

# Water Cycle

## Close Reading

3<sup>rd</sup> – 6<sup>th</sup> Grade

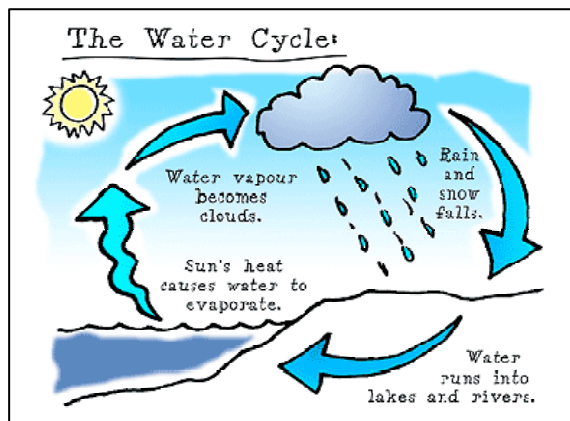


Image Source: Google Images

Lexile Levels: 530, 800, 1070

\*CCSS Aligned\*

Non-fiction and Fiction  
Paired Texts

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## HOW TO USE:

During close reading, the teacher and students will read the text together each day. At the beginning of each reading, the teacher calls attention to the standards that will be discussed that day (objectives). When the text is reread each day, students gain an increased understanding. On days 3/4/5, I like to have the students read the text in partners. As your students become more familiar with the standards, they will become more independent thinkers. I have paired non-fiction text with literature: "The Rain Stomper" by Addie Boswell (I purchased my copy on my Kindle app through Amazon). When comparing two texts for reading informational standards, I use "The Water Cycle" by Craig Hammersmith, also purchased on Amazon (ISBN-10: 1429671424). Any text online will also work.

To increase student understanding, I have created graphic organizers to meet the standards (reading informational and reading literature). I have indicated at the bottom of each graphic organizer what grade level and what standards the organizer will incorporate. Depending on the lexile levels that you use for your students, you will choose your graphic organizer. I have organized it by grade level as best as I can. Remember, you need to provide your students with text that is slightly above their reading level during shared reading because they have your support throughout the process. I have also included a graphic organizer at the end of this file to help your students organize their thoughts for informational writing. Be sure to rate this product in our store! Thank you for your purchase!! ©Teach to the Core



# PREVIEW

Texts are in 3 lexile levels: 530, 800, and 1070

**The Water Cycle**

The water cycle is really important for life on Earth. It is the journey that water takes from land to sky and back again. When it's warm outside, water will go up into the air. This is called **evaporation**. The water that evaporates comes from the ground, oceans, rivers, and lakes.

When the water evaporates into the air it is called **water vapor**. When the water vapor cools down it will come together as tiny water droplets. The droplets will form into a cloud. This is called **condensation**.

When the cloud becomes heavy with a lot of water droplets, it will start to rain. Gravity pulls the water to the ground. If it's cold outside, it will start to snow or hail. This is called **precipitation**.

If water falls as snow it will collect on the mountains. It will melt and run down to the rivers and lakes. This is known as **surface runoff**. The water cycle will repeat. The water that evaporates again when there is warm air.

**The Water Cycle**

The water cycle is really important for life on Earth. It is the journey that water takes from land to the sky and back to land again. When the temperature rises, water will go up into the air. This is called **evaporation**. The water that evaporates comes from the ground, oceans, rivers, and lakes.

When water evaporates into the air it is called **water vapor**, which is condensed to be a gas. When the water vapor cools down it will come together as tiny water droplets and form into a cloud. This is called **condensation**.

When the cloud becomes heavy with many water droplets, gravity will pull the water droplets down and it will start to rain. If it's cold outside, it will start to snow or hail. This is called **precipitation**.

If water falls as snow it will collect on the mountains. It will melt and run down to the rivers and lakes. This is known as **surface runoff**. The water will evaporate again when the temperature rises. The water that evaporates using the water cycle is only 1% of the total water on our planet.

**The Water Cycle**

The water cycle is a complex process that gives us water to drink, lakes for our fish to swim, and water for our crops to grow. About three-fourths of the Earth is covered in water. 70% of the water on Earth is salt water and about 3% of the Earth's water is fresh. 2% of the Earth's water is frozen in glaciers and ice caps, which leaves 1% of our Earth's water for humans and animals to use in lakes, rivers, and streams.

The warmth from the sun will cause the water to **evaporate** into the air. As water evaporates, it will leave moisture behind. Therefore, the water that evaporates into the air is cleaner in the atmosphere than it is on the Earth. The water that evaporates comes from the ground, oceans, rivers, and lakes.

When water evaporates into the air, it changes from a liquid to a gas called **water vapor**. When the water vapor cools down the tiny water droplets come together to form into a cloud. Dust particles will help join the water droplets. This is called **condensation**.

When the cloud becomes heavy with a lot of water droplets, gravity will pull the water droplets down and it will start to rain. This is called **precipitation**. If there are freezing temperatures, it will start to snow or hail. If water falls as snow it will collect on the mountains. It will melt and run down to the rivers and lakes. This is known as **surface runoff**.

The water will also collect on ice, which is a process called **infiltration**. The water that soaks into the ground is known as **groundwater**. An important part of the water cycle is **transpiration**. During this process, water is collected into the roots of plants and will travel through the plant to the leaves. The water will then evaporate off of the leaves when the conditions are right. The water cycle will repeat and the water will evaporate again when the temperature rises.

Graphic Organizers are provided according to standard and grade level (just a few of the 33 provided):

**BEFORE Reading**  
What is the main idea of what the text will be about?  
What do you already know about the topic?  
What questions do you have?

**DURING Reading**  
What new facts did you learn?  
What are your thoughts?  
What is the most important part?

**AFTER Reading**  
What question could you ask about the text?  
Think the answer to your question. Use a complete sentence.  
Highlight the text **BLUE** that shows where you found it to your question.

**Main Topic and Key Details**  
The main topic of the text is...  
Underline a key detail from each paragraph that supports the main topic of the text. Write those details here:  
Paragraph A:  
Paragraph B:  
Paragraph C:  
Paragraph D:

**Main Idea, Key Words, and Summary**  
The main idea of the text is...  
For each paragraph, list the 3 most important words.

**Connecting Ideas in the Text**  
Describe the relationships of the concepts (write text).  
Cause → Effect  
Cause → Effect

**Vocabulary**  
For each word, identify the base word, affix(es), and the meaning. Write the definition and draw a picture for the word you remember.

Word	Base Word, Root, Suffix	Meaning	Prefix	Suffix	Draw a Picture
Evaporation					
Condensation					
Precipitation					
Surface runoff					
Infiltration					

**Text Features/Text Structure**  
Underline a word that is italicized. Highlight a **bolded** word.  
What is the purpose of the word?  
What is the word used for?  
What is the word used for?  
What is the word used for?  
What is the word used for?

**Making Inferences**  
What is the key detail in the text (underline)?  
What is the key detail in the text (underline)?  
and I know that...  
and I know that...  
I can infer that...  
I can infer that...

# The Water Cycle

Lexile Level: 530

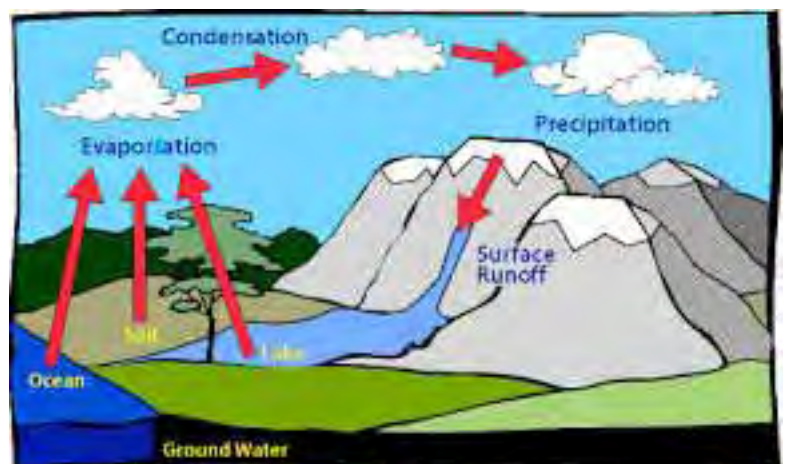
A The water cycle is really important for life on Earth. It is the journey that water takes from land to sky and back again. When it's warm outside, water will go up into the air. This is called **evaporation**. The water that evaporates comes from the ground. It also comes from the ocean, rivers, and lakes.

B When the water evaporates into the air it is called **water vapor**. When the water vapor cools down it will come together as tiny water droplets. The droplets will form into a cloud. This is called **condensation**.

C When the cloud becomes heavy with a lot of water droplets, it will start to rain. Gravity pulls the water to the ground. If it's cold outside, it will start to snow or hail. This is called **precipitation**.

D If water falls as snow it will collect on the mountains. It will melt and run down to the rivers and lakes. The water will also collect on land. This is known as **surface runoff**. The water cycle will repeat. The water will evaporate again when there is warm air.

Water will evaporate when it's warm. It will precipitate when it condenses and cools down.



# The Water Cycle

Lexile Level: 800

A The water cycle is really important for life on Earth. It is the journey that water takes from land to the sky and back to land again. When the temperature rises, water will go up into the air. This is called **evaporation**. The water that evaporates comes from the ground, ocean, rivers, and lakes.

B When water evaporates into the air it is called **water vapor**, which is considered to be a gas. When the water vapor cools down it will come together as tiny water droplets and form into a cloud. This is called **condensation**.

C When the cloud becomes heavy with many water droplets, gravity will pull the water droplets down and it will start to rain. If it's cold outside, it will start to snow or hail. This is called **precipitation**.

D If water falls as snow it will collect on the mountains. It will melt and run down to the rivers and lakes. This is known as **surface runoff**. The water will also soak into the ground, which is known as **groundwater**. The water cycle will repeat and the water will evaporate again when the temperature rises. The water that evaporates using the water cycle is only 1% of the total water on our planet.

Water will evaporate when it's warm. It will precipitate when it condenses and cools down.

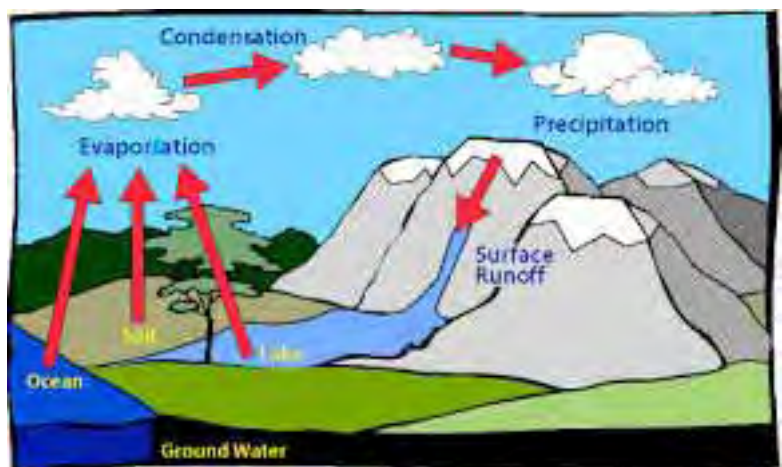


Illustration Courtesy: Google Images

## **BEFORE Reading**

Make a prediction of what the text will be about.

What do you already know about the topic?

What questions do you have?



## **DURING Reading**

What new facts have you discovered?

What are you wondering about?

What is the most important idea so far?



## **AFTER Reading**

What was the main idea of this text?

What connections did you make while reading?

What are you still wondering about?





RI.2.1, RI.3.1

## Asking and Answering Questions

1. What question could you ask about the text?

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2. Write the answer to your question. Use a complete sentence. Highlight the text **BLUE** that shows where you found the answer to your question.

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3. What is another question you could ask about the text?

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4. Write the answer to your question. Use a complete sentence. Highlight the text **RED** that shows where you found the answer to your question.

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### Visualizing

Draw a picture of what you are visualizing from one of the questions you asked.

RI.2.2, RI.3.2

## Main Topic and Key Details

The main topic of the text is...

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Underline a key detail from each paragraph that supports the main topic of the text. Write those details here:

Paragraph A:

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Paragraph B:

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Paragraph C:

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Paragraph D:

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## Connecting Ideas in the Text

Describe the relationship of the concepts in the text.

<u>CAUSE</u>	→	<u>EFFECT</u>
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<u>CAUSE</u>	→	<u>EFFECT</u>
--------------	---	---------------

<u>CAUSE</u>	→	<u>EFFECT</u>
--------------	---	---------------

<u>CAUSE</u>	→	<u>EFFECT</u>
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# Vocabulary

For each word, identify the base word, prefix/suffix, write the meaning, write a sentence, and draw a picture to help you remember.

<u>Word</u>	<u>Base Word, Prefix/Suffix</u>	<u>Write the meaning</u>	<u>Write a sentence</u>	<u>Draw a Picture</u>
evaporation				
water vapor				
condensation				
precipitation				
surface runoff				
groundwater				

# Text Features/Text Structure

1. Locate a word that is bold-faced. Highlight it **PURPLE**.  
What is that word? \_\_\_\_\_

What does the author say that this word means?

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2. What is the text feature at the end of the text?

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What does this text feature teach you about this topic?

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Explain why the author would include this text feature.

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3. What is the overall structure of the text (chronology, comparison, cause/effect, problem/solution)? How do you know?

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## Author's Purpose/Point of View

What is the author's main purpose for writing this text?

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How do you know? What does the author want to explain?

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What is the author's point of view on this topic? \_\_\_\_\_

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How is the author's point of view conveyed in the text?

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What is your point of view on this topic? \_\_\_\_\_

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How is your point of view different and/or similar to the author's point of view? \_\_\_\_\_

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## Text vs. Illustrations

Using the text, describe the key details....

Using the illustration in the text, describe the key details...

Explain how the illustration helps clarify the text (use words- where, when, why, and how when explaining).

# Text Evidence

Explain the evidence the author makes about each of these particular points in the text:

Water Cycle

Evaporation

Condensation

Precipitation

Surface Runoff

Groundwater

## Comparing Texts

Read another text on the water cycle (Text 2). Write the key details of each. Write down what is similar and different between the two texts. Add in a third text on another sheet of paper if needed. Integrate the information and write an informative paper about the water cycle.

Key Details of Text 1

Key Details of Text 2

What is similar between the two texts?

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What is different between the two texts?

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# The Water Cycle

Lexile Level: 1070

A The water cycle is a complex process that gives us water to drink, lakes for our fish to swim, and water for our crops to grow. About three-fourths of the Earth is covered in water. 97% of the water on Earth is salt water and about 3% of the Earth's water is fresh. 2% of the Earth's water is frozen in glaciers and ice caps, which leaves 1% of our Earth's water for humans and animals to use in lakes, rivers, and streams.

B The warmth from the sun will cause the water to **evaporate** into the air. As water evaporates, it will leave impurities behind. Therefore, the water that evaporates into the air is cleaner in the atmosphere than it is on the Earth. The water that evaporates comes from the ground, plants, oceans, rivers, and lakes.

C When water evaporates into the air, it changes from a liquid to a gas called **water vapor**. When the water vapor cools down the tiny water droplets come together to form into a cloud. Dust particles will also join the water droplets. This is called **condensation**.

D When the cloud becomes heavy with a lot of water droplets, gravity will pull the water droplets down and it will start to rain. This is called **precipitation**. If there are freezing temperatures, it will start to snow or hail. If water falls as snow it will collect on the mountains. It will melt and run down to the rivers and lakes. This is known as **surface runoff**.

E The water will also collect on land, which is a process called **infiltration**. The water that soaks into the ground is known as **groundwater**. An important part of the water cycle is **transpiration**. During this process, water is collected into the roots of plants and will travel through the plant to the leaves. The water will then evaporate off of the leaves when the conditions are right. The water cycle will repeat and the water will evaporate again when the temperature rises.

## **BEFORE Reading**

Make a prediction of what the text will be about.

What do you already know about the topic?

What questions do you have?



## **DURING Reading**

What new facts have you discovered?

What are you wondering about?

What is the most important idea so far?



## **AFTER Reading**

What was the main idea of this text?

What connections did you make while reading?

What are you still wondering about?



## Making Inferences

Because of this key detail in  
the text (state explicitly):

Because of this key detail in  
the text (state explicitly):

...and I know that

...and I know that

I can infer that...

I can infer that...

## Main Topic and Key Details

The main topic of the text is...

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Underline a key detail from each paragraph that supports the main topic of the text. Write those details here:

Paragraph A:

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Paragraph B:

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Paragraph C:

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Paragraph D:

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Paragraph E:

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# Main Idea, Key Words, and Summary

The main idea of the text is...

\_\_\_\_\_

For each paragraph, list the 3 most important words:

A	_____	_____	_____
B	_____	_____	_____
C	_____	_____	_____
D	_____	_____	_____
E	_____	_____	_____

Using the Main Idea and Key Words, write a SUMMARY.  
(use complete sentences, quote the text accurately)

\_\_\_\_\_

\_\_\_\_\_

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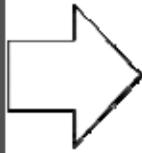
\_\_\_\_\_

## Connecting Ideas in the Text

Explain the relationship of concepts in the text.  
Quote the text accurately when explaining why.

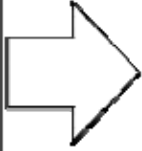
WHAT HAPPENED?

WHY?



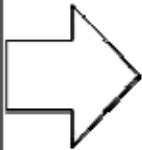
WHAT HAPPENED?

WHY?



WHAT HAPPENED?

WHY?



WHAT HAPPENED?

WHY?



# Vocabulary

For each word, identify the base word, prefix/suffix, write the meaning, write a sentence, and draw a picture to help you remember.

<u>Word</u>	<u>Base Word, Prefix/Suffix</u>	<u>Write the meaning</u>	<u>Write a sentence</u>	<u>Draw a Picture</u>
evaporation				
condensation				
precipitation				
infiltration				
groundwater				
transpiration				

## Analyzing Overall Text Structure

1. What is the overall structure of the text (chronology, comparison, cause/effect, problem/solution)?  
How do you know?

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2. Describe the key details of Paragraph A.

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3. How does this paragraph fit into the overall structure of the text and contribute to the development of the topic?

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## Author's Purpose/Point of View

What is the author's main purpose for writing this text?

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How do you know? What does the author want to explain?

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What is the author's point of view on this topic? \_\_\_\_\_

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How is the author's point of view conveyed in the text?

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What is your point of view on this topic? \_\_\_\_\_

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How is your point of view different and/or similar to the author's point of view? \_\_\_\_\_

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## Comparing Texts to Increase Understanding

Write down questions you still have about the topic.

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Read another text or research online to answer your questions about the topic (Text 2). Compare the information to Text 1 and write the key details of each.

Key Details of Text 1

Key Details of Text 2

\*On another sheet of paper, describe how your questions were answered and how your understanding has increased on this topic.

# Text Evidence

Explain the evidence the author makes about each of these particular points in the text:

Water Cycle

Evaporation

Condensation and Precipitation

Surface Runoff and Groundwater

Infiltration

Transpiration

## Comparing Texts

Read another text on the water cycle (Text 2). Write the key details of each. Write down what is similar and different between the two texts. Add in a third text on another sheet of paper if needed. Integrate the information and write an informative paper about the water cycle.

Key Details of Text 1

Key Details of Text 2

What is similar between the two texts?

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What is different between the two texts?

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## Asking and Answering Questions in Literature

From the text, use the 5 W's to ask questions:

Who	
What	
Where	
When	
Why	

Highlight one to three of the questions above and write down the answer to the questions. Use a complete sentence.

1)

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2)

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3)

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# Retelling the Story

I Can Retell Stories and Determine the Central Message by Referring to the Key Details

Detail #1

Detail #2

Detail #3

Detail #4

Based on the key details, what is the central message/theme of the story? \_\_\_\_\_

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



## Character Traits/Motivations

Describe Jazmin's character traits in the story.

Jazmin's Motivations

Jazmin's Feelings

Describe how Jazmin's actions, thoughts, and words contribute to the sequence of events in the story.

## Making Inferences in Literature

Referring to the details in the text on pages 3-6, make inferences about how Jazmin feels about the rain.

The Text Says...

From the illustrations, I see-

I Say...

I can make inferences about how Jazmin feels...

# Central Message/Theme

Determine the central message/theme of the story from the key details in the text. Summarize the text.

What are the key details in the text?

- \*
- \*
- \*
- \*

From the key details, determine the central message/theme of the story. How do you know?

Summarize the text.

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## Compare and Contrast Actions/Events

Describe Jazmin's actions and how it affects the other children in the story. Describe how the plot unfolds as the characters respond to the events in the story.

Jazmin's Actions:

Children's Actions:

Jazmin's Actions:

Children's Actions:

Jazmin's Actions:

Children's Actions:

Describe how the plot unfolds and moves to a resolution based on the characters' actions:

## The Meaning of Words/Phrases in the Story

Write down phrases in the story (see first example) and describe the literal and non-literal meaning in the story.

<u>Phrases used in the Story</u>	<u>Describe the literal meaning</u>	<u>Describe the non-literal meaning</u>
"Rain poured down in buckets."		

## Metaphors/Similes

Write down the metaphors in the story. Turn them into similes. Rewrite the story by using the similes and creating a different version of the story.

<b>Metaphors used in the Story</b>	<b>Change the metaphor into a simile. How does it change the meaning or tone of the story?</b>
"Rain poured down in buckets."	

# Meaning of Words/Phrases

Explain how the following descriptions of the characters give meaning to their actions. Explain how it contributes to the events in the story.

Jazmin: "Rain Stomper"

Children: "Puddle Splashers"

How do the descriptions of the characters contribute to the events in the story?

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Referring to the Water Cycle text, write a paragraph on how the story of The Rain Stomper helps you understand the Water Cycle.

A large, empty rounded rectangular box with a thin black border, intended for the student to write their paragraph. The box is centered on the page and occupies most of the middle section.



## Informative Writing Graphic Organizer

**Topic Sentence** (begin with a question about your topic or an interesting fact about your topic - then introduce your topic):

**Fact #1** (start with a linking word - tell more about your fact - elaborate)

**Fact #2** (start with a linking word - tell more about your fact - elaborate)

**Fact #3** (start with a linking word - tell more about your fact - elaborate)

**Conclusion** (start with a concluding phrase, restate your topic sentence, restate your facts)

# CREDITS

## Frames:



Erin Cobb - Love Lit - <http://www.loveitandteachit.com>  
<http://www.teacherspayteachers.com/store/LoveLit>  
[ecobb@lbtnc.com](mailto:ecobb@lbtnc.com)

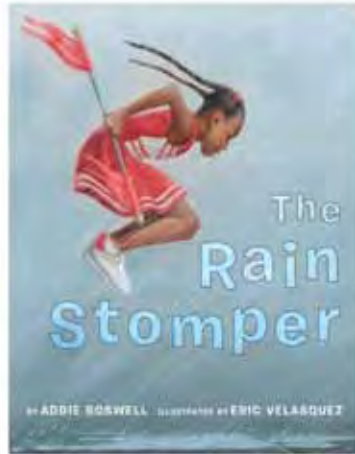
## Background Paper:



## Font:

Hello Literacy

## Pair nonfiction with literature:



## Other Resources:

Google Images

“The Rain Stomper” by Addie Boswell – purchased on Amazon.com

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