to see the oil, so pilots were in charge.

Your Turn

COLLABORATE



Why did engineers decide to use robots to fix the broken well? Reread page 209 to find the answer. Remember to use the strategy Ask and Answer Questions.

Main Idea and Key Details

The **main idea** of an article is what it is mostly about. Each section and paragraph in an article also has a main idea. The writer supports each main idea with **key details** and evidence. Use main ideas and key details to summarize an article.



Find Text Evidence

When I read the section “Heroes on Land” on page 210, I learn how a disaster in the Gulf of Mexico affected life on land. Details show how the efforts of people working on land could help others.

Main Idea

As the oil spill reached land, other responders went to work.

Detail

Veterinarians and naturalists helped animals affected by the oil.

Detail

Business leaders helped fishermen who could not fish in some areas.

Detail

Members of a “think tank” created the SWORD to protect local beaches.

Your Turn

COLLABORATE



Reread “Watchers from the Sky” on page 210. Use the graphic organizer to tell how responders in that section helped to deal with the Deepwater Horizon disaster.

Go Digital!

Use the interactive graphic organizer

Expository Text

The selection “Gulf Spill Superheroes” is an expository text.

Expository text:

- Gives factual information about a topic
- May offer the author’s conclusions supported by evidence
- May include photographs, captions, and headings



Find Text Evidence

I can tell that “Gulf Spill Superheroes” is expository text about the Gulf Spill responders. Headings organize the text by type of responder. Photos and captions provide additional information.

page 210

Watchers from the Sky

From the water, it was hard to see where the oil was spreading. Responders had to **collaborate** with other agencies, such as the NASA space program. Satellites in the sky sent information to scientists on the ground. Meteorologists tracked storms that might pose an **obstacle** to the response teams. Photographs helped team leaders decide how to assign their workers.

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Heroes on Land

As the oil approached land, new responders leapt into action. Veterinarians **dedicated** their efforts to helping out marine animals, such as pelicans and turtles. They would capture and treat affected animals before returning them to the wild. Naturalists and ecologists cleaned up the animals’ habitats. Quite often, these groups’ efforts overlapped and they helped one another. Volunteers also helped out on many tasks.

Local fishermen also needed help. They relied on crabs, shrimp, and other seafood for their livelihood. Government officials monitored fishing areas to decide which were safe. Bankers and insurance companies also reached out to the fishermen. They helped find ways to make up for the lost income from seafood sales.



Biologists catch an oil-soaked brown pelican to clean and return to the wild.

Use Photographs and Captions

Photographs help to illustrate the information in the text. Captions provide additional information.

COLLABORATE



Your Turn

List three examples of information that the author of “Gulf Spill Superheroes” includes that show you that this is expository text. Why is this kind of information included?

Latin Roots

Many English words have roots that come from ancient Greek and Latin. A root can be a clue to the meaning of an unfamiliar word. Some roots from ancient Latin are *sensus*, which means “perceive” or “feel”; *habitare*, which means “to live” or “to dwell”; and *port*, which means “carry.” The prefix *trans-*, which means “across,” also comes from ancient Latin.



Find Text Evidence

I'm not sure what marine means. I know that the Latin root mare means “the ocean or sea.” Other context clues talk about how the oil spill affected life in the Gulf of Mexico, so I can figure out that marine means “of or relating to the sea.”

Veterinarians dedicated their efforts to helping out **marine** animals, such as pelicans and turtles.



Your Turn

COLLABORATE



Use your knowledge of Latin roots to figure out the meanings of the following words from “Gulf Spill Superheroes”:

transported, page 209

sensitive, page 210

habitats, page 210



Readers to ...

A **strong conclusion** makes the reader feel that the writing is complete. In expository writing, a strong conclusion often restates the main idea and sums up the important points. It might also leave the reader with an interesting point for further thought. Reread the conclusion from “Gulf Spill Superheroes.”

Expert Model

Strong Conclusions

How does the author restate the important ideas of the article in her **conclusion**?

What does the author leave the reader to think about in this final paragraph?

As we have seen, the Deepwater Horizon accident required heroic efforts of all kinds. In some cases, workers’ jobs were quite distinct. In others, their goals and efforts were similar. The success of such a huge mission depended on how well these heroes worked together. The lessons learned will be quite valuable if and when another disaster happens.



Writers



Enzo wrote a letter to his school principal about a possible event. Read Enzo's revision of this section.

Student Model

Dear Principal ~~juarez~~[≡]

Ms. Keene asked me to describe our social studies skits for you? ^o

the skits ^{is} ~~are~~ based on an event from american ^o ~~histroy~~ history. Everyone has a part [≡]

in this exciting project. Kids who love writing will be the writers ^{and} those who

love art will make ^{scenery} ~~seenery~~ and props.

Kids will also get to act. Creating and performing our social studies skits

Maybe it will even become an annual event. will be a great team effort. [^]

Editing Marks

- [^] Add
- [^] Add a comma.
- ~~~~~ Take out.
- sp Check spelling.
- [≡] Make a capital letter.

Grammar Handbook

Linking Verbs

See page 461.

Your Turn

COLLABORATE



- What details support Enzo's description of the event as a team effort?
- Find the linking verbs Enzo uses.
- Tell how Enzo's revisions make the conclusion even stronger.

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Write online in Writer's Workspace