Earthquake Terror Scope and Sequence

NOTE: The lessons for this unit give page references for the Puffin Books paperback edition of *Earthquake Terror* published in 2011 by the Penguin Group.

Unit of Study: *Earthquake Terror*　　　　　　　　**Genre: Realistic Fiction—Adventure**

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
1	Blurb	**Vocabulary:** *stranded* Use sticky notes to mark each quadrant of the text.	Search for key story elements in the blurb. • Complete story elements handout together • Identify genre • Make a prediction
2		**Vocabulary:** *survive* Use the genre chart to help students understand what to expect from realistic fiction—adventure.	
3	Chapter 1 pp. 1–5		**Part 1:** Focus on using comprehension strategies to determine important characters and infer character traits. • Co-create a character list **Part 2:** Notice how the author creates mood, by looking at key words in the text.
4	Chapter 1 pp. 1–11	**Vocabulary:** *isolated*	Focus on identifying the setting of the story. • Co-create a setting map

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5		**Vocabulary:** *responsible* Identify a problem and solution and evaluate how the characters choose to solve the problem. • Co-create a problems list Problem/solution/opinion writing and share-out.	
6	Chapter 2 pp. 12–19	**Vocabulary:** *frantic*	Focus on recognizing the problems in the story. • Continue to co-create a problems list
7	Chapter 3 pp. 20–28	**Vocabulary:** *fear* vs. *comfort*	Identify the important events. • Co-create an important events list
8	Chapter 4 pp. 29–35	**Vocabulary:** *capable* vs. *dependent*	Identify the important events. • Continue to co-create an important events list
9		Retell summary writing and share-out.	
10	Outside Text: "Earthquake" by Ruth A. Musgrave	**Vocabulary:** *catastrophic*	Use an outside text to evaluate whether Peg Kehret was accurate in her description of an earthquake.

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11	Chapters 5–6 pp. 36–52		Focus on the main character. Infer character traits and support with text evidence. • Co-create a character traits chart
12		**Vocabulary:** *unpredictable* Focus on how the author uses personification to present nature as a character. • Co-create a character traits chart for nature • Focus on naming a line of thinking. • Co-create an evidence collection box	
13	Chapter 7 pp. 53–60	**Vocabulary:** *destructive*	Focus on recognizing cause and effect relationships and using them to make predictions. • Continue to add evidence to the evidence collection box
14		Cause and effect writing and share-out.	
15	Outside Text: "Your Cool Facts and Tips on Flooding"	**Vocabulary:** *submerged*	Use an outside text to evaluate whether Peg Kehret was accurate in her description of flooding.

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
16	Chapters 8–9 pp. 61–77	**Vocabulary:** *desperate*	Collect evidence to support a line of thinking. • Add to evidence collection box
17	Chapter 10 pp. 78–85	**Vocabulary:** *determination* **vs.** *despair*	Use comprehension strategies to revise visualizations as new information is revealed. • Revise setting map • Continue to add evidence to the evidence collection box
18	Chapter 11 pp. 86–91	**Vocabulary:** *impossibilities*	Recognize the introduction of a second plot, and determine its important elements. • Co-create and compare events timelines for the first and second plots • Continue to add evidence to the evidence collection box
19	Chapter 12 pp. 92–101		Identify the turning point and use that event to infer the author's message. • Continue to add evidence to the evidence collection box

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20		Turning point writing and share-out.	
21	Read-In Chapters13–16 pp. 102–132	**Vocabulary:** *accomplishment*	
22		Synthesis summary writing	
23	Outside Text: "Disasters: Loma Prieta, the 1989 San Francisco Earthquake"		Recognize important details and compare these details to those of other texts.
24		Evaluation writing	
25–30		Formal writing: Book review	