



5TH
GRADE
VOLUME 5.1

Realistic Fiction Adventure
Earthquake Terror

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Welcome to the C. I. A. Unit of Study for *Earthquake Terror*

This read-aloud unit of study was put together for the purpose of teaching students how to read longer, more complex text. Unfortunately, in classrooms where only basal readers are used, many students do not learn how to make the transition from picture books, to series books, to more complex chapter books. As a result, students struggle during independent reading. This unit of study will teach students the fundamental processes of reading text, specifically longer, more complex chapter books. It follows an approach described in its companion text, *Raising the Standards through Chapter Books: The C. I. A. Approach* (available for purchase at shop.readsidebyside.com). I hope you enjoy guiding your students through the authentic work of expert readers!

The book *Earthquake Terror*, by Peg Kehret, was selected for its writing style and genre. The yearlong series of C. I. A. units for fifth grade is designed to explicitly teach students how to read a variety of genres. While fifth-grade students have typically had a wide exposure to realistic fiction, they may not understand the nuances that characterize a variety of different types of realistic fiction. In this unit, students will learn what to expect from realistic fiction—adventure. They will examine key themes that arise within this genre, and explore the idea of man vs. nature.

Peg Kehret's dramatic writing style will grip your students, and they will beg you to keep reading each day. Many students will search out other titles by this author and essentially conduct their own independent author studies over the course of their fifth-grade year. Peg Kehret has also written many other exciting books for the middle grades, and students will enjoy getting hooked on books by this prolific and popular author.

Before getting started, you will want to familiarize yourself with the C. I. A. approach. You will then need to lay the groundwork for optimizing your success with this unit in your classroom by:

- Designating a read-aloud block in your daily schedule
- Setting up a meeting area
- Planning for turn and talk
- Preparing reader's notebooks
- Printing vocabulary handbooks
- Locating multiple copies of the text
- Inputting daily lessons into your plan book
- Preparing for assessment

The check sheets and rubrics available on the Read Side by Side website have been designed to make it easier for you to collect evidence of student progress relative to grade-level standards over time. These tools facilitate the grading of both writing skills and reading comprehension.

While grading student entries, it is important to remember that all notebook entries should be well organized and easy to read. If the reader's notebook is going to be used as a tool for comprehension, then students should be able to easily find and read pages in their notebooks. I find that fifth-grade students are still motivated by stickers and smiley faces. Use these motivators to encourage neat work.

Alignment to the Common Core State Standards

All lessons in this unit of study are aligned to our nation's Common Core State Standards (Common Core State Standards Initiative [CCSSI], 2010). At the beginning of each lesson, you will see an outline of the learning targets for that particular day. The following abbreviations are used to link these targets to the Common Core State Standards:

RL	Reading Standards for Literature
RI	Reading Standards for Informational Text
W	Writing Standards
SL	Speaking and Listening Standards
L	Language Standards

The yearlong series of C. I. A. read-aloud units, partnered with the C. I. A. Book Club Teacher's Guides, provide a comprehensive English language arts curriculum for grades 3–6. All C. I. A. read-aloud and book club units are available at shop.readsidebyside.com. These units expose students to grade-level and above standards, in text that is matched to the complexity bands of the Common Core State Standards.

To download a copy of the Common Core State Standards, visit <http://www.corestandards.org/the-standards>.

To download a copy of the vertical progressions of the Common Core State Standards, and additional Common Core resources, visit readsidebyside.com.

Earthquake Terror Unit of Study—Distribution of Standards

Distribution of Common Core State Standards, C. I. A. Unit of Study Realistic Fiction—Adventure, *Earthquake Terror*, 5.1

Reading Standards for Literature (RI)																															
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Key Ideas and Details																															
#1 Read closely Monitor comprehension Support thinking	X		X	X		X	X	X		X	X	X			X	X	X			X											
#2 Determine theme Determine author's message Summarize the text								X			X				X		X			X	X	X		X							
#3 Analyze story elements	X	X	X	X	X	X	X	X		X	X	X					X	X													
Craft and Structure																															
#4 Recognize author's craft Recognize intertextuality			X									X																			
#5 Analyze text structure Infer genre Compare multiple genres	X	X	X	X		X				X		X						X		X											
#6 Recognize point of view Compare points of view Recognize author's perspective					X														X	X	X	X	X	X							
Integration of Knowledge																															
#7 Connect to other representations of the topic (visual, oral)				X														X													
#8 (Not applicable to literature)																															
#9 Compare and contrast themes across 1 genre																															
By the end of the year, read and comprehend literature in the grades 4–5 text complexity band proficiently, with scaffolding as needed.																															

Distribution of Common Core State Standards, C. I. A. Unit of Study Realistic Fiction—Adventure, *Earthquake Terror* 5.1

Reading Standards for Informational Text (RI)

Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	–	30	
Key Ideas and Details																												
#1 Read closely Monitor comprehension Support thinking									X						X								X					
#2 Identify main idea and details Summarize the text									X						X								X					
#3 Identify sequence of events Recognize cause and effect									X						X								X					
Craft and Structure																												
#4 Recognize author's craft																												
#5 Analyze text structure: Compare/Contrast Problem/Solution Cause/Effect																												
#6 Recognize point of view Compare points of view Recognize author's perspective																												
Integration of Knowledge																												
#7 Connect to other representations of the topic (visual, oral)										X					X								X					
#8 Explain author's use of reasons and evidence to make a point															X													
#9 Integrate text on 1 topic										X					X								X					
By the end of the year, read and comprehend informational text in the grades 4–5 text complexity band proficiently, with scaffolding as needed.																												

Distribution of Common Core State Standards, C. I. A. Unit of Study Realistic Fiction—Adventure, *Earthquake Terror* 5.1

		Speaking and Listening Standards (SL)																												
Days		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	–	30		
Comprehension and Collaboration																														
#1	Express ideas clearly Build on others' ideas Respond to questions Summarize discussions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
#2	Paraphrase after listening to text read aloud Paraphrase after listening to a presentation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
#3	Identify reasons and evidence given by a speaker																												X	
Presentation of Knowledge and Ideas																														
#4	Speak clearly Speak with a good pace	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
#5	Present with media support																													
#6	Use formal English when appropriate to the task	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

Earthquake Terror Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning While the apparent aim of the text is to illustrate that nature is powerful enough to defeat man, the book also shows how family members work together and how determination can create unexpected heroes.</p> <p>Structure Overall, the narrative uses a fairly simple, explicit, and conventional story structure. A slightly more complex structure near the end of the text calls on students to navigate two overlapping plot lines—what happens to Jonathan and Abby over a period of time, and what happens to Mom and Dad over the same time frame.</p> <p>Language Conventinality and Clarity Peg Kehret uses language that is generally clear and accessible. She does, however, use the literary devices of personification and foreshadowing, making overall comprehension slightly more difficult.</p> <p>Knowledge Demands While the central theme is fairly simple, there are also multiple secondary themes. General background knowledge about earthquakes and cause and effect relationships related to natural disasters is necessary.</p>	<p>The Lexile level for <i>Earthquake Terror</i> is 690 based on word frequency and sentence length. This is in the upper range of the complexity band for 2nd–3rd grade according to the Common Core State Standards.</p> <p>READER TASK CONSIDERATIONS</p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to the purpose and complexity of the tasks assigned and the questions posed.</p>

Instructional Read-Aloud

In this chapter...the Palmers are camping on Magpie Island in October. Abby uses a walker because her legs are partially paralyzed. It takes the Palmers a long time to hike to Magpie Lake. When Mrs. Palmer is splashing in the lake, she breaks her ankle. Jonathan offers to stay with Abby on the island while Mr. Palmer takes Mrs. Palmer to the hospital.

In this lesson...you will model how readers pay attention to important characters and infer character traits. You will demonstrate how readers keep track of characters while reading by working with your students to co-create a character list that can be used as a tool for comprehension monitoring. While clues about the setting will be revealed, wait to note this information till day 4, when you will reread the chapter looking for setting clues.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer character traits
- Visualize

Show understanding of story elements (RL 3)

- Character

Use what you know about genre to help you understand the story better (RL 5)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers think about what they know about the genre to help them predict what will happen in the book.

Teach:

Today I am going to teach you...

...that good readers use comprehension strategies to identify important characters and infer character traits. You are each going to make a character list in your reader's notebook as we read chapter 1. The character list will be a tool that we will use while reading this book; it will help us improve our comprehension when we are confused. Today we will also be paying attention to clues about these characters that we find in the story, and we will be using these clues to infer character traits.

Watch me as I model how I think about who the important characters are as I'm reading.

Notice how I use clues in the story to help me think about what I know about these characters.

Today we will be using this stem for turn and talk:

When the book said_____, I thought this was an important detail because_____. This makes me think _____.

Open your reader's notebooks and title a clean page **Character List**. As we create the list together on the easel, you will each copy down the information on a list in your own reader's notebook.



Begin reading chapter 1 of *Earthquake Terror*, starting on page 1.

Model:



Stop after: "Today and tomorrow were planning days for teachers, so Jonathan did not have school." (p. 2)

We need to add Jonathan to our character list. We know that he will be an important character in the book. We can also add Jonathan's dog, Moose.

Now let's think about clues in the text that help us understand the main character.

When the book said Jonathan walked fast even though it was hot out, **I thought this was an important detail because** it shows that he is in great physical shape. **This makes me think** Jonathan is athletic.

(Model adding this thinking and any other important details to the character list.)

Guided Practice:



Stop after: “Now they slept in a small trailer because Abby needed a real bed, with a mattress, not a sleeping bag on the ground.” (p. 3)

We have some new characters to add to our character list: Mrs. Palmer, Mr. Palmer, and Abby. Grandma Whitney is also mentioned on page 3. Do you think she will be an important character in this book?

This part of the text focuses on Abby. Let’s think about what we know about her. Use the turn and talk stem to think about important details relating to Abby.

Turn and talk to your partners using this stem:

When the book said _____, I thought this was an important detail because _____. This makes me think _____.

(Model adding this thinking and any other important details to the character list.)

Guided Practice:



Stop after: “ ‘Go ahead,’ Mr. Palmer said to his wife. ‘I’ll help Abby.’ ” (p. 5)

In this part of the text, we learn new information about each of the characters. Which details are important?

Turn and talk to your partners using this stem:

When the book said _____, I thought this was an important detail because _____. This makes me think _____.

(Model adding this thinking and any other important details to the character list.)

Link:

Today and every day when you read...

...I want you to think about what you know about important characters in order to make a character list for monitoring comprehension.

The following list is a sample showing what your co-created list *might* look like:

Character List

Jonathan - athletic
likes baseball

Moose - Jonathan's dog
golden retriever

Mrs. Palmer - Jonathan's mother

Mr. Palmer - Jonathan's father

Abby - uses a walker
Jonathan's younger sister
had an accident when she
was two
legs are partially paralyzed
afraid of water

DAY 9, RETELL SUMMARY WRITING

Mini-Lesson

In this lesson...students will be synthesizing their understanding of the first quadrant of the text by writing a summary. Students will be using the retell summary frame to organize their writing. If this is the first time your students will be using this frame, I recommend modeling how to write the introduction and the description of the first event. Students may copy this writing into their reader's notebooks and then continue to write their summaries on their own or with the support of their partners. Students should be expected to produce quality work.

Learning Targets:

Summarize the text (RL 2)

- Retell summary of the first quadrant

Show understanding of story elements (RL 3)

- Character
- Setting
- Plot

Write an expository piece (W 2)

- Retell events from the beginning, middle, and end of text, in sequence

Write clearly and coherently for task and audience (W 4)

Recall information and draw evidence from the text (W 8)

Write in a short time period (W 10)

Acquire and use key vocabulary (L 6)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers read slowly at the beginning of the book in order to make sure they understand all the story elements, including character, setting, and plot.

Teach:

Today I am going to teach you...

...that good readers write a retell summary of the first quadrant of the book in order to monitor their comprehension. When we summarize, we think about the most important events and details from the story. The process of summarizing helps us recognize when we are confused so that we can go back and clear up that confusion.

Today you will be writing a summary of the first quadrant of *Earthquake Terror*. You will be using a summary frame to organize the events from the book.

You have already started organizing your thinking about which events are important in this book. Please turn to your copies of the important events chart in your reader's notebooks. Let's read the events listed on the chart together.

Open up your reader's notebooks and title a clean page **Retell Summary**. This is a piece of writing that will be graded. Therefore, you will want to do your best work, making sure your writing looks like fifth-grade writing.

The summary frame will help you organize your thinking about this book. You may also use the important events chart to help you with your writing. Remember, you will want to put the events in your own words, adding some details about these events.

Introduce the Retell Summary Frame.

Scaffold:

(You will need to decide how your students should approach this assignment. Various options are listed below; choose based on your students' levels of readiness.

- Shared writing [writing is done as a group on chart paper or a document camera while students copy this writing into their reader's notebooks]
- Guided writing [writing is started as a group on chart paper or a document camera and then released to be completed collaboratively or independently]
- Collaborative writing [writing is done by students working collaboratively with partners; however, each student is responsible for his or her own writing]
- Independent writing [writing is done by the student independently, with limited or no guidance])

Share-out:

(Have students share their writing with their partners or the class. Partners or classmates should respond to student writing using the stem:

I agree with you because _____, OR
I disagree with you because _____.)

Retell Summary Frame

Introduction	<p><i>The first quadrant of the book _____, by _____, tells _____.</i></p> <p>The introduction should broadly tell what the first quadrant of the book is about.</p>
Body	<p>Describe the most important events from the first quadrant of the book. Include some detail.</p> <p>Use transition words such as: <i>First, next, then, finally,</i> <i>First, next, after that, in the end,</i> <i>In the beginning, then, after that, finally,</i></p>
Conclusion	<p>Describe your thinking about the book. This could be a prediction about what will happen next, an inference about the theme, or a judgment.</p> <p>Use concluding words such as: <i>In conclusion,</i> <i>All in all,</i> <i>As you can see,</i> <i>It is true,</i> <i>I am thinking,</i> <i>I predict,</i></p>

Adapted from *Step Up to Writing Curriculum* (Auman, 2010)

Retell Summary (Sample):

The first four chapters of *Earthquake Terror*, by Peg Kehret, tell about two kids, Jonathan and Abby, who are trying to survive a devastating earthquake.

In the beginning, Jonathan's family is camping on Magpie Island when Mrs. Palmer breaks her ankle. Because six-year-old Abby, Jonathan's younger sister, is partly paralyzed, it would take over an hour for the whole family to walk the short trail back to the car. Jonathan suggests Abby and he stay behind and finish their lunch, then go back to the camper. Finally, his parents give in, and they are soon out of sight.

Next, Jonathan and Abby are hiking back to the camper from the lake when they hear a loud noise, like thunder. It is an earthquake! Jonathan and Abby take shelter under a fallen tree. After the aftershocks are over, they discover that Abby's walker is broken!

After that, Jonathan clears branches from the trail and helps Abby walk. They experience another aftershock. Finally, Abby's legs are too weak to continue and Jonathan is too weary to carry her.

Clearly, you can see that Jonathan and Abby are fighting for their lives during and after a disastrous earthquake!

Mini-Lesson

Vocabulary Routine: *catastrophic* (L 4, 5)

The Greek combining form ‘cata’ means *down* or *under*. The Greek combining form ‘stroph’ means *turn, twist, or bend*. The suffix ‘ent’ makes this word an adjective.

Instructional Read-Aloud

Article: “Earthquake” by Ruth A. Musgrave

Retrieved on July 22, 2015, from <http://kids.nationalgeographic.com/explore/science/earthquake/#earthquake-houses.jpg>.

In this article...students will find information about the cause and the effects of earthquakes. They will also find fascinating facts about earthquakes.

In this lesson...students will be using information from an article to help them better understand the events in the book *Earthquake Terror*.

To prepare for this lesson, print and make a copy of the article “Earthquake” for each student.

Learning Targets:

Read closely to understand diverse media (RI 1, 2, 3, 7)

Integrate information across texts (RI 9)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers keep track of important events while reading and write a retell summary at the end of quadrant 1.

Teach:

Today I am going to teach you...

...that good readers stop to learn more about a topic when it is important to the text.

Today we are going to read an article that describes the cause and effects of earthquakes. I have chosen to stop and learn about this topic today because it connects with the main problem in the book *Earthquake Terror*.

As we read, we are going to be thinking about what causes earthquakes, and what the effects of an earthquake might be. This will help us evaluate whether Peg Kehret was accurate in her description of an earthquake.

As we read, we are going to be marking the text with our notes. Please use a pencil to highlight details in the article.

Watch me as I model how I look for important details as I read and consider why these details are important.

Today we will be using this stem for turn and talk:

When the article said _____, I thought this was an important detail because _____. This makes me think _____.



Begin reading “Earthquake.”

Model:



Stop after: “The Earth’s surface is on the move.”

When the article said that during an earthquake, “the Earth’s surface is on the move,” **I thought this was an important detail because** it helps me understand why it felt like the earth was moving under Jonathan’s feet. **This makes me think** that Peg Kehret was accurate in her description of the earthquake.

I am going to underline the words “the Earth’s surface is on the move” to help me understand that this detail is important.

(Model underlining the text.)

Guided Practice:



Stop after: “Some, however, are so powerful they can be felt thousands of miles away.”

What important details did you read about in this section of the text? Do you think Peg Kehret’s description of the earthquake is accurate?

Turn and talk to your partners using this stem:

When the article said _____, I thought this was an important detail because _____. This makes me think _____.

(Model underlining the word “powerful.”)

Guided Practice:



Stop after: “That’s because the shaking can cause windows to break, structures to collapse, fire, and other dangers.”

What important details did you read about in this section of the text? Do you think Peg Kehret’s description of the earthquake is accurate?

Turn and talk to your partners using this stem:

When the article said _____, I thought this was an important detail because _____. This makes me think _____.

(Model underlining the words “landslides, tsunamis, flooding” as well as “windows to break, structures to collapse, fire.”)

Guided Practice:

Finish reading the article. Continue on by reading the facts listed alongside the article.



Stop after: “Because of moving plates, geologists predict that Los Angeles will meet Alaska...in 70 million years! (It’ll be neighbors with San Francisco in 15 million years.)”

What important details did you read about in this section of the text? Do you think Peg Kehret’s description of the earthquake is accurate?

Turn and talk to your partners using this stem:

When the article said _____, I thought this was an important detail because _____. This makes me think _____.

(Model underlining the words “Southern California has about 10,000 earthquakes a year. Very few are felt.”)

Stretch It:

Discuss: Based on the details and facts in this article, do you think Peg Kehret was accurate in her description of the earthquake?

What do you predict will happen next in the book *Earthquake Terror*?

Link:

Today and every day when you read...

...I want you to consider how reading outside text can help you understand a story better.

Mini-Lesson

Vocabulary Routine: *unpredictable* (L 4, 5)

The Latin root 'dict' means *to talk, speak, or declare*. The prefix 'pre' means *before*, and the prefix 'un' means *not*. The suffix 'able' means *able to or can be done* and makes this word an adjective.

Mini-Lesson

In this lesson... you will model how readers identify the author's craft in the text. You will draw students' attention to places in the text where the author has used personification to present nature as a character. A co-created chart will show how nature's actions reveal important characteristics. This information will help readers make predictions and name the author's message. You will help readers name a line of thinking and create an evidence collection box.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer character traits
- Visualize

Show understanding of story elements (RL 3)

- Character

Draw on specific details, words, and phrases (RL 3, 4)

- Personification

Determine central ideas or themes (RL 2)

Use what you know about genre to help you understand the story better (RL 5)

Gather and categorize information through note taking (W 8)

Recall and gather evidence from the text (W 8, 9)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers focus in on the main character and infer character traits. Focusing in on the main character helps the reader identify the author's message.

Teach:

Today I am going to teach you...

...that good readers pay attention to the author's craft. The author's craft will also help the reader identify the author's message.

In the book *Earthquake Terror* the author uses personification to help us understand the role nature plays in the plot of the story. Personification is a technique that authors use to give human characteristics to something that is not human. I think the author uses personification not only to help us visualize, but also to let us know that nature is going to be a character in this book.

Open up your reader's notebooks to the clean page next to the page titled **Jonathan**, and title that clean page **Nature**. Below the title, draw a T-chart. Label the left column **Actions** and the right column **Traits**. As we create the chart together on the easel, you will each copy down the information on your own chart in your reader's notebook.

Watch me as I model how I use clues in the story to help me infer characteristics of nature.

Today we will be using this stem for turn and talk:

When the book said _____, I was thinking _____. This helps me understand _____.

Model:

On page 19 it says, "He was in the middle of an earthquake now. A big one. The ground heaved, pitching Jonathan into the air."

The word 'heave' means *to raise or lift*. The word 'pitch' means *to throw*.

When the book said "the ground heaved, pitching Jonathan into the air," **I was thinking** that nature is strong. **This helps me understand** that Jonathan is weak compared to nature.

(Model adding "The ground heaved, pitching Jonathan into the air" to the left side of the chart and "strong" to the right side of the chart.)

Guided Practice:

On page 26 it says, "Every tiny tremor might be the start of another big one."

The word 'tremor' means *an involuntary shaking of the body or limbs*.

What can you infer about nature?

Turn and talk with your partners using this stem:

When the book said _____, I was thinking _____. This helps me understand _____.

(Model adding new information to the chart.)

Guided Practice:

On pages 40 and 41 it says, “An enormous redwood tree had been torn from the ground...the redwood tree had landed on their camper.”

The word ‘torn’ means *pulled or snatched violently*.

What can you infer about nature?

Turn and talk to your partners using this stem:

When the book said _____, I was thinking _____. This helps me understand _____.

(Model adding new information to the chart.)

Guided Practice:

On page 50 it says, “He knew more aftershocks were likely. Smaller earthquakes often followed a large one. Sometimes they weren’t so small. Another huge jolt could come at any minute. But he couldn’t sit around doing nothing, waiting for disaster to strike.”

The word ‘jolt’ means *to shake*, and the word ‘strike’ means *to inflict a blow, as with a fist*.

What can you infer about nature?

Turn and talk to your partners using this stem:

When the book said _____, I was thinking _____. This helps me understand _____.

(Model adding new information to the chart.)

Guided Practice:

On page 52 it says, “The bridge had been snapped in two by the earthquake.”

The word ‘snap’ means *to break suddenly*.

What can you infer about nature?

Turn and talk to your partners using this stem:

When the book said _____, I was thinking _____. This helps me understand _____.

(Model adding new information to the chart.)

Stretch It:

In adventure stories there will oftentimes be a battle between nature and man. Jonathan and nature are beginning to battle each other in this book. While nature is trying to defeat Jonathan, Jonathan is working hard to survive.

Let's add "vs." between our "Jonathan" and "Nature" charts to show that this book is about Jonathan vs. Nature.

Discuss: Based on what we know about nature, who or what do you think is going to win this battle?

Extension:

We have been discussing the idea that nature is more powerful than Jonathan. I think the author's message is that nature is more powerful than man.

Open up your reader's notebooks and title a clean page **Evidence Collection Box**. Below the title please write "**Line of Thinking:** Nature is more powerful than man." Now draw a large box below what you have written. The boxes we have just drawn are where we will collect all the evidence from the book *Earthquake Terror* that proves that Peg Kehret's message is that nature is more powerful than man. It will be important to write page numbers next to our pieces of evidence so that we can go back in the text to find our thinking later if we need to.

Discuss: Are there any events from *Earthquake Terror* that we can use as evidence to support the idea that nature is more powerful than man?

(Model adding evidence to the evidence collection box.)

Link:

Today and every day when you read...

...I want you to identify the author's craft while reading and think about how it reveals the author's message.

The following chart is a sample showing what your co-created chart *might* look like:

<u>Nature</u>	
<u>Actions</u>	<u>Traits</u>
"The ground heaved, pitching Jonathan into the air." p.19	Strong
"Every tiny tremor might be the start of another big one." p.26	Unpredictable
"An enormous redwood tree had been torn from the ground... the redwood tree had landed on their camper." pp.40&41	Powerful
"Another huge jolt could come at any minute." p.50	Unpredictable

Mini-Lesson

Vocabulary Routine: *desperate* (L 4, 5)

The Latin root ‘sper’ means *hope*. The prefix ‘de’ means *opposite of*. The suffix ‘ate’ means *to do or to make* and makes this word an adjective.

Instructional Read-Aloud

In these chapters...the water has reached Jonathan and Abby’s shelter. Jonathan helps Abby climb on top of the fallen redwood tree. Then, an aftershock sends them tumbling back to the ground. Jonathan and Abby have to each climb onto tree trunks in order to stay afloat in the flood. The camper is submerged in the water.

In this lesson...you will model adding new evidence to the evidence collection box. It will become clearer that nature is powerful.

Learning Targets:

Read closely to monitor comprehension (RL 1)

Determine central ideas or themes of the text (RL 2)

Recall and gather evidence from the text (W 8, 9)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that when good readers get to the end of the second quadrant, they stop to think about what the author is teaching them. By focusing on one idea or line of thinking, readers can read more quickly. They can also get to higher-level thinking about the book. We have chosen to focus on the idea that nature is more powerful than man. We already have many strong pieces of evidence to support this line of thinking.

Teach:

Today I am going to teach you...

...that good readers continue to collect evidence to support a line of thinking while reading. This evidence collection will be important in helping the reader determine the author's message at the end of the third quadrant of the book.

Watch me as I model how I think about what events in the text support our line of thinking.

Notice how I think about what I know about the genre.

Today we will be using this stem for turn and talk:

When the book said _____, I thought this was an important piece of evidence because _____. This makes me think _____.

Open your reader's notebooks to the page titled **Evidence Collection Box**. As we continue to add evidence to this list together on the easel, you will each copy down the information on the list in your own reader's notebook.



Begin reading chapters 8 & 9 of *Earthquake Terror*, starting on page 61.

Model:



Stop after: "...it wouldn't be long before it swept across the campground, covering the entire island." (p. 64)

When the book said that the flooding waters had traveled several blocks in just 30 minutes, **I thought this was an important piece of evidence because** it shows that the floodwaters are fast and powerful. **This makes me think** that Jonathan and Abby are in serious danger.

(Model adding this evidence to the evidence collection box.)

Guided Practice:



Stop after: "I have to get her out of here or she will drown." (p. 69)

What other evidence is there to support our line of thinking?

Turn and talk to your partners using this stem:

When the book said _____, I thought this was an important piece of evidence because _____. This makes me think _____.

(Model adding this evidence to the evidence collection box.)

Guided Practice:



Stop after: “At this rate, the entire island would be underwater long before anyone had a chance to rescue them.” (p. 74)

What other evidence is there to support our line of thinking?

Turn and talk to your partners using this stem:

When the book said _____, I thought this was an important piece of evidence because _____.
This makes me think _____.

(Model adding this evidence to the evidence collection box.)

Guided Practice:



Stop after: “ ‘I want to go home,’ Abby said.” (p. 77)

What other evidence is there to support our line of thinking?

Turn and talk to your partners using this stem:

When the book said _____, I thought this was an important piece of evidence because _____.
This makes me think _____.

(Model adding this evidence to the evidence collection box.)

Link:

Today and every day when you read...

...I want you to be thinking about the big idea or theme of the book. Look for evidence that supports your line of thinking.

The following chart is a sample showing what your co-created chart *might* look like:

Evidence Collection Box

Line of thinking: Nature is more powerful than man.

- The earthquake damaged Abby's walker. p.28
- The earthquake caused a giant redwood tree to fall on the camper, destroying it and everything inside. p.41
- The earthquake snapped the bridge in two. p.52
- The earthquake caused Magpie Island to become flooded. p.57
- Floodwaters will soon cover the entire island. p.64
- Jonathan and Abby's lives are in danger. p.69

Evidence Collection Box Cont.

Line of Thinking: Nature is more powerful than man.

- The floodwaters are moving quickly and getting deeper.
p.74
- "What happened now was beyond his control." p.77

Mini-Lesson

In this lesson...students will be synthesizing the entire book in a written summary. Summarizing is more rigorous here than at the end of quadrant 1, as students are being asked to synthesize a much larger portion of text. Students will use a frame very similar to the retell summary frame. This frame requires students to retell only the **most** important events and limit the amount of detail used to describe these events. When summarizing the entire book, it is important to include the most important event—the turning point. I recommend composing this writing together in a shared writing experience or allowing students to have the support of partners. Students should be expected to produce quality work.

Learning Targets:

Determine theme and summarize text (RL 2)

- Synthesis summary

Determine the author's message (RL 6)

Write a expository piece (W 2)

- Synthesis summary

Write clearly and coherently for task and audience (W 4)

Write in a short time period (W 10)

Acquire and use key vocabulary (L 6)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers write in order to monitor their comprehension while reading and get to deeper thinking.

Teach:

Today I am going to teach you...

...that good readers write a synthesis summary after reading in order to synthesize what they have read. When you synthesize information, you combine all of your thinking to help you understand the book better.

Today you will be writing a synthesis summary for the book *Earthquake Terror*. You are going to be very careful to include only the most important events that emphasize the author's message.

You have each already written a retell summary of the first quadrant of the book. You have also collected a great deal of information in your reader's notebooks. Today you will be using that previous work to help you with your synthesis summaries.

Open up your reader's notebooks and title a clean page **Synthesis Summary**. This is a piece of writing that will be graded. You will want to do your best work, making sure your writing looks like fifth-grade writing.

You will be using a synthesis summary frame that will help you organize your thinking about this book. You may also use the charts in your notebook to help you with your writing.

Introduce the Synthesis Summary Frame.

Scaffold:

(You will need to decide how your students should approach this assignment. Various options are listed below; choose based on your students' levels of readiness.

- Shared writing [writing is done as a group on chart paper or a document camera while students copy this writing into their reader's notebooks]
- Guided writing [writing is started as a group on chart paper or a document camera and then released to be completed collaboratively or independently]
- Collaborative writing [writing is done by students working collaboratively with partners; however, each student is responsible for his or her own writing]
- Independent writing [writing is done by the student independently, with limited or no guidance])

Share-out:

(Have students share their writing with their partners or the class. Partners or classmates should respond to students' concluding thoughts from their writing by using the stem:

I agree with you because _____, OR
I disagree with you because _____.)

Synthesis Summary Frame

Introduction	<p><i>The book _____, by _____, tells _____.</i></p> <p>This paragraph should broadly tell what the whole book is about and include the theme or author's message.</p>
Body	<p>Tell all of the most important events from the book. Include limited detail. Make sure the turning point is included in your summary.</p> <p>Use transition words such as: <i>First, next, then, finally,</i> <i>First, next, after that, in the end,</i> <i>In the beginning, then, after that, finally,</i></p>
Conclusion	<p>Your conclusion will reveal the author's message. Use concluding words such as: <i>In conclusion,</i> <i>All in all,</i> <i>As you can see,</i> <i>It is true,</i> <i>I am thinking,</i> <i>I predict,</i></p>

Adapted from *Step Up to Writing Curriculum* (Auman, 2010)

Synthesis Summary (Sample):

The book *Earthquake Terror*, by Peg Kehret, tells how the Palmers narrowly survive a disastrous earthquake while camping on Magpie Island. No matter how determined they are to survive, nature proves to be more powerful!

First, Jonathan and Abby are left on the island after Mrs. Palmer breaks her ankle. While they are hiking back to the camper, they are caught in a massive earthquake that uproots huge redwood trees.

Next, Jonathan discovers that a fallen redwood tree smashed their camper and everything in it. The bridge leading off the island was torn in two. Jonathan and Abby are stranded on the island, dependent on rescuers to save them.

As if that isn't bad enough, the island begins to flood. Jonathan and Abby begin floating on fallen tree stumps out toward the Pacific Ocean. When Jonathan and Abby become separated, Jonathan tries swimming to shore. He is hit in the head by a floating stump and sinks.

Finally, Moose saves Jonathan's life. A helicopter rescues both Jonathan and Abby, and they are reunited with their parents. As you can see, Peg Kehret makes it clear that nature is powerful enough to defeat man!

Mini-Lesson

In this lesson...students will be evaluating the author’s message. Students will be using the evaluation paragraphs frame to organize their writing. If this is the first time students are using this writing frame, I recommend modeling how to write the introduction and then releasing students to work either on their own or with their partners to complete the assignment. Students should use evidence from outside text, including but not limited to details from the article “Earthquake” by Ruth A. Musgrave and the article “Disasters: Loma Prieta, the 1989 San Francisco Earthquake” from Online Highways, LLC.

Students may also use their own life experiences to support their opinions. Students should be expected to produce quality work.

Learning Targets:

Determine the central idea or theme (RL 2)

Describe the author’s perspective and distinguish your own point of view (RL 6)

Write an opinion piece (W 1)

- Evaluate the author’s message and perspective

Write clearly and coherently for task and audience (W 4)

Gather and draw evidence from multiple sources (W 8, 9)

Write in a short time period (W 10)

Acquire and use key vocabulary (L 6)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers write in order to monitor their comprehension while reading and get to deeper thinking. You each wrote a synthesis summary of the book *Earthquake Terror*. Writing this summary helped you synthesize your thinking.

Teach:

Today I am going to teach you...

...that good readers evaluate the author's message. When you evaluate the author's message, you make a judgment or form an opinion.

You have already determined the author's message; you did that when you reached the turning point in the book. You also each have an evidence collection box that includes a variety of evidence to support your line of thinking. Knowing the author's message and having evidence of it will help you write the first of your evaluation paragraphs.

Open up your reader's notebooks to a clean page and title it **Earthquake Terror Evaluation**. This is a piece of writing that will be graded. You will want to do your best work, making sure your writing looks like fifth-grade writing.

Introduce the Evaluation Paragraphs Frame.

Scaffold:

(You will need to decide how your students should approach this assignment. Various options are listed below; choose based on your students' levels of readiness.

- Shared writing [writing is done as a group on chart paper or a document camera while students copy this writing into their reader's notebooks]
- Guided writing [writing is started as a group on chart paper or a document camera and then released to be completed collaboratively or independently]
- Collaborative writing [writing is done by students working collaboratively with partners; however, each student is responsible for his or her own writing]
- Independent writing [writing is done by the student independently, with limited or no guidance])

Share-out:

(Have students share their writing with their partners or the class. Partners or classmates should respond to students' concluding thoughts from their writing by using the stem:

I agree with you because _____, OR

I disagree with you because _____.)

Evaluation Paragraphs Frame

Introduction	Tell the title of the book and the author, and state the author's message. Give strong evidence that supports the author's message. (Evidence should come from the text.) Tell whether you agree or disagree with the author's message.
Body	Give strong evidence that supports your opinion. (Evidence should come from an outside text or your own life.)
Conclusion	Restate your thinking. Start with one of the following phrases: <i>In conclusion,</i> <i>All in all,</i> <i>As you can see,</i> <i>It is true,</i> <i>To sum up,</i>

Adapted from *Step Up to Writing Curriculum* (Auman, 2010)

Evaluation Writing (Sample):

In the book *Earthquake Terror*, Peg Kehret wants to make it clear that nature is strong enough to destroy man. Man builds a strong bridge, but nature destroys it. Floodwaters cover the island, and nature is in control. Power lines are knocked down, causing fires. I agree with Peg Kehret that nature is strong enough to destroy man.

First, earthquakes are so powerful that they can cause tsunamis and flooding. On March 11, 2011, an earthquake centered off the coast of Japan caused a devastating tsunami. The largest waves reached 128 feet above sea level. It is estimated that over 15,000 people died in this natural disaster.

In addition, earthquakes can cause structures to collapse. The 1989 San Francisco earthquake caused houses to collapse. It also caused a raised freeway to collapse, killing 42 people.

As you can see, earthquakes are deadly. An earthquake in China in 1556 killed about 830,000 people. The largest recorded U.S. earthquake, which occurred in Alaska in 1964, killed 131 people.

In conclusion, I agree with Peg Kehret that nature is more powerful than man. Earthquakes are just one example of nature's power!

Vocabulary Handbook

Earthquake Terror

By Peg Kehret

Name: _____

	WORD PART	MEANING	PART OF SPEECH
a-	prefix	from, away, away from	
ab-	prefix	from, away, away from	
-able	suffix	able to, can be done	adjective
-ade	suffix		noun or verb
-age	suffix		noun
-an	suffix	like, resembling, similar to	noun
-ance	suffix		noun
ant-	prefix	before, prior to	
-ant	suffix	person who	noun
ap-	prefix	from, away, away from	
apo	Greek combining form	away from, separate	
archy	Greek combining form	govern, rule	
-ate	suffix		adjective
-ate	suffix	to do, to make	verb
cap	Latin root	to take, to receive	
cata	Greek combining form	down, under	
ceal	Latin root	to hide, hidden	
cess	Latin root	to be in motion, to go away	
cid	Latin root	to fall, to befall	
clypt	Greek combining form	cover, hide, conceal	
co-	prefix	together, with	
com-	prefix	together, with	
con-	prefix	together, with	
cor-	prefix	heart	
cracy	Greek combining form	to govern, to rule	
cur	Latin root	to care for, to give attention to	
de-	prefix	completely	
de-	prefix	down	
de-	prefix	opposite of	
demn	Latin root	to harm, to punish	
demo	Greek combining form	people, population	
dent	Latin root	tooth, teeth	
dict	Latin root	talk, speak, declare	
dign	Latin root	worthy of respect	

-ed	inflectional ending		past tense verb
-ed	suffix		adjective
em	Greek combining form	in, inward	
emp	Latin root	to take, to take up	
-en	suffix		adjective
-ence	suffix		noun
-ent	suffix		adjective
-er	suffix	a person that does something	noun
-ery	suffix	denoting occupation or business	noun
ex-	prefix	out, upward, complete, remove from	
fect	Latin root	to make, to do, to build	
fic	Latin root	to make, to do, to build	
fore-	prefix	before	
fort	Latin root	bravery, power, strength	
front	Latin root	forehead, brow	
fuge	Latin root	drive away, flee, run away	
-ful	suffix	full of	
gen	Latin root	line of descent, origin	
gno	Latin root	know, learn, discern	
grade	Latin root	walk, step, move around	
gress	Latin root	walk, step, move around	
habit	Latin root	dwell, live	
hum	Latin root	human beings, mankind	
-ible	suffix	able to, can be done	adjective
-ic	suffix		adjective
-ice	suffix		noun
im-	prefix	not	
in-	prefix	not	
in-	prefix	in, into, within	
-ish	suffix		verb
-ism	suffix	belief in, practice of	noun
-ist	suffix	one who believes in, one who is engaged in	noun
-ity	suffix		noun

-ive	suffix		adjective or noun
-lative	suffix	bear, carry	
-le	suffix	little, small	noun
liber	Latin root	free	
luxur	Latin root	excess, abundance	
-ly	suffix		
mal	Latin root	bad	
-ment	suffix		noun
merg	Latin root	to dip, immerse, plunge	
mirac	Latin root	to wonder at, wonder, cause to smile	
mit	Latin root	let go, sent	
mon / mono	Greek combining form	one, alone, single	
monu	Latin root	warn, remind, advise	
-mony	suffix		noun
mors	Latin root	bite, biting	
nat	Latin root	born, birth	
-ness	suffix		noun
noc	Latin root	injure, hurt	
oleo	Latin root	to destroy, to die out	
omen	Latin root	to indicate something is going to happen	
optim	Latin root	best, exceptionally good	
-or	suffix	person who	noun
-ous	suffix		adjective
pac	Latin root	peace	
par	Latin root	to get ready, to prepare	
pass	Latin root	suffering, feeling, enduring	
pathy	Greek combining form	feeling, perception	
pend	Latin root	weight, to cause to hang down	
per-	prefix	through, across, over	
persever	Latin root	continue, persist	
pessim	Latin root	bad, worst	
ple	Latin root	fill, full	
plic	Latin root	to fold, bend, curve	
plu	Latin root	more, many	

poss	Latin root	power, strength, ability	
pre-	prefix	before	
preci	Latin root	prize, reward, value	
prehens	Latin root	reach, attain, hold	
priv	Latin root	belonging to an individual, not for the public	
pro-	prefix	before, forward	
prov	Latin root	upright, good, honest	
re-	prefix	back, again	
reg	Latin root	to direct, to rule	
render	Latin root	to give back, restore	
rupt	Latin root	break, tear	
-s	inflectional ending		plural noun
sati	Latin root	enough	
se-	prefix	by itself, aside, apart from	
seri	Latin root	important	
serve	Latin root	to watch, to keep safe	
-sion	suffix		noun
solen	Latin root	be accustomed	
spec / spect	Latin root	to see, look at, behold	
spes / spair	Latin root	hope	
spirat	Latin root	breath of life, mind, soul	
stereo	Greek combining form	solid, firm, hard	
stroph	Greek combining form	turn, twist, bend	
struct	Latin root	to build	
sub-	prefix	under, below, beneath	
sur-	prefix	on top, over, higher	
sym	Greek combining form	with, together	
termin	Latin root	end, last	
testi	Latin root	witness, one who stands by	
-tion	suffix		noun
tonous	Greek combining form	sound	
type	Greek combining form	an impression, a mark	
un-	prefix	not	
-ure	suffix		verb
vid	Latin root	see	

vinc	Latin root	conquer, overcome	
viol	Latin root	force, injure, dishonor	
vive	Latin root	life, alive	
-y	suffix		adjective

Vocabulary: Making Connections

Target Word:

isolated

Context:

“He did not want to stay in this isolated place.
He did not want to be responsible for Abby.” (p. 11)

“Whenever he stayed alone at home...there was always a telephone at his fingertips
or a neighbor just down the street...Here he was isolated.” (p. 15)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)