



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 1: Lesson 6

Organizing Evidence From Multiple Informational Texts To Prepare For Writing: What Makes An Earthquake A Natural Disaster?



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**Organizing Evidence From Multiple Informational
Texts To Prepare For Writing:
What Makes An Earthquake A Natural Disaster?**

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2)
I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)
I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)

Supporting Learning Targets

- I can group supporting details together about how earthquakes and hurricanes are a natural disaster.
- I can develop the topic with details and quotes from the texts.
- I can use accurate scientific vocabulary to explain earthquakes and hurricanes.

Ongoing Assessment

- Journal (glossaries)
- Writing about Hurricanes graphic organizer



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Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Review Homework and Engaging the Writer (5 minutes)B. Review Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Model Planning: Organize Ideas about “What Makes an Earthquake a Natural Disaster?” (15 minutes)B. Criteria for High-Quality Essays: Examining a Model Essay (15 minutes)C. Independent Guided Practice: Planning For My “What Makes a Hurricane a Natural Disaster?” Essay (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Review Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. Finish completing the Writing about Hurricanes graphic organizer if you did not finish during class. Be sure to bring this graphic organizer back to class with you, since you will need it for the End of Unit Assessment.B. Continue reading in your independent reading book for this unit at home. Be sure to flag evidence as you are reading to add to the What Do We Know about Natural Disasters? anchor chart.	<ul style="list-style-type: none">• In this lesson, students prepare for the End of Unit 1 Assessment (Lesson 7), a short essay that answers the question “What Makes a Hurricane a Natural Disaster?”• During work time, students see how to plan and then examine a model essay about the other natural disaster they have been studying: earthquakes. When using models, it is important to work with content students are familiar with (earthquakes) but that is different from the topic they themselves will write about (hurricanes). This ensures that students can follow the thinking but will not copy the model essay when they go to write their own.• Students also review criteria for high-quality essays, which builds on their writing from previous modules. In advance, think about specific connections you would like to reinforce with your students from their prior writing (particularly in Modules 2A and 3A).• Review: Fist-to-Five protocol (Appendix 1).



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Texts To Prepare For Writing:
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Lesson Vocabulary	Materials
group, develop, topic, accurate	<ul style="list-style-type: none">• Independent reading book• Journal• What Do We Know about Natural Disasters? anchor chart (Lessons 1–5)• Earthquake Concepts note-catcher (Lessons 2–5; one to display)• Writing about Earthquakes graphic organizer (one to display)• Model Essay: “Earthquakes” (one to display)• Writing about Natural Disasters essay rubric (one to display and one per student)• Writing about Hurricanes graphic organizer (one per student and one to display)• Hurricane Concepts note-catcher (Lessons 3–5)• Writing about Hurricanes graphic organizer (answers, for teacher reference)• Evidence flags (three per students)



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Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their independent reading book marked with the evidence flags from homework as well as their journals and turn to their glossaries.• Focus students on the What Do We Know about Natural Disasters? anchor chart that they have been adding to throughout the unit.• Have students review and share with a partner their evidence flags and vocabulary words. Ask:<ul style="list-style-type: none">* “What new information can you add to the anchor chart?”• Call on several students to share aloud new information to add to the anchor chart. Be sure to add the information to the class anchor chart. Encourage students to add to their own anchor charts in their journals.	<ul style="list-style-type: none">• Help struggling students determine what they will share aloud before asking them to do so; encourage them to write it down so they can refer to it as they share.



Opening (continued)	Meeting Students' Needs
<p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Remind students that they have been working on learning about what makes earthquakes and hurricanes natural disasters by reading for relationships about the science concepts for each one. Tell students they will now prepare for writing about how hurricanes are natural disasters by practicing with earthquakes today. Remind students that they have had a lot of practice writing informational, or explanatory, texts in past modules, and the learning targets for today's lesson are not new to them. Ask a student to read aloud the first learning target: <ul style="list-style-type: none"> “I can group supporting details together about how earthquakes and hurricanes are a natural disaster.” Focus students on the word <i>group</i> and invite them to share with a partner what they remember about grouping details together when writing. Call on a few students to share aloud. Listen for: “The details that have to do with the same thing should be put together in writing, like in paragraphs,” and “All of the details should have to do with the same thing.” Ask another student to read aloud the second learning target: <ul style="list-style-type: none"> “I can develop the topic with details and quotes from the texts.” Focus students on the words <i>develop</i> and <i>topic</i>. Ask students to discuss with a partner: <ul style="list-style-type: none"> * “How do you develop something when writing?” * “What is the topic that we are writing about today?” Call on a few partners to share aloud their discussions. Listen for: “You develop something when you write specific details about it, explaining it completely so the reader understands,” and “The topic we are writing about today is earthquakes.” Read aloud the final learning target: <ul style="list-style-type: none"> “I can use accurate scientific vocabulary to explain earthquakes and hurricanes.” Ask students to think about the word <i>accurate</i> and share with a partner what they think that word means. Invite a few students to share their thoughts. Listen for: “It means ‘correct’ or ‘used in the right way.’” Remind students that they should use their glossaries to help them know which words to use and how to use them correctly when writing their essay. 	<ul style="list-style-type: none"> Provide a nonlinguistic symbol for group (e.g., a picture of a group of people, objects, or animals). Chart all questions posed to students and their answers for students to refer to throughout the lesson.



Work Time	Meeting Students' Needs
<p>A. Model Planning: Organizing Ideas about “What Makes an Earthquake a Natural Disaster?” (15 minutes)</p> <ul style="list-style-type: none">• Remind students that in the last lesson they prepared to write by synthesizing their thoughts about how earthquakes are natural disasters and by adding to their Earthquake Concepts note-catcher. Display the note-catcher (from Lesson 5).• Focus class members on the details marked with an “N” for natural and “D” for disaster. Ask students to reread these details with a partner.• Now display the Writing about Earthquakes graphic organizer. Ask students to think about and share with a partner:<ul style="list-style-type: none">* “How is this graphic organizer the same as and different from ones you have used in the past?”* “What do you notice about the similarities between the note-catcher and the graphic organizer?”• Invite a few students to share aloud their discussion. Listen for: “The graphic organizer begins with a topic statement, has body paragraphs, and ends with a concluding statement, like ones we have used before,” “The details on the graphic organizer are some of the same ones marked on the note-catcher,” And “The details marked with an ‘N’ are listed under the heading ‘What makes an earthquake a natural event?’ and the ones marked with a ‘D’ are listed under the heading ‘What makes an earthquake a disaster?’”• Next, invite students to focus on, underline, and read aloud both the topic sentence and the concluding statement. Ask them to discuss with their partners:<ul style="list-style-type: none">* How are these statements similar to or different from your synthesis about earthquakes?”• Call on a few students to share their thoughts aloud. Point out that the topic and concluding statements are similar to their synthesis. Some students may say that the two statements are the same as their synthesis; be sure that they note that the topic and concluding statements are similar but are not the same.	<ul style="list-style-type: none">• Consider color-coding the Writing about Earthquakes graphic organizer so that each part is a distinct color to make it more visually clear for those students who have difficulty with writing.



Work Time (continued)	Meeting Students' Needs
<p>B. Vocabulary to Deepen Understanding: Milling to Music (10 minutes)</p> <ul style="list-style-type: none"> Ask students: <ul style="list-style-type: none"> * “What is the next step in the writing process once you have organized your evidence and thoughts on a graphic organizer?” Invite a student to share aloud. Listen for: “Write a first draft of your essay.” Project and have students read silently the Model Essay: “Earthquakes.” Ask students to think and then discuss with a partner: <ul style="list-style-type: none"> * “What did you learn from this essay?” Next, focus students on the structure of the essay. Ask them to think and then discuss with a partner: <ul style="list-style-type: none"> * “What do you notice about the essay and the graphic organizer?” Invite a few partners to share aloud. Listen for: “The essay is in paragraph form, but the details are the same ones from the graphic organizer,” and “Some of the details were reworded or written a bit differently when written into complete sentences, but they say the same thing as on the note-catcher.” Say to students: “It is always important to know the criteria for a high-quality essay before and as we are writing it. We are going to review the criteria for an informative or explanatory essay. This is not new to you. You have seen this and used these criteria for other essays.” Display and distribute to students the Writing about Natural Disasters essay rubric. Invite students to skim the rubric looking at each indicator and category. Ask them to discuss with their partner: <ul style="list-style-type: none"> * “What do you notice about the criteria/rubric?” Call on a few students to share aloud. Be sure they share: “There are criteria for each part of the essay: topic sentence, body paragraphs, and concluding statement,” and “There are criteria for conventions: spelling, punctuation, and grammar.” Have students work with a partner to do the following: <ol style="list-style-type: none"> Reread the Model Essay: “Earthquakes.” Evaluate the essay according to the criteria on the rubric. Be ready to share your scores and evidence as to why you chose that score. 	<ul style="list-style-type: none"> Students who struggle with reading text displayed may need their own Writing about Earthquakes graphic organizer and model essay. Struggling readers may need to see the model essay one portion at a time. Consider revealing only one sentence at a time to students and pacing the criteria mini lesson accordingly. Struggling writers may need a rubric with less indicators. Consider providing one for them that has fewer columns and indicators. Write and post the directions of what students are to do with their partners as they work for them to refer to.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Ask partners to join another pair of students and compare their scores. • Have a few groups share aloud their scores and evidence for why they chose that score. For any score that was less than a 4, invite students to share how the essay could be revised to become a 4 in that category/indicator. • As time permits, make a few of the revisions the students suggested (on the model essay, projected on the document camera). 	
<p>C. Independent Guided Practice: Planning for My “What Makes a Hurricane a Natural Disaster?” Essay (15 minutes)</p> <ul style="list-style-type: none"> • Tell students that they will now have the opportunity to prepare for the End of Unit 1 Assessment, writing an essay about the ways in which hurricanes are natural disasters, by completing the Writing about Hurricanes graphic organizer. Explain that they will actually write the draft of their essay during the next lesson. Today they will just prepare for the writing. Remind students that although they learned about the skills they would be using and what makes a high-quality essay by examining the model earthquake essay, they are to use their own words and thoughts for their essay about hurricanes. • Distribute the graphic organizer to students and have them take out their Hurricane Concepts note-catchers. • Remind students they should use the Writing about Natural Disasters essay rubric as well as their glossaries in their journals to help them meet the criteria for a high-quality essay. Because this is in preparation for the End of Unit 1 assessment, they will work independently, not with their partners or groups. • Allow students to work on their graphic organizer for 10 minutes. Circulate to offer encouragement and redirection if necessary. Do not assist students with the content of the graphic organizer or the grouping of evidence from their note-catcher to their graphic organizer. That is part of the students' assessment of learning (see Writing about Hurricanes graphic organizer, answers, for teacher reference for ideas students may record.) • Students may finish the graphic organizer for homework if they need more time to complete it. 	<ul style="list-style-type: none"> • Struggling writers may need to have the teacher pace their work in gathering evidence from their Hurricane Concepts note-catcher and placing it in their Writing about Hurricanes graphic organizer by working with them in a small group or allowing them to dictate their evidence to the teacher.



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Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite students to share with a partner:<ul style="list-style-type: none">* “What will you need to be sure to pay attention to when you write your essay tomorrow for the End of Unit 1 Assessment about ‘What Makes a Hurricane a Natural Disaster?’”• Call on a few students to share aloud their thoughts.• Using the Fist-to-Five protocol, have students self-assess their mastery of each learning target. Read aloud each learning target one at a time. Note any students who show a fist, one, or two fingers. Be sure to meet with those students individually to clarify or reteach before the End of Unit 1 Assessment.• Distribute three evidence flags to each student for homework.	<ul style="list-style-type: none">• Consider helping struggling writers to write a step-by-step list of instructions of what to do during the assessment that they can refer to as they are working.• Consider making a copy of students’ Writing about Hurricanes graphic organizer for students who may have difficulty remembering to bring it back for the assessment.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish completing the Writing about Hurricanes graphic organizer if you did not finish during class. Be sure to bring this graphic organizer back to class with you, since you will need it for the End of Unit Assessment.• Continue reading in your independent reading book for this unit at home. Be sure to flag evidence as you are reading to add to the What Do We Know about Natural Disasters? anchor chart.	<ul style="list-style-type: none">• Provide audio recordings of independent reading books for those students who struggle with reading books independently.



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Supporting Materials



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Model Essay:
Earthquakes for Teacher Reference

Earthquakes are one of many natural disasters that affect the environment and humanity.

Earthquakes are natural events that occur as a result of geological happenings. The Earth's surface is made up of large masses of rocks that are called tectonic plates that are continually moving. An earthquake happens when pressure builds up around the plates until it is too much and they suddenly shift, or move. This causes energy waves to be released and travel across the Earth's surface.

Earthquakes are considered a disaster when the impact on the environment or people is very large and destructive. The waves of energy cause the ground to move and shake, breaking windows and other property. Sometimes the shaking is so bad that it makes buildings fall down and destroys trees. People can become very frightened and even be killed during earthquakes.

Earthquakes are events that cannot be avoided and can have devastating effects on our lives.



Writing about Natural Disasters Essay Rubric

	CCLS	4	3	2	1	0
CONTENT AND ANALYSIS (What makes a hurricane a natural disaster?)	W2 R1-9	<ul style="list-style-type: none">Clearly introduces the topicDemonstrates insightful comprehension and analysis of the text(s)	<ul style="list-style-type: none">Clearly introduces the topicDemonstrates grade-appropriate comprehension and analysis of the text(s)	<ul style="list-style-type: none">Introduces the topicDemonstrates a literal comprehension of the text(s)	<ul style="list-style-type: none">Introduces the topic in a manner that is not logicalDemonstrates little understanding of the text(s)	<ul style="list-style-type: none">Demonstrates a lack of comprehension of the text(s) or task



Writing about Natural Disasters Essay Rubric

	CCLS	4	3	2	1	0
COMMAND OF EVIDENCE (from both “Hurricanes” and “How a Hurricane Forms” articles)	W2 W9 R1-9	<ul style="list-style-type: none">Develops the topic with at least three pieces of relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) for each body paragraph	<ul style="list-style-type: none">Develops the topic with at least two relevant facts, definitions, details, quotations, or other information and examples from the text(s) for each body paragraph	<ul style="list-style-type: none">Partially develops the topic of the essay with the use of some textual evidence, some of which may be irrelevant and inconsistently	<ul style="list-style-type: none">Demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence that is generally invalid or irrelevant	<ul style="list-style-type: none">Provides no evidence or provides evidence that is completely irrelevant



Writing about Natural Disasters Essay Rubric

	CCLS	4	3	2	1	0
<p>COHERENCE, ORGANIZATION AND STYLE</p> <p>(What makes a hurricane a natural event [first body paragraph] and how is a hurricane a disaster? [second body paragraph])</p>	W2 L3 L8	<ul style="list-style-type: none"> Exhibits clear, purposeful organization Uses grade-appropriate precise academic and scientific vocabulary Provides a concluding statement that follows clearly from the topic and information presented and is different from the topic sentence 	<ul style="list-style-type: none"> Exhibits clear organization Uses grade-appropriate academic and scientific vocabulary Provides a concluding statement that follows from the topic and information presented 	<ul style="list-style-type: none"> Exhibits some attempt at organization Inconsistently uses appropriate academic and scientific vocabulary Provides a concluding statement that follows generally from the topic and information presented 	<ul style="list-style-type: none"> Exhibits little attempt at organization, or the attempts to organize are irrelevant to the task Uses vocabulary that is imprecise or inappropriate for the text(s) and task Provides a concluding statement that is illogical or unrelated to the topic and information presented 	<ul style="list-style-type: none"> Exhibits no evidence of organization Uses vocabulary that is predominantly incoherent or copied directly from the text(s) Does not provide a concluding statement

Writing about Natural Disasters Essay Rubric

	CCLS	4	3	2	1	0
CONTROL OF CONVENTIONS	W2 L1 L2	Demonstrates grade-appropriate command of conventions, with few errors	Demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	Demonstrates emerging command of conventions, with some errors that may hinder comprehension	Demonstrates a lack of command of conventions, with frequent errors that hinder comprehension	Is minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student references only one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.



Writing about Hurricanes Graphic Organizer

Name:

Date:

Topic Sentence:

What makes a hurricane a natural event?

Detail 1:

Detail 2

Detail 3:

What makes a hurricane a disaster?

Detail 1:

Detail 2

Detail 3:

Concluding Statement:



Writing about Hurricane Graphic Organizer
(Answers for Teacher Reference)

Name:

Date:

Topic Sentence:

Earthquakes are one of many natural disasters that affect the environment and humanity.

What makes a hurricane a natural event?

Detail 1:

Tectonic plates on the
Earth's surface naturally
and continually move.

Detail 2

Pressure builds up around
the plates until it is to
much and they suddenly
shift, or move.

Detail 3:

Waves of energy are
released and travel across
the Earth's surface.

What makes a hurricane a disaster?

Detail 1:

Windows and dishes
are broken.

Detail 2

Buildings fall down and
trees are broken.

Detail 3:

People are frightened
and killed.

Concluding Statement:

Earthquakes are events that cannot be avoided and can have devastating effects on our lives.