

UNIT 3 • MODULE A

Path to College and Career Readiness

Dig Deeply into Complex Text

Exploring Impact and Effect



TEXT SET

SAVVAS
realize

ANCHOR TEXT



Earthquakes
Lexile 1010L
Informational Text

SUPPORTING TEXTS



Quake!
Lexile 700L
Literary Text



**"Earthshaker's
Bad Day"**
Lexile 740L
Literary Text



**"The Monster
Beneath the Sea"**
Lexile 780L
Literary Text

SLEUTH



"Crater Lake"
Lexile 910L

**"An Amazing
Discovery"**
Lexile 890L



LEVELED TEXT LIBRARY

**The Peninsula
Surprise** 570L

**Volcanoes and Giant
Tarantulas** 690L

The Last Mile 660L

**Tommy and the
Tornado** 510L

**The Anasazi: The Ancient
Builders** 620L

Volcanoes 860L

Baby Windy 620L

**Severe Weather:
Storms** 900L

**Danger: The World Is
Getting Hot** 930L

Weather Forecasting 960L

Greek Myths 790L

Operation Inspiration 930L

Pompeii, The Lost City 940L

Storm Chasers 950L

**Storm Chasing
Challenges** 990L



Enduring Understandings

- Readers understand that different types of texts can be used to analyze similar topics and ideas.
- Writers understand that evidence can be drawn from both literary and informational texts to state and support opinions about a topic.
- Learners understand that science is a newer method of explaining natural phenomena.

“Knows”

ESSENTIAL QUESTIONS

How do **readers** use both literary and informational texts to increase their understanding of a topic?

How do **writers** use evidence from both literary and informational texts to state and support an opinion?

“Dos”

MODULE GOALS

Readers will analyze both literary and informational texts on the same topic.

Writers will use evidence from both literary and informational texts to write an opinion essay.

EXPLORE CONTENT **Learners** will understand that the ways in which people explain natural phenomena have changed over time.



PERFORMANCE-BASED ASSESSMENT

OPINION TASK: IDENTIFY EFFECTIVE WRITING

Students will analyze two of the texts they have read in this module—*Earthquakes* and *Quake!*—and state and support an opinion about which text more effectively portrays the impact of earthquakes on human beings.

Exploring Impact and Effect

ANCHOR TEXT *Earthquakes*

Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links
instruments	instrument, instrumental	tools, devices	Topic
populated	populate, population	inhabited, occupied	Topic
energy	energies, energetic	power, force	Topic
dense	density, densely	thick	Topic
churns		stirs, mixes	Topic
strains (n)		pressure, tension, stresses	Topic
stresses (n)		force, pressure, strain	Topic
violent	violence, nonviolence	dangerous, unsafe	Topic
vertical	vertically	upright, right-side-up	Topic
detect	detection, detective	find, discover, identify, notice, observe	Topic
registers (v)		measures, records	Topic
immense	immensity	large, big, huge	Topic
effects	effective, effectual	results, changes, consequences, outcomes	Unit Theme
miniature		small, tiny	Topic
erupted	eruption	burst, forced, detonated, exploded	Topic
foundations	foundational	bases, supports	Topic
slightest		merest, smallest	Topic
predict	prediction, predictable	anticipate, forecast, guess, foretell	Topic

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Vocabulary to Unlock Text

SUPPORTING TEXT *Quake!*

Literary Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Narrative Links
tensed	tension, tensely	nervous, uneasy, worried	<i>Actions or Movement</i>
coaxed		persuaded	<i>Communication</i>
agitated	agitation	nervous, skittish, trembling	<i>Character</i>
frantic	frantically	anxious, desperate, rushed, frenzied	<i>Actions or Movement</i>
realized	reality, unreality, realization	understood, aware	<i>Character</i>
stampeded	stampede	herd, run, flee, trample	<i>Actions or Movement</i>
careened		wheeled, staggered, revolved	<i>Actions or Movement</i>
aimlessly	aim		<i>Plot</i>
debris		wreckage	<i>Setting</i>
emerged	emergence	surfaced	<i>Plot</i>
casual		informal, everyday	<i>Actions or Movement</i>
precaution	cautiously		<i>Plot</i>
unrecognizable		unfamiliar, obscured, changed, altered	<i>Setting</i>
massive	mass	huge, enormous	<i>Plot</i>
intact		whole, undisturbed	<i>Plot</i>
suggestion	suggest	idea, recommendation	<i>Communication</i>
balancing		holding	<i>Actions or Movement</i>
queasy		uneasy, ill	<i>Character</i>
grimacing		wincing, frowning, scowling	<i>Actions or Movement</i>

Exploring Impact and Effect

SUPPORTING TEXT "Earthshaker's Bad Day"

Literary Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Narrative Links
transport	transportation	move, carry	<i>Actions or Movement</i>
summons		calls	<i>Plot</i>
represents	representation	symbol, symbolize	<i>Plot</i>
practical	practically	easy	<i>Plot</i>

SUPPORTING TEXT "The Monster Beneath the Sea"

Literary Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Narrative Links
propelled	propeller	moved, forced	<i>Actions or Movement</i>
commotion		noise	<i>Plot</i>
decaying		fading, rotting	<i>Plot</i>
torrent	torrential	deluge, flood	<i>Actions or Movement</i>

UNIT 3 • MODULE A Overview

Readers understand that different types of texts can be used to analyze similar topics and ideas.

READYGEN LESSONS	WORD ANALYSIS	READING INSTRUCTIONAL FOCUS Text Talk / Close Read / Text Analysis	INDEPENDENT READING Process and Strategy
LESSONS 1–6 <i>Earthquakes</i> 	Multiple-Meaning Words	Use Details and Examples to Talk About a Text	P Independence S Comprehension
	Multiple-Meaning Words	Identify Key Ideas and Details	P Independence S Comprehension
	Multiple-Meaning Words	Explain Events	P Independence S Comprehension
	Multiple-Meaning Words	Compare and Contrast Details	P Engagement and Identity S Critical Thinking
	Multiple-Meaning Words	Use Key Details and Examples to Talk About Text	P Engagement and Identity S Vocabulary Knowledge
	Suffixes -ian, -ist, -ism	Comprehend Informational Text	P Engagement and Identity S Vocabulary Knowledge
LESSONS 7–12 <i>Quake!</i> 	Suffixes -ian, -ist, -ism	Make Inferences About Text	P Stamina S Critical Thinking
	Suffixes -ian, -ist, -ism	Understand Figurative Language	P Stamina S Comprehension
	Suffixes -ian, -ist, -ism	Describe Story Elements	P Stamina S Vocabulary Knowledge
	Suffixes -ian, -ist, -ism	Use Descriptive Details to Talk About Text	P Independence S Comprehension
	Latin Roots aqua, dict	Describe a Character Using Text Evidence	P Independence S Comprehension
	Latin Roots aqua, dict	Use Text Details to Describe an Event	P Independence S Vocabulary Knowledge
LESSON 13 <i>Earthquakes and Quake!</i>	Latin Roots aqua, dict	Compare Key Ideas and Details in Two Texts	P Engagement and Identity S Comprehension
LESSONS 14–15 <i>“Earthshaker’s Bad Day” and “The Monster Beneath the Sea”</i>	Latin Roots aqua, dict	Understand Words and Phrases Found in Mythology	P Engagement and Identity S Vocabulary Knowledge
	Latin Roots aqua, dict	Describe and Analyze Plot Events	P Engagement and Identity S Critical Thinking
LESSON 16 <i>Earthquakes, “Earthshaker’s Bad Day” and “The Monster Beneath the Sea”</i>	Prefixes im-, ir-	Summarize Texts	P Stamina S Comprehension
LESSONS 17–18 <i>Earthquakes, Quake!</i> <i>“Earthshaker’s Bad Day” and “The Monster Beneath the Sea”</i>	Prefixes im-, ir-	Compare and Contrast Texts on a Similar Topic	P Stamina S Comprehension
	Prefixes im-, ir-	Compare and Integrate Information	P Stamina S Critical Thinking

P = Process Focus **S** = Strategy Focus