## Directions
Each of the vocabulary words below appears in bold in the article “Our World Turned to Water.” See if you can figure out what each word means from the sentence it’s in. Then create your own way to remember the meaning. You can write your own definition, draw a picture, list a synonym, or devise another way!

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
<th>My Own Word Clue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. current (p. 6)</td>
<td>“Shivering and terrified, Addisyn gripped a wooden post so the powerful current wouldn’t sweep her away.”</td>
<td></td>
</tr>
<tr>
<td>2. demolished (p. 9)</td>
<td>“Damp and moldy walls must be demolished.”</td>
<td></td>
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<tr>
<td>3. gratitude (p. 9)</td>
<td>“Like so many at Episcopal, the Botos family looks back on their experience mainly with gratitude.”</td>
<td></td>
</tr>
<tr>
<td>4. grave (p. 7)</td>
<td>“But soon, even ‘safe’ areas of the city would be in grave danger.”</td>
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<tr>
<td>5. mobilize (p. 8)</td>
<td>“But as flooding worsened, the people of Baton Rouge began to mobilize to help each other.”</td>
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</tr>
<tr>
<td>Word</td>
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<td>My Own Word Clue</td>
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<td>--------------</td>
<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>6. recedes</td>
<td>“When the water recedes, it leaves behind a sickening sludge of mud, oil, dead worms, and other filth.”</td>
<td></td>
</tr>
<tr>
<td>7. salvage</td>
<td>“Students and teachers joined together to help people clean their homes, haul away trash, and salvage things that had escaped the waters.”</td>
<td></td>
</tr>
<tr>
<td>8. submerged</td>
<td>“Partially submerged cars looked like shiny sea creatures.”</td>
<td></td>
</tr>
<tr>
<td>9. torrents</td>
<td>“With little warning, lazy rivers, quiet streams, and peaceful creeks explode into powerful torrents of churning water.”</td>
<td></td>
</tr>
<tr>
<td>10. tributaries</td>
<td>“Those rivers connect to many small tributaries—creeks and streams and brooks that squiggle into almost all corners of Baton Rouge.”</td>
<td></td>
</tr>
</tbody>
</table>
Video Activity
“Our World Turned to Water”
September 2017

Name: __________________________ Date: ______________

Video Discussion Questions

Directions: Watch the Behind-the-Scenes video “Our World Turned to Water.” Then answer the questions below.

1. Author Lauren Tarshis calls the 2016 flood in Louisiana “devastating.” What details in the first section of the video (0:10 to 0:48) help you understand how it was devastating?

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2. Why does Lauren think it is “important to share” stories of people who have gone through difficult experiences?

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3. How does the mood (or feeling) of the video shift, starting at 4:30? Consider the narration, visuals, and music.

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4. How does this shift in mood support one of the main ideas of the video (and the article)?

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5. According to the video, what is resilience? How do the images and clips in the final section of the video (6:23 to 7:37) help you understand what the word means?

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Think About It!

Close-Reading Questions: After reading “Our World Turned to Water,” go back and reread sections to answer the questions below.

1. Read the text on page 4. What are the two main ideas Mrs. Boudreaux wanted the author, Lauren Tarshis, to understand?

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2. In “A Rainy Morning,” how does what was happening inside Episcopal School contrast with what was happening outside? What impression does this section give you of the students and teachers there?

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3. Why were weather forecasters “growing increasingly alarmed”?

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Continued on next page >
4. Reread “A Disaster Taking Shape.” Summarize what happened to Skyler, Dell, and Addisyn.

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5. In “A Volunteer Navy,” the text says people “began to mobilize to help each other.” Which details support this statement?

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6. What is the main idea of the section “‘What Can I Do?’”

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7. Based on “That’s Just Stuff,” how were people in the Episcopal community luckier than many others in Baton Rouge?

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Critical-Thinking Question: After answering the close-reading questions, answer the critical-thinking question below, thinking about the meaning of the whole article.

8. Why do you think the author includes the stories of three different students—Addisyn, Skyler, and Dell—in this article?

________________________________________________________________________________________________________

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Think About It!

Directions: After reading “Our World Turned to Water,” go back and reread sections to answer the questions below. Write your answers on a separate sheet of paper.

Close-Reading Questions:

1. Read the text on page 4. What are the two main ideas Mrs. Boudreaux wanted the author, Lauren Tarshis, to understand?

2. In “A Rainy Morning,” how does what was happening inside Episcopal School contrast with what was happening outside? What impression does this section give you of the students and teachers there?

3. Why were weather forecasters “growing increasingly alarmed”?

4. Reread “A Disaster Taking Shape.” Summarize what happened to Skyler, Dell, and Addisyn.

5. In “A Volunteer Navy,” the text says people “began to mobilize to help each other.” Which details support this statement?

6. What is the main idea of the section “‘What Can I Do?’”

7. Based on “‘That’s Just Stuff,’” how were people in the Episcopal community luckier than many others in Baton Rouge?

Critical-Thinking Question:

8. Why do you think the author includes the stories of three different students—Addisyn, Skyler, and Dell—in this article?
Think About It!

Close-Reading Questions: Read “Our World Turned to Water.” Then go back and reread sections of the article to answer the questions below. We’ve started the first two answers for you.

1. Margaret Boudreaux wrote to the author, Lauren Tarshis, to tell her about the terrible flood in Louisiana. What else did Boudreaux want Tarshis to know?

Boudreaux wanted Tarshis to know that

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2. In the section “A Sunny Morning,” which two details explain why the rainstorm over Baton Rouge was especially dangerous?

One detail that explains why the storm was dangerous is that

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________________________________________________________________________________________________________

Another detail is that

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________________________________________________________________________________________________________
________________________________________________________________________________________________________
3. *Stranded* means “stuck somewhere with no way to leave.” Why is “Stranded” a good title for the fourth section?

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4. In “A Volunteer Navy,” what did people who owned boats do to help out?

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________________________________________________________________________________________________________
Think About It! p. 3

5. What happened to Skyler’s house in the section “A Disaster Taking Shape”? Why do you think he later says, “It was amazing what people did for us”?

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Critical-Thinking Question (big question about the whole story):

6. At the end of the article, Mrs. Botos says, “The lessons we’ve learned are so amazing.” What do you think the people at Episcopal School learned? Support your answer with details from the article.

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Exploring Text Features

Directions: Answer the questions below to help you explore the photos, captions, map, and other text features in the nonfiction article “Our World Turned to Water.”

1. Examine the large photo covering pages 4 and 5. How does this image help you understand what the Louisiana Flood of 2016 was like?

________________________________________________________________________________________
________________________________________________________________________________________

2. What are three things you can learn by studying the map on page 6?

________________________________________________________________________________________
________________________________________________________________________________________
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3. Read the two paragraphs on page 7 that start with “The water caused the truck’s engines to die . . .” How does the photograph of the Botos’s truck on page 6 illustrate what those paragraphs describe?

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4. Look at the image of the young man and read the caption at the top of page 6, then examine the photo and its caption at the top of page 9. What do the photos have in common? What might these people have been feeling the moment these pictures were taken?

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5. Two sections use quotes as their headings. Select one and explain who said the quote and why you think it was chosen for that section’s heading.

________________________________________________________________________________________
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________________________________________________________________________________________

Storyworks S-T-R-E-T-C-H The photos that accompany this story were all taken after the Louisiana Flood of 2016. What image from before the flood would you like to see? Why do you think it would be helpful to include it with the article?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Writing a Summary

A summary is a short retelling of the most important parts of a story. It should include the information that someone would need to know to understand the story, without minor details or your own opinion.

Directions: Complete the summary below, using the prompts in the margins to help you.

Summary of “Our World Turned to Water”

“Our World Turned to Water” is about _____________________________.

The flood was caused by _____________________________.

The floodwaters rushed in quickly, causing dangerous situations such as _________.

With the lives of many people in danger, hundreds of volunteers _____________.

The flood was the worst natural disaster in America since 2012, causing tragedies like _____________________________.

When people were able to return to their homes, many were upset to find _____

But the people in the Episcopal School community were fortunate because

1. Begin with a topic sentence that tells what the article is mainly about.
2. What weather conditions led to the flash flood?
3. What happened to people when the water quickly rose?
4. What did volunteers do to help people trapped by the flood?
5. How many people died and how many homes were flooded?
6. What happened to the belongings and homes of many people?
7. What are two reasons they felt lucky?
A summary is a short retelling of the most important parts of a story. It should include the information that someone would need to know to understand the story, without minor details or your own opinion.

**Directions:** Complete the summary below, based on your reading of “Our World Turned to Water.” Think about what was most important in the article.

**Summary of “Our World Turned to Water”**

“Our World Turned to Water” is about __________________________________________________________.

The flood was caused by ____________________________________________________________________
________________________________________________________________________________________.

The floodwaters rushed in quickly, causing dangerous situations such as __________________________
______________________________________________________________________________________.

With the lives of many people in danger, hundreds of volunteers _________________________________
______________________________________________________________________________________.

The flood was the worst natural disaster in America since 2012, causing tragedies like _________________
______________________________________________________________________________________.

When people were able to return to their homes, many were upset to find __________________________
______________________________________________________________________________________.

But the people in the Episcopal School community were fortunate because __________________________
______________________________________________________________________________________ and __________________________.

______________________________________________________________________________________.
The main idea of a section or a whole article is an important idea that the author wants you to know about the topic. Looking at the details can help you figure out what the main idea is. What do they mainly describe? You can also use the titles of sections as clues.

**Directions:** Complete the chart below after reading “Our World Turned to Water.” Use the prompts to help you.

<table>
<thead>
<tr>
<th>Section</th>
<th>Main idea</th>
<th>How do you know?</th>
</tr>
</thead>
</table>
| “A Rainy Morning”        | People in the Episcopal School community were unprepared for the dangerous storm. | Give two details from this section that tell why the Episcopal School community was unprepared for the storm:  
•  
•  |
| “A Disaster Taking Shape”| Write the main idea:                                                      | The main idea is supported by the details below. Think about what they tell you about how the flood affected Episcopal School students:  
• Skyler’s family lost everything when their home was flooded.  
• Water rushed through the streets in Dell’s neighborhood.  
• Addisyn and her family were trapped in their truck. |
| “Stranded”               | People’s lives were in danger, and they were desperate for help.          | Give two more details from this section that describe how the flooding endangered lives:  
• The Botos family was stranded, and the floodwaters were rising.  
•  
• |

*Continued on next page >*
**Finding the Main Ideas, p. 2**

<table>
<thead>
<tr>
<th>Section</th>
<th>Main idea</th>
<th>How do you know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“A Volunteer Navy”</td>
<td>Write the main idea:</td>
<td>The main idea is supported by the details below. Think about what they tell you about the rescue effort:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Overwhelmed rescue workers could not reach many people who needed help.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Volunteers in boats rescued people who were trapped.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• A family friend rescued the Botos family.</td>
</tr>
<tr>
<td>“What Can I Do?”</td>
<td>The Episcopal School community worked together to help those who needed it.</td>
<td>Give three details from this section that show how people in the Episcopal School community helped one another:</td>
</tr>
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<tr>
<td></td>
<td></td>
<td>•</td>
</tr>
<tr>
<td>“That’s Just Stuff”</td>
<td>Write the main idea:</td>
<td>The main idea is supported by the details below. Think about what they tell you about the Episcopal School community:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The community had less damage than other areas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• People who need support are still getting it.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Many in the community feel grateful when they look back on the experience.</td>
</tr>
</tbody>
</table>
Finding the Main Ideas

The main idea of a section or a whole article is an important idea that the author wants you to know about the topic. Looking at the details can help you figure out what the main idea is. What do they mainly describe? You can also use the titles of sections as clues.

Directions: Complete the chart below after reading “Our World Turned to Water.” Use the prompts to help you.

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•  
•  |
| “A Disaster Taking Shape”| Write the main idea:                                                      | The main idea is supported by the details below. Think about what they tell you about the flood’s effects:  
• Skyler’s family lost everything when their home was flooded.  
• Water rushed through the streets in Dell’s neighborhood.  
• Addisyn and her family were trapped in their truck. |
| “Stranded”               | Write the main idea. Think about the details on the right:                | Give three details from this section that show how the flooding affected people:  
•  
•  
•  |

Continued on next page >
### Finding the Main Ideas, p. 2

<table>
<thead>
<tr>
<th>Section</th>
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</tr>
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<tbody>
<tr>
<td>“A Volunteer Navy”</td>
<td>Write the main idea. Think about the section header and what the section mainly describes:</td>
<td>We’ve given you one detail that supports the main idea. Write two more details:</td>
</tr>
<tr>
<td></td>
<td></td>
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**Making Inferences**

*An inference is something you can figure out from clues in a story, even though the story doesn’t say it directly.*

**Directions:** The chart below lists clues from “Our World Turned to Water” on the left and inferences you can make from them on the right. Fill in the blanks on the chart with clues or inferences from the article.

<table>
<thead>
<tr>
<th>Clues</th>
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</tr>
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<tbody>
<tr>
<td>Consider these lines from the article:</td>
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</tr>
<tr>
<td>• “Two days earlier . . . few people in Baton Rouge could have imagined that their city would soon be in ruins.”</td>
<td>What can you infer about how prepared people were to deal with the flood?</td>
</tr>
<tr>
<td>• “What Boudreaux and the other teachers and students of Episcopal School did not know was that the rain was part of a dangerous and unusual storm system.”</td>
<td></td>
</tr>
<tr>
<td>• “With little warning, lazy rivers, quiet streams, and peaceful creeks explode into powerful torrents of churning water.”</td>
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</tr>
</tbody>
</table>

Write two lines from the article that support the inference on the right.

Disasters can bring out good qualities in people.

Continued on next page >
### Making Inferences, p. 2

#### Clues

Consider these lines from the article:

- “Church spires and rooftops poked out of brown, rippling water.”
- “Meanwhile, the Botos family huddled together in the freezing water, which stunk of oil and gas.”
- “When the water recedes, it leaves behind a sickening sludge of mud, oil, dead worms, and other filth.”

#### Inferences

What can you infer about the quality of the water that flooded Baton Rouge?

- 
- 
- 
- 
- 
- 
- 

Write two lines from the article that support the inference on the right.

- 
- 
- 
- 
- 
- 
- 

The Botos family learned that people—not objects—are what’s most important in life.
Making Inferences

An inference is something you can figure out from clues in a story, even though the story doesn’t say it directly.

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Disasters can bring out good qualities in people.

1

Continued on next page >
## Making Inferences, p. 2

### Clues

Consider these lines from the article:

- “Church spires and rooftops poked out of brown, rippling water.”
- “Meanwhile, the Botos family huddled together in the freezing water, which stunk of oil and gas.”
- Write one more line from the article that supports the inference on the right.

### Inferences

What can you infer about the quality of the water that flooded Baton Rouge?

Write two lines from the article that support the inference on the right.

Write your own inference from the article.

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<td></td>
</tr>
<tr>
<td>• Write one more line from the article that supports the inference on the right.</td>
<td></td>
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<td>Write your own inference from the article.</td>
<td></td>
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</table>
“Our World Turned to Water” Quiz

Directions: Read the article “Our World Turned to Water” in the September 2017 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. Which of the following best describes the mood, or feeling, inside Episcopal School before the flood?
   A. worried  C. spooky
   B. excited  D. gloomy

2. What does grave mean in the sentence, “But soon even ‘safe’ areas of the city would be in grave danger”?
   A. serious
   B. surprising
   C. some
   D. less

3. Why did Baton Rouge seem “more like a lake than a city”?
   A. Many boats were underwater.
   B. Strong winds destroyed all the homes.
   C. Floodwater was everywhere.
   D. Homes were damp and moldy.

4. What did the volunteer “navy” do?
   A. repaired homes
   B. removed cars
   C. warned people
   D. rescued people

5. Which phrase from the story supports the answer to question 4?
   A. “... one of the boats ... rescued the family.”
   B. “... emergency operators were getting frantic calls for help.”
   C. “Damp and moldy walls must be demolished.”
   D. “But now they were stranded.”

6. Which of the following statements is NOT supported by the article?
   A. The National Weather Service sent out a flash flood warning.
   B. Episcopal School was destroyed by the flood.
   C. The Botos family was stranded in the water.
   D. People helped their neighbors during and after the flood.

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the article.

7. Describe one photograph from the article and what it shows you about the flood.

8. What did the Botos family learn as a result of the flood?
**“Our World Turned to Water” Quiz**

**Directions:** Read the article “Our World Turned to Water” in the September 2017 issue of *Storyworks.* Then fill in the bubble next to the best answer for each question below.

1. On Episcopal School’s orientation day, what danger loomed for the citizens of Baton Rouge, Louisiana?
   - A. a fast-moving storm
   - B. winds that could topple trees
   - C. a hurricane
   - D. a heavy rainstorm that could cause a dangerous flood

2. Which line from the story supports your answer to question 1?
   - A. “We had never flooded before,’ says Dell, who lives near the school.”
   - B. “That morning, the National Weather Service sent out a flash flood warning for parts of Baton Rouge.”
   - C. “The water caused the truck’s engine to die.”
   - D. “Every year, dozens of people in vehicles lose their lives trying to escape floods.”

3. What does grave mean in the sentence, “But soon, even ‘safe’ areas of the city would be in grave danger”?
   - A. serious
   - B. unexpected
   - C. some
   - D. less

4. How did the Botos family feel in the freezing water?
   - A. brave
   - B. annoyed
   - C. miserable
   - D. lost

5. Which line from the article supports the answer to question 4?
   - A. “Slowly, the family pushed their way through the deep water and back toward the house.”
   - B. “Adding to their misery: The water was swarming with fire ants, which stung their arms and legs.”
   - C. “But now they were stranded.”
   - D. “They had escaped from the truck.”

6. Which word describes the mood, or feeling, the author creates as she describes the work of the volunteers?
   - A. sad
   - B. fearful
   - C. happy
   - D. hopeful

7. Why was Dell so eager to help others after the flood?
   - A. His school was still open.
   - B. His school gym and fields were not damaged.
   - C. His home did not flood.
   - D. His neighborhood was not harmed.

8. Which sentence best expresses the main idea of the article?
   - A. People helped their neighbors after a terrible flood.
   - B. It is important to prepare for a flood.
   - C. Flood cleanup can take many months.
   - D. Floods can destroy homes, cars, and schools.

**Constructed Response**

**Directions:** On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the article.

9. What do the photographs of the flood damage in Baton Rouge add to the article?

10. Looking back on her family’s experience, Mrs. Botos says, “We’ve gained so much more than we lost.” What does she mean?
Our World Turned to Water

To the teacher: We suggest using these questions with the lower-Lexile version of the story, supported by the lower-Lexile audio version. Select the ones that are best for your students, depending on where they are in their acquisition of English. Ask them orally or choose questions to create your own written assignment. If students are ready, prompt them to follow up their answers with more details.

Yes/No Questions
These questions allow students who are new to English to show their understanding with a simple answer.
1. Did the floods happen in August? (Yes, they did.)
2. Was there a flash flood warning before the great floods? (Yes, there was.)
3. Were the people who lived near Episcopal School safe from the floods? (No, they weren’t.)
4. Is it safe to drive a car when there are even a few inches of rain on the road? (No, it isn’t.)
5. Was the Botos family able to save their dogs? (Yes, they were.)
6. Did people in the community volunteer to help others after the flood? (Yes, they did.)

Either/Or Questions
These questions allow slightly more-advanced students to use the language in the question to support their answer.
1. Was Mrs. Boudreaux excited for school to start, or was she scared of the rain coming? (She was excited for school to start.)
2. Are there many bodies of water in Baton Rouge or just one? (There are many bodies of water in Baton Rouge.)
3. Was the Botos family safe or unsafe in their pickup truck during the flood? (They were unsafe in the truck.)
4. Did more rain fall during the floods of 2016 or during Hurricane Katrina? (More rain fell during the 2016 floods.)

Language Questions
Explain that figurative language uses words to help you picture something. Discuss what the phrases in bold in the following sentences describe:
1. “It was as if millions of fire hoses were hanging from the sky, all turned on full blast.” (p. 7)
2. “Two feet of water can lift a pickup or SUV and turn it on its side. The truck can be swept away like a bath toy.” (p. 7)

Discuss why the author uses quotation marks around words in these sentences:
3. “But soon, even ‘safe’ parts of the city would be in grave danger.” (p. 7)
4. “By mid-morning, a ‘navy’ of volunteers had headed out in their own boats.” (p. 8)