

LEARN  
MORE IN  
OUR BEHIND-  
THE-SCENES  
VIDEO!

These jugs  
can weigh up  
to 40 pounds.

Paired Texts

# Two Miles for a Drink of Water

In many villages around the world, water doesn't just flow from faucets. Girls spend hours a day fetching it for their families instead of going to school. Natalia was one of them—until her life changed forever.

By Kristin Lewis With Tyler Riewer



Natalia would walk 4 miles a day just to get water.

**UP CLOSE** Compare and Contrast As you read the articles, look for similarities in the problems Natalia and Mari faced, and what they did.

LOOK FOR WORD NERD'S 7 TERMS IN BOLD

**I**t was 4:30 a.m. in Mozambique, a country in Africa. Natalia, 13, got out of bed. She got dressed quietly. Her three younger sisters were still asleep. Natalia slipped out of their hut and set off into the darkness. She moved briskly. There was no time to waste. Her journey would take hours. She would walk about a mile in the dark—through fields of tall, snake-filled grasses. But she felt no fear. She had been making this trip twice a day, seven days a week, since she was 10.

Why?

She was not heading to school or to a job.

She was going to fetch the water her family needed to survive.

**A Luxury**

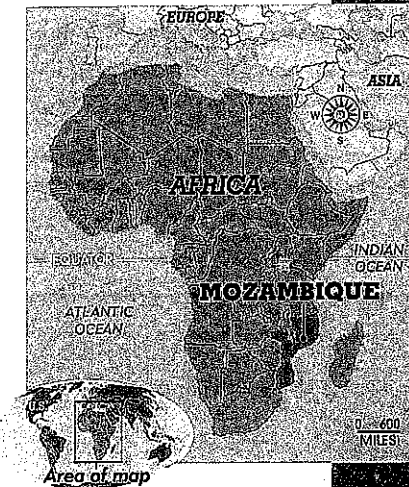
For most of us in the United States, getting clean water is simple. You just turn on the faucet.

Maybe you enjoy long showers. Maybe you leave the water running while you brush your teeth. You might have water fights with your friends on hot days.

The average American uses 176 gallons of water a day. That could fill 1,900 soda cans. But for hundreds of millions of people around the world, even one sip of clean water is a luxury.

In Natalia's village, water does not flow from a tap. There are no backyard hoses. Toilets are pits in the ground. People use jugs of water for bathing. And every drop of water is precious.

For years, the women and children of the village spent many hours each day fetching water for their families. It was mainly young girls who had to do this. Natalia was one of them.



**No Other Choice**

Natalia loves to learn. But fetching water left little time for school. She was lucky to make it to school one or two days a week. She had learned to read and write. But she dreamed of doing far more, like one day running her own school.

Natalia had plenty of time to think about this dream on her trips to get water. The chore took most of her day. First she walked to the water holes the villagers had dug into the ground. Then she waited in line for hours.

When it was Natalia's turn, she filled up a plastic jug with 3 to 5 gallons of water. A full jug weighs from 20 to 40 pounds. That is about the same as three backpacks stuffed



**A Long Journey**  
It's hard for many people around the world to get clean water. These children in Africa—also in Africa—carry water jugs for several hours a day.

IVAN JOHNSON/NATIONAL GEOGRAPHIC CREATIVE COMMONS CONTRAST WATER

with books. Imagine lugging those backpacks for a mile. Now imagine doing it twice a day, every day.

The water that Natalia brought home was gray and dirty. To kill the germs, her family boiled it before drinking it. But that didn't always work. The water often made them sick.

There was no other choice, though. The muddy water holes were the only source of

water for many miles around.

Water-related illnesses are a big problem in developing countries like Mozambique. These illnesses kill as many as 3.4 million people a year.

**On Natalia's Well**

Natalia's village needed a well. With a deep well, the villagers could bring up pure, clean water from underground. This

water would not be contaminated by animal or human waste.

A well would give the villagers safe water to drink. It would also set Natalia and other girls free. Natalia would not have to spend time hauling water. She would be able to go to school.

But digging a well takes expensive machines. It takes experts too. The village could not afford these things.

**Just Her Hands**

In 2014, an organization called *charity: water* heard about Natalia's village. The organization has paid for 24,500 water projects around the world, 277 of those in Mozambique.

*Charity: water* worked with a group called World Vision Mozambique. In August 2014, large trucks rolled into Natalia's village. The workers found the best place for a



**The Gift of Water**  
*Charity: water* installed this hand pump above the well in Natalia's village. The simple device brings up clean water from the earth. It has changed many lives.

A thundering sound echoed through the village. Natalia and her neighbors came to watch. The workers covered the hole. They put a hand pump on top.

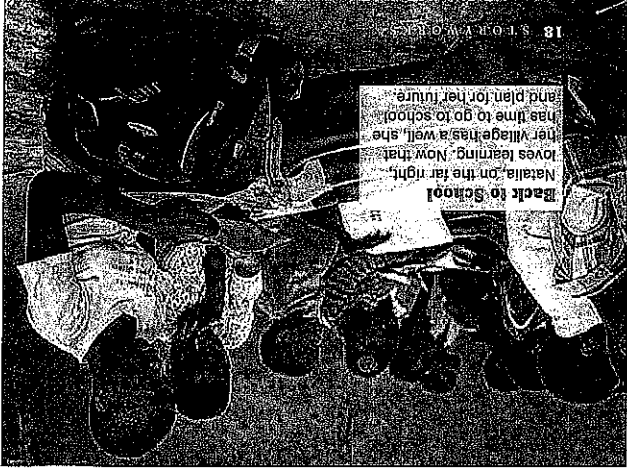
It was a simple pump sticking out of the ground. But it meant everything. For the first time, clean water poured into Natalia's hands.

Natalia knows that water is a gift that should not be taken for granted. It's been almost four years since her village got its well. Villagers are rarely sick. They can bathe whenever they want. And they never go thirsty.

Natalia's life has changed. These days, she goes to school. She's a top student. She plans to run her own school. She wants to improve the lives of other girls through education.

Natalia has another project too. The villagers chose her to be president of the water committee. They thought her intelligence and confidence made her perfect for the job.

Natalia oversees a team of five adults. The team watches over the well. Natalia still walks quickly, but she no longer walks in the morning dark. Now her steps lead her toward the future she always dreamed of. ■



**Back to School**  
Natalia, on the far right, loves learning. Now that her village has a well, she has time to go to school and plan for her future.

## Little Miss Flint

How one girl is speaking out for safe water  
—and saving her city *By Allison Friedman*



**U**nclean drinking water isn't a problem just in faraway countries. Here in the U.S., 27 million people (about 1 in 12 of us) live in places where the tap water might be unsafe, according to a study.

One of those places is Flint, Michigan. In 2014, the city's tap water was found to contain lead. This metal can cause serious health problems, especially in children. Thousands were left without drinkable water. One of them was a girl named Mari Copeny. To raise awareness about the crisis, Mari sent a letter to then President Barack Obama. He wrote back to her. He also came to Flint to see how he could help.

Mari is now 10. She continues to fight for clean water in her city. She's become known as "Little Miss Flint." Here, she explains why and how she took action.

**How did you and your family first realize your tap water was unsafe?**

The water started giving my family terrible rashes. My baby sister's rashes got so bad that she needed special medicine.

**During this water emergency, what have you had to do to get clean water?**

We drive to pick up bottled water at special water stations. For showering, we have a water filter that allows us to shower for a couple of minutes. (Any longer, and the water starts to burn our skin and eyes.)

**Why did you decide to help solve the crisis?**

I couldn't sit back and watch my family suffer. Nobody was listening to the adults, so I decided to speak out for kids here—especially my younger brother and sister. I wanted us

to be able to take bubble baths, play in the sprinkler, and make lemonade using tap water.

**What action did you take to help?**

I went to protests. I wrote letters. And I spoke to anyone who would listen to me.

**How did you feel when President Obama came to Flint to meet with you?**

It was amazing. I couldn't believe that he came to Flint to see the water crisis firsthand. I am proud to have brought him here.

**What advice would you give to other kids who want to help solve big problems?**

Never give up, even if people don't take you seriously at first. Keep on fighting. You can change the world as a kid, just like I am doing. ■

### WHAT'S THE CONNECTION?

Write an imaginary conversation between Natalia and Mari in which they compare and contrast the water problems in their communities, how the problems affected them personally, and what they did to help their families and neighbors.





Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Comparing Water Problems

**Directions:** Answer the questions in the left-hand column for each article. Then check the appropriate box to indicate if the answers are similar or different—or some of each. After completing the chart, respond to the writing prompt at the bottom of the page.

	"Two Miles for a Drink of Water"	"Little Miss Flint"	Similar	Different
What is the main topic of the article?				
Where do the people in the article live?				
What problem does the article describe?				
What is in the water that shouldn't be?				
How did the problem affect people's health?				
How did the problem affect how people spent their time?				
Was the problem solved? If so, how?				

**You Write It!** Now you are ready to answer the writing prompt on page 19: Which details about water problems in Natalia's village and Mari's city are similar in the two articles? Which are different?



# Select on Spotlight

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title & Author: \_\_\_\_\_



## GET TO KNOW THE TEXT

Read through the selection and complete the following tasks.



Put a box around the TITLE and the HEADINGS of each section.



Put a check mark next to each TEXT FEATURE in this selection.



Underline the MAIN IDEA of each section.



Double underline the sentence that best SUMS UP the selection.



Number the SUPPORTING DETAILS that support each MAIN IDEA.



Put a star next to any facts or ideas that you find INTERESTING.



Circle any KEY WORDS that are related to the topic.



Put a question mark next to anything you DON'T UNDERSTAND.



## IDENTIFY THE TEXT FEATURES

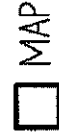
Check the box for each text feature that can be found in the selection.



HEADING



CAPTION



MAP



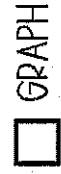
TIMELINE



SUBHEADINGS



DIAGRAM



GRAPH



TYPES OF PRINT



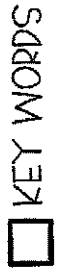
PHOTOGRAPH



LABELS



CHART/TABLE



KEY WORDS

Choose one feature from above and explain how it helps support the selection.

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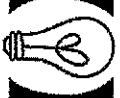
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What is the author's purpose? How do you know,

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# WHAT'S THE STRUCTURE?

Circle the text structure that the author uses in this selection. Then explain how you know.

DESCRIPTION

SEQUENCE

PROBLEM & SOLUTION

CAUSE & EFFECT

COMPARE & CONTRAST

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# SUMMARIZE THE SELECTION

Use the checklist to write a paragraph summarizing the selection.

- Name the text and author. \_\_\_\_\_
- Use a verb (explains, describes, compares, discusses, etc.) to share the purpose of the text. \_\_\_\_\_
- Use your own words to tell what the selection is mostly about. \_\_\_\_\_
- Use key words from the selection. \_\_\_\_\_



# MY FINAL THOUGHTS

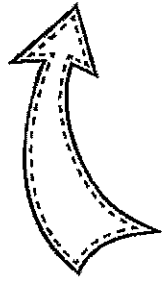
Write your final thoughts about this selection by MAKING A CONNECTION and/or sharing your OPINION about the topic.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





# WORDS to KNOW

DATE/ISSUE:

PERIODICAL: \_\_\_\_\_

COVER TITLE: \_\_\_\_\_

Based on clues from the text, I think this word means...

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Actual Definition:

Illustration:

Illustration:

Based on clues from the text, I think this word means...

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Actual Definition:

\_\_\_\_\_

Based on clues from the text, I think this word means...

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Actual Definition:

Illustration:

\_\_\_\_\_

Illustration:

\_\_\_\_\_

\_\_\_\_\_

Based on clues from the text, I think this word means...

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Actual Definition:

\_\_\_\_\_

Based on clues from the text, I think this word means...

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Actual Definition:

Illustration:

\_\_\_\_\_

Name: \_\_\_\_\_

### Text Dependent Analysis

**PROMPT:** The problems presented in *Little Miss Flint* and *Two Miles for a Drink of Water* are similar, yet different. Compare and contrast how Mari and Natalia each respond to the crisis in their community. Use evidence to support your response.

#### Writer's Checklist for the Text Dependent Analysis Prompt

##### Plan before you write

- Make sure you read the prompt carefully.
- Make sure you have read the entire passage carefully.
- Think about how the prompt relates to the passage(s).
- Organize your ideas on scratch paper. Use a graphic organizer to plan your essay.

##### Focus while you write

- Analyze the information from the passage as you write your essay.
- Make sure you use evidence from the passage to support your response.
- Use precise language, a variety of sentence types and transitions in your essay.
- Organize your paper with an introduction, body and conclusion.

##### Proofread after you write

- I wrote my essay in the answer booklet.
- I stayed focused on responding to the prompt.
- I used evidence from the passage to support my response.
- I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.



Restate  
+  
Answer

CIR

Evidence

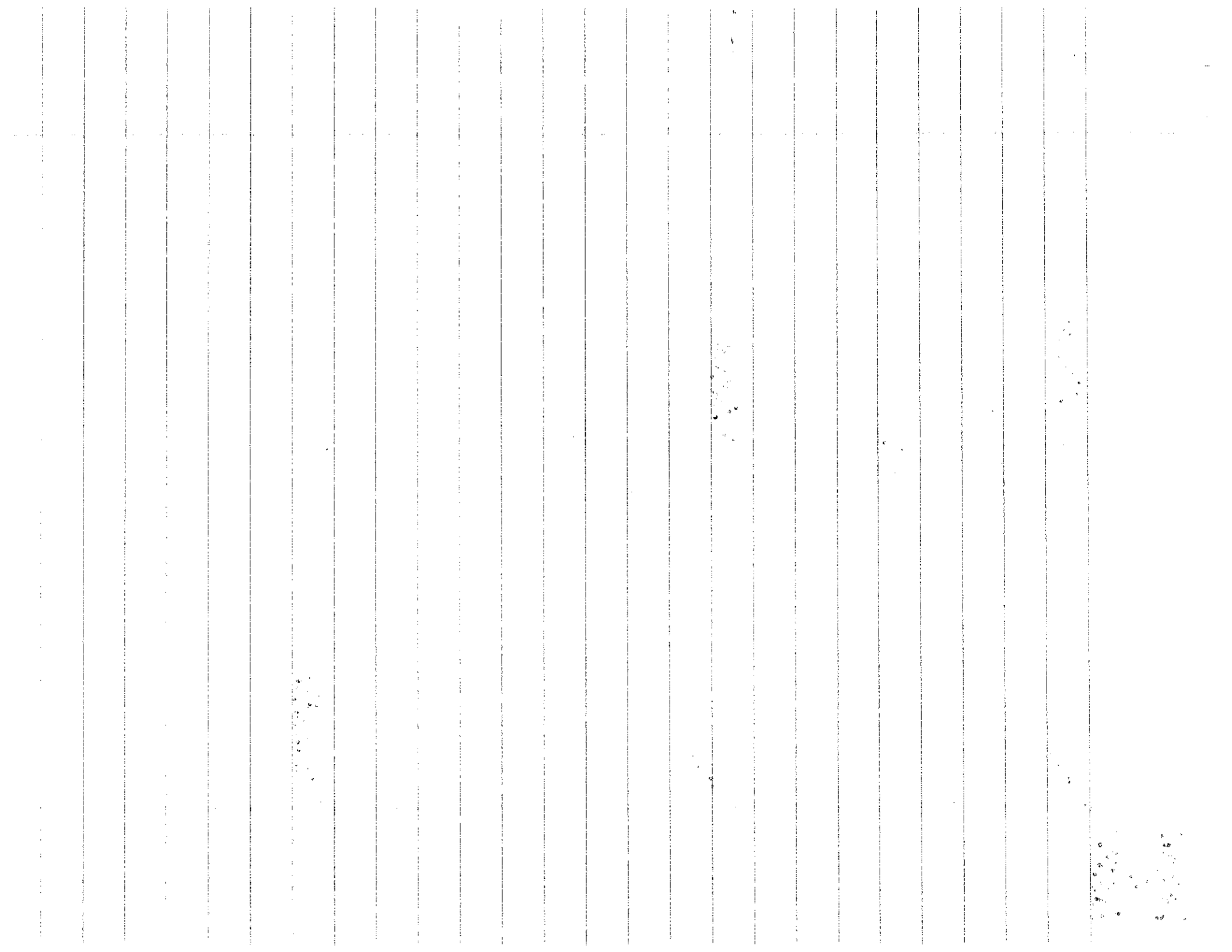


CIR

Evidence



Summary



## ZEBRA QUESTION

I asked the zebra,

Are you black with white stripes?

Or white with black stripes?

And the zebra asked me,

Are you good with bad habits?

Or are you bad with good habits?

Are you noisy with quiet times?

Or are you quiet with noisy times?

Are you happy with some sad days?

Or are you sad with some happy days?

Are you neat with some sloppy ways?

Or are you sloppy with some neat ways?

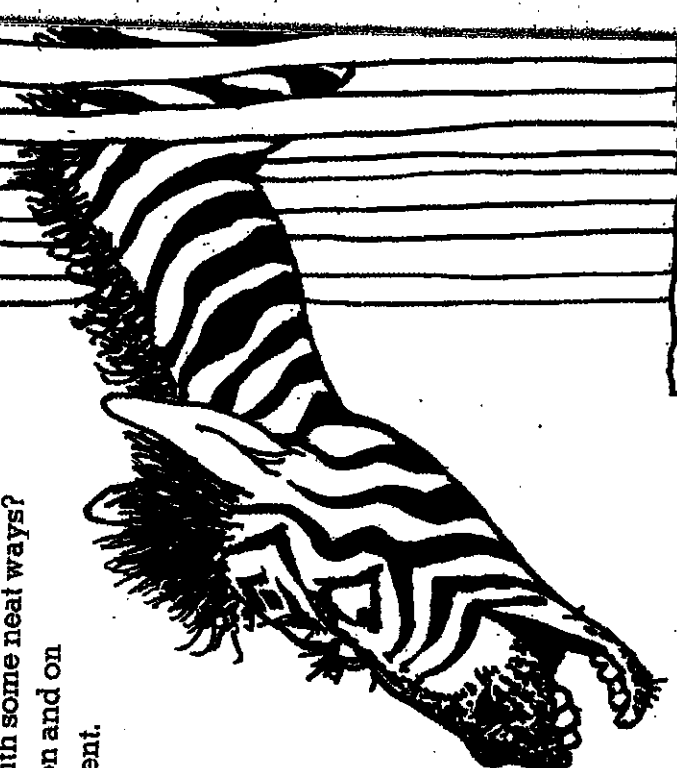
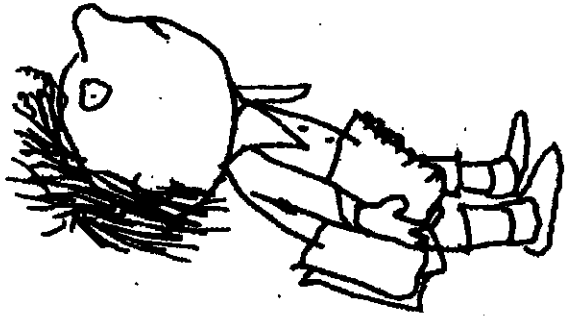
And on and on and on and on

And on and on he went.

I'll never ask a zebra

About stripes

Again.



Smoothie



Name: \_\_\_\_\_

Title: \_\_\_\_\_

Due Date: \_\_\_\_\_

Fluency Checklist Date: _____ Signature: _____ _____ 1. Read with expression _____ 2. Paid attention to punctuation. _____ 3. Grouped words into phrases while reading _____ 4. Pacing- Read poem at a comfortable pace	Adult Fluency Checklist Date: _____ Signature: _____ _____ 1. Read with expression _____ 2. Paid attention to punctuation. _____ 3. Grouped words into phrases while reading _____ 4. Pacing- Read poem at a comfortable pace
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**Scoring Guide:** 1- Keep Practicing your Poem 2- Almost There 3- Smooth- Keep Going ©



NAME: \_\_\_\_\_ DUE DATE: \_\_\_\_\_  
SMOOTHIE #21

**I Wish You Happy Saint Patrick's Day**  
**Author Unknown**

I wish you a beautiful rainbow enough to make you happy  
I wish you lots of hope even when the days get foggy.  
I wish you lots of success in whatever you want to do,  
I wish you never have to face a day when you're blue.  
I wish you meet true love at least once in life,  
I wish that for friendship, you never have to strive.  
I wish so much for you, more than I can even say,  
I wish all the luck comes knocking on your doorway.  
I wish you Happy St. Patrick's Day.





Name: \_\_\_\_\_

Title: \_\_\_\_\_  
Adult

Due Date: \_\_\_\_\_

**Fluency Checklist**

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

- \_\_\_\_\_ 1. Read with expression
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Adult

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**Scoring Guide: 1- Keep Practicing your Poem 2- Almost There 3- Smooth- Keep Going ©**