

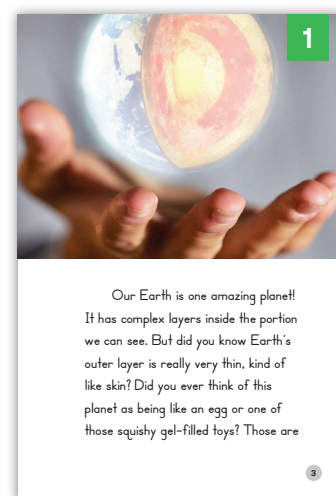
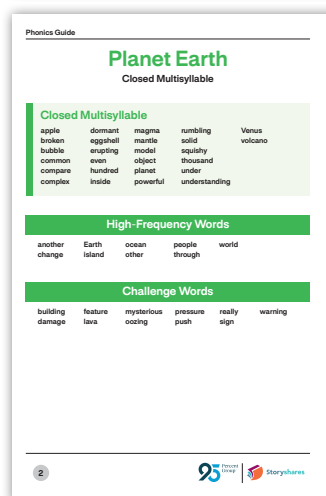
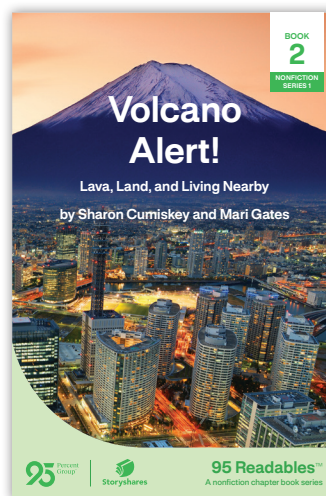
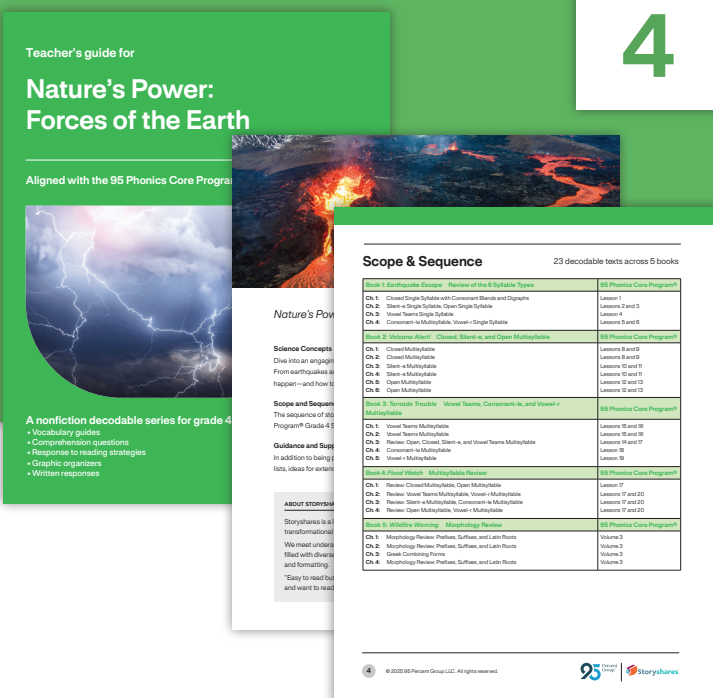
INTRODUCTION

95 Readables™
Sample Pack

Contents

This sample pack includes select content from the grade 4 nonfiction series **Nature's Power: Forces of the Earth**

- From the **Teacher's guide** you will find
 - Table of contents for all teacher support for each book in the grade 4 series
 - Sample phonics guide
 - Scope and sequence
 - Educator companion for **Volcano Alert**, which includes a vocabulary guide, comprehension questions, extension activities, writing prompts, and more
- A sample of book 2 in the **Nature's Power: Forces of the Earth** series, **Volcano Alert**, includes:
 - 2 full chapters
 - Phonics guide so you can see the specific skills students are practicing as they read the chapter
 - Beautiful full-color images to create a memorable and engaging introduction to chapter books!



Teacher's guide for

Nature's Power: Forces of the Earth

Aligned with the 95 Phonics Core Program®



A nonfiction decodable series for grade 4

- Vocabulary guides
- Comprehension questions
- Response to reading strategies
- Graphic organizers
- Written responses





Nature's Power: Forces of the Earth is a collection of decodables.

Science Concepts

Dive into an engaging nonfiction series that explores the powerful forces of nature that shape our planet! From earthquakes and volcanoes to floods, wildfires, and tornadoes, learn how these natural events happen—and how to stay safe when they do.

Scope and Sequence

The sequence of stories is aligned with the progression of skills as outlined in the 95 Phonics Core Program® Grade 4 Scope and Sequence.

Guidance and Support

In addition to being paired with the 95 Phonics Core Program, books will also be paired with relevant word lists, ideas for extended practice, and checks for understanding.

ABOUT STORYSHARES

Storyshares is a literacy organization and niche publisher dedicated to bringing the transformational power of books to striving readers all across the globe.

We meet underserved readers wherever they are, providing culturally inclusive texts that are filled with diverse, relatable, and compelling characters brought to life with accessible language and formatting.

“Easy to read but hard to put down,” our library is home to choices that readers of all ages can and want to read as they work to strengthen key literacy skills.

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Phonics Guides

Phonics Guide

Exploring Earthquakes

Closed Single Syllable with Consonant Blends and Digraphs

Blends

bump	grind	melt
crack	held	past
crust	jump	slip
fact	just	stress
flash	lunch	stuck

Digraphs

crack	stuck	then
flash	than	this
lunch	that	when
rock	them	which

High-Frequency Words

also	Earth	island	mountain	other	thousands
building	enough	move	ocean	scientists	

Challenge Words

Andreas	experience	Indonesia	Pacific	push
California	imagine	iron	pressure	volcano

Each chapter begins with a **Phonics Guide** to help educators move students through the scope and sequence.

Examples of focus words that reinforce phonics concepts are previewed for educators at the beginning of each chapter.

High-frequency words are showcased ahead of time and spiraled in each subsequent chapter.

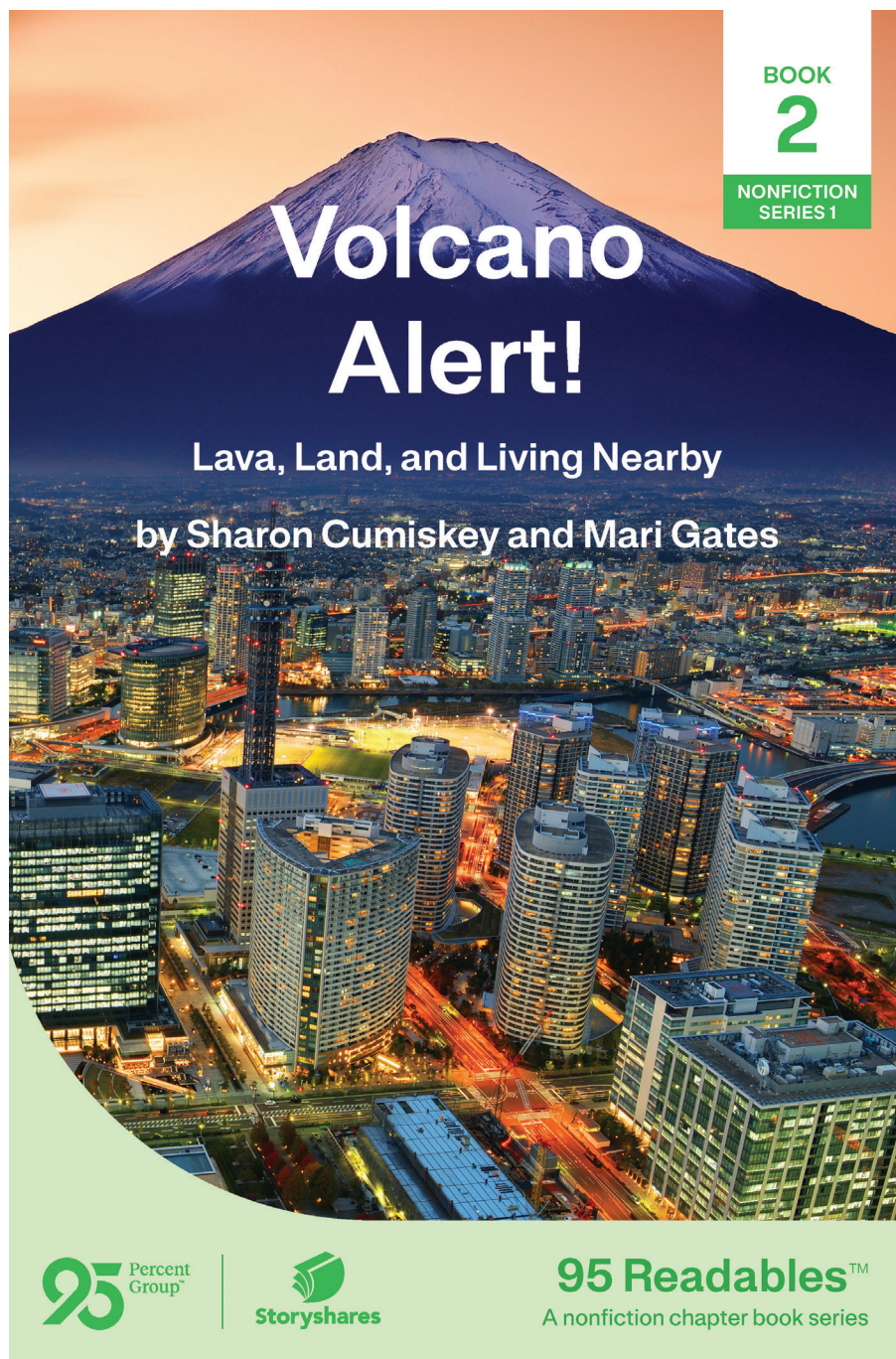
Challenge words that do not follow the scope and sequence are highlighted for previewing and interactive oral reading.

Scope & Sequence

23 decodable texts across 5 books

Book 1: <i>Earthquake Escape</i> Review of the 6 Syllable Types		95 Phonics Core Program®
Ch. 1: Closed Single Syllable with Consonant Blends and Digraphs		Lesson 1
Ch. 2: Silent-e Single Syllable, Open Single Syllable		Lessons 2 and 3
Ch. 3: Vowel Teams Single Syllable		Lesson 4
Ch. 4: Consonant-le Multisyllable, Vowel-r Single Syllable		Lessons 5 and 6
Book 2: <i>Volcano Alert!</i> Closed, Silent-e, and Open Multisyllable		95 Phonics Core Program®
Ch. 1: Closed Multisyllable		Lessons 8 and 9
Ch. 2: Closed Multisyllable		Lessons 8 and 9
Ch. 3: Silent-e Multisyllable		Lessons 10 and 11
Ch. 4: Silent-e Multisyllable		Lessons 10 and 11
Ch. 5: Open Multisyllable		Lessons 12 and 13
Ch. 6: Open Multisyllable		Lessons 12 and 13
Book 3: <i>Tornado Trouble</i> Vowel Teams, Consonant-le, and Vowel-r Multisyllable		95 Phonics Core Program®
Ch. 1: Vowel Teams Multisyllable		Lessons 15 and 16
Ch. 2: Vowel Teams Multisyllable		Lessons 15 and 16
Ch. 3: Review: Open, Closed, Silent-e, and Vowel Teams Multisyllable		Lessons 14 and 17
Ch. 4: Consonant-le Multisyllable		Lesson 18
Ch. 5: Vowel-r Multisyllable		Lesson 19
Book 4: <i>Flood Watch</i> Multisyllable Review		95 Phonics Core Program®
Ch. 1: Review: Closed Multisyllable, Open Multisyllable		Lesson 17
Ch. 2: Review: Vowel Teams Multisyllable, Vowel-r Multisyllable		Lessons 17 and 20
Ch. 3: Review: Silent-e Multisyllable, Consonant-le Multisyllable		Lessons 17 and 20
Ch. 4: Review: Open Multisyllable, Vowel-r Multisyllable		Lessons 17 and 20
Book 5: <i>Wildfire Warning</i> Morphology Review		95 Phonics Core Program®
Ch. 1: Morphology Review: Prefixes, Suffixes, and Latin Roots		Volume 3
Ch. 2: Morphology Review: Prefixes, Suffixes, and Latin Roots		Volume 3
Ch. 3: Greek Combining Forms		Volume 3
Ch. 4: Morphology Review: Prefixes, Suffixes, and Latin Roots		Volume 3

Book 2: Volcano Alert!



Vocabulary Guide for *Volcano Alert!*

Strategies for Building Vocabulary

Before Reading	During Reading	After Reading
<ul style="list-style-type: none">▪ Use relevant images to help students visualize and understand new words.▪ Break down words into their prefixes, roots, and suffixes. Define each morpheme and guide students to infer the overall meaning based on their knowledge of these morphemes.▪ Connect new words to real-world examples. This can be a great opportunity to tell engaging stories.	<ul style="list-style-type: none">▪ Prompt students to use new vocabulary in their responses during discussions and in response to the comprehension questions.▪ Encourage students to use the context in the sentences to infer the meanings of the vocabulary words.▪ Ask students to describe connections between two or more words on a page, encouraging them to use both in a sentence.	<ul style="list-style-type: none">▪ Encourage students to use at least one of the words in their written responses.▪ Now that students have been exposed to multiple words in context, encourage them to sort the vocabulary words into categories.▪ Encourage students to share examples or synonyms of the words and use those examples to make a word web.

Chapter One: Planet Earth

complex (adjective): made of two or more parts

- Page 3: "It has **complex** layers inside the portion we can see."

lava (noun): the hot liquid rock that emerges out of a volcano

- Page 11: "Volcanoes can cover areas in **lava** and ash."

magma (noun): a hot liquid from beneath Earth's crust that turns into igneous rock when it cools

- Page 5: "Sometimes, this shell-like layer can be so thin that cracks form and melted rock called **magma** leaks out."

pressure (noun): the action of pressing or pushing against something

- Page 7: "This **pressure** can make the ground bulge or rise."

Chapter Two: Plates and Volcanoes

ooze (verb): to gradually leak out of something in small amounts

- Page 20: "Shield volcanoes happen when magma just **oozes** out and flows over the ground and becomes solid, making a lower, wider volcano."

segment (noun): a separate part or piece of something

- Page 15: "The layer of Earth we live on is a crust composed of **segments**, called plates, that move around."
-

Chapter Three: Finding a Volcano

collide (verb): to crash together

- Page 25: "Because of this, many volcanoes form where the plates **collide** or divide."

estimate (verb): to judge an amount without being exact

- Page 26: "About 1,350 volcanoes can be seen across Earth's landscape, but we can only **estimate** how many are under the ocean."

satellite (noun): equipment that orbits around a planet or moon and gathers data

- Page 31: "**Satellites** that look down on Earth with special infrared cameras can see 'hot spots' that might mean magma is rising closer to the crust."
-

Chapter Four: What Comes Out of Volcanoes?

cascade (verb): to fall or rush in large quantities

- Page 36: "The temperature drops quickly as the lava **cascades** across Earth's surface, and the lava starts to cool and harden into rock."

igneous (adjective): produced due to severe heat or fire

- Page 36: "These rocks are called **igneous** rocks."

radiate (verb): to spread out from the center of something

- Page 41: "Other times they rumble and **radiate** gases for years before any magma comes out."
-

Chapter Five: How Volcanoes Affect Us

force (noun): strength, energy, or power

- Page 47: "When a volcano erupts with great **force**, it can blast magma high into the sky."

indicator (noun): clue or sign

- Page 45: "One of the first **indicators** of an eruption is when a volcano starts to release steam and gases."

relocate (verb): to move to another place or location

- Page 59: "If a volcano erupts, it can destroy homes and force many families to **relocate**."
-

Chapter Six: Be Prepared

drill (noun): a training or practice for a specific situation

- Page 55: "Schools and towns often practice evacuation **drills** so everyone knows what to do."

vital (adjective): very important

- Page 57: "This would include a first aid kit to treat injuries, masks to filter air, medication that is **vital**, a radio, extra batteries, and even a solar charger for phones or flashlights."

Comprehension Questions

Chapter One: Planet Earth

- What do the authors say are “useful models for understanding Earth?” What do these models help show about Earth?
- Within the context of this chapter, what are plates?
- Other than Earth, where else can volcanoes be found?
- Explain how volcanoes impact the land around them.

Chapter Two: Plates and Volcanoes

- Describe the two types of plates.
- How does magma melt?
- What does the word “friction” mean in these sentences? Which clues helped you figure it out?

“Magma melts from heat created inside the core of Earth and from **friction** caused by the plates moving around. Rub your hands together and you will feel the heat of friction!”
- What did you learn about the types of volcanoes from this chapter?

Chapter Three: Finding a Volcano

- Explain the importance of the Ring of Fire as it relates to volcanoes.
- Describe two ways to find volcanoes. Use evidence from the chapter to support your answer.
- What are some signs that a volcano may be ready to erupt?
- If you were going to make a new title for this chapter, what would it be? What details gave you the idea for that title?

Chapter Four: What Comes Out of Volcanoes?

- Which type of rock is formed from iron-rich magma?
- Describe how a rock that looks like a sponge is formed.

- What conditions must be present for crystals to form from magma?
- Other than magma, what can escape from a volcano?

Chapter Five: How Volcanoes Affect Us

- Explain why people who live near a volcano need to be vigilant, or stay alert.
- Describe the problems that the chemicals in volcanic gases can cause.
- What does the following sentence tell us about volcano eruptions?

“This magma cools quickly into tiny particles called ash, which are carried by the wind and can travel for hundreds of miles.”

- What are lahars, and what are they made of?

Chapter Six: Be Prepared!

- Why is it important for communities and schools to have drills?
- If you were putting together an emergency kit, which six items would you make sure you included? Why?
- Explain what needs to happen after an eruption and why.
- What are some ways that people help communities that have been affected by an eruption? Give examples from the text.

Response to Reading Strategy

Main Idea and Key Details

Teaching Points

Tell students that the main idea is the message or important point that the author wants to communicate to the reader through their writing. The main idea is usually explained in a sentence or two. It is sometimes called the “big picture” and is different from the topic. Sometimes the main idea is stated directly and other times the reader has to figure it out.

Remind students that they previously learned that key details are information in a text that help explain the topic and the main idea. Students can discover key details by answering the “five Ws and one H” questions. These questions are slightly different for a fiction text versus a nonfiction text. You may not be able to answer all of these questions for a passage, but answer as many as you can.

In order to figure out the main idea, you first need to read the entire passage or the specific paragraph or chapter that you are focusing on and identify the key details in the passage and notice information that is repeated or restated. The key details connect and weave together to result in the main idea.

- **Who** is the piece mostly about?
- **What** information is the piece mostly about? **What** is the author trying to tell me?
- **When** was the information discovered? **When** does the event or situation happen?
- **Where** was the information discovered? **Where** does the event or situation take place?
- **Why** is this information important? **Why** did this event happen? **Why** do things work the way they do?
- **How** does this connect to what I already know? **How** does it impact me?

Teaching Strategies

Explain to students that they can use sticky notes or index cards to jot down and organize key details. They can then look for patterns and connections that help determine the main idea of the piece. This strategy is helpful for taking notes for a research project, too. While reading, have them jot down key details that connect back to the topic. Tell them to use one sticky note or card for each key detail. When they are done with a paragraph or page, they can pause and organize the details based on what makes sense. (For example, they may find a cause-effect pattern, a sequence of events, etc.) They can then start to look at the bigger picture for the section and determine the main idea.

Graphic Organizer: Key Details and Main Idea

Directions: The main idea is the message or important point that the author wants to communicate to the reader through their writing. It is usually explained in a sentence or two. Jot down the key details from Chapter 5 and then use them to determine the main idea.

Chapter _____

Diagram illustrating a concept map structure:

- Top row: Three boxes, each containing "Key Detail" and "page ____".
- Bottom row: Three boxes, each containing "Key Detail" and "page ____".
- Center: A large box labeled "MAIN IDEA:".
- Arrows: Six arrows point from the six surrounding boxes towards the central "MAIN IDEA:" box.

Written Response

Directions: Use your graphic organizer to help you respond to the question below.

Volcanoes are a powerful force of nature. How do they affect us during and after their eruption?

Scaffolded Version:

Volcanoes affect us in several ways. First, _____

Second, _____

Third, _____

Finally, _____

As you can see, volcanoes impact us in many ways!

Teacher's guide for

Nature's Power: Forces of the Earth

95 Readables™

A nonfiction chapter book series

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BOOK

2

NONFICTION
SERIES 1

Volcano Alert!

Lava, Land, and Living Nearby

by Sharon Cumiskey and Mari Gates

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The Explorer's Word Log

Let's dive into some key vocabulary words.

Chapter 1

complex	(adjective): made of two or more parts
lava	(noun): the hot liquid rock that emerges out of a volcano
magma	(noun): a hot liquid from beneath Earth's crust that turns into igneous rock when it cools
pressure	(noun): the action of pressing or pushing against something

Chapter 2

ooze	(verb): to gradually leak out of something in small amounts
segment	(noun): a separate part or piece of something

Chapter 3

collide	(verb): to crash together
estimate	(verb): to judge an amount without being exact
satellite	(noun): equipment that orbits around a planet or moon and gathers data

Chapter 4

cascade	(verb): to fall or rush in large quantities
igneous	(adjective): produced due to severe heat or fire
radiate	(verb): to spread out from the center of something

Chapter 5

force	(noun): strength, energy, or power
indicator	(noun): clue or sign
relocate	(verb): to move to another place or location

Chapter 6

drill	(noun): a training or practice for a specific situation
vital	(adjective): very important

Chapter 1

Planet Earth



Planet Earth

Closed Multisyllable

Closed Multisyllable

apple	dormant	magma	rumbling	Venus
broken	eggshell	mantle	solid	volcano
bubble	erupting	model	squishy	
common	even	object	thousand	
compare	hundred	planet	under	
complex	inside	powerful	understanding	

High-Frequency Words

another	Earth	ocean	people	world
change	island	other	through	

Challenge Words

building	feature	mysterious	pressure	really	warning
damage	lava	oozing	push	sign	



Our Earth is one amazing planet! It has complex layers inside the portion we can see. But did you know Earth's outer layer is really very thin, kind of like skin? Did you ever think of this planet as being like an egg or one of those squishy gel-filled toys? Those are



both useful models for understanding Earth.

The skin-like surface we walk on, Earth's crust, is made up of layers of rocks and dirt. It's broken into big pieces called plates that float on top of the mantle, which is a thick layer of



hot, soft rock. Sometimes, this shell-like layer can be so thin that cracks form and melted rock called magma leaks out. Think of a cracked eggshell when the egg white starts oozing out between the broken pieces! On Earth,




the magma pouring out cools and
forms a volcano.

CHAPTER 1

Fun Fact

Earth's crust is as thin as the
skin of an apple compared to
the rest of the planet!

 optional teacher read-aloud



In other areas of the world, the solid crust is like another common object, a squishy toy! When hot magma pushes up from below, it makes a big bubble under the surface. This pressure can make the ground bulge or rise. If the magma keeps pushing, it



can break through the crust and form a volcano!

Earth is covered with volcanoes. Some are erupting right now, and others have stayed quiet, or dormant, for hundreds or even thousands of years. Volcanoes don't just exist on



Earth. Scientists have found volcanoes on the Moon, Mars, Venus, and even other places in outer space! Most volcanoes take thousands of years to grow, but some small ones have popped up in less than a year. When volcanoes erupt, they can change the



land, damage buildings, and force people to leave their homes. Sometimes they give warning signs like rumbling or shaking, but other times they surprise everyone. Volcanoes can cover areas



in lava and ash. They can even create new islands under the ocean! Let's take a closer look at these powerful and mysterious features called volcanoes.



Chapter 2

Plates and Volcanoes

Plates and Volcanoes

Closed Multisyllable

Closed Multisyllable

across	differently	friction	mantle	under
compose	erupt	happen	segment	underneath
constant	example	Helens	solid	until
continent	expand	inside	subduction	volcano
continental	expect	magma	thicker	zigzag

High-Frequency Words

carry	move	other
Earth	ocean	together

Challenge Words

actually	comes	Hawaii	islands	pressure	Vesuvius
becomes	famous	Hawaiian	lava	pushes	



A volcano forms when magma from Earth's mantle layer expands. The layer of Earth we live on is a crust composed of segments, called plates, that move around. There are two kinds of plates: ocean and continental. The



continental plates, or land plates, form Earth's seven continents. Ocean plates are thin and heavy. Continental plates are thicker and lighter.

When magma expands from heat, it is under constant pressure looking for release. Magma melts from heat



created inside the core of Earth and from friction caused by the plates moving around. Rub your hands together and you will feel the heat of friction! When magma erupts from a crack between two plates, it is called lava, and it can form a volcano. Not all




cracks in the crust let magma out. A crack where the ground moves but no

CHAPTER 2

Fun Fact

Some lava flows in Hawaii are so slow you can actually walk next to them—just don't get too close!

 optional teacher read-aloud



lava comes out is called a fault.

Sometimes, an ocean plate pushes underneath a land plate, forming a deep trench. This is called subduction, which means “the act of going under.” Pressure builds until magma blasts into the air. The ash, rocks, and lava fall



down and form cone-shaped volcanoes. Famous volcanoes like Mount Vesuvius and Mount Saint Helens were formed this way.

Other volcanoes form differently. Shield volcanoes happen when magma just oozes out and flows over the



ground and becomes solid, making a lower, wider volcano. Shield volcanoes are not expected to erupt with force. Famous examples are the Hawaiian islands. On these islands, you can drive or walk by the hot lava as it zigzags across the ground.