Beauty and Disaster
Last May, a gentle volcano turned violent—and changed Hawaii forever

About the Article

Levels
Lexile Range: 800L-900L
Guided Reading Level: T
DRA Level: 50

Learning Objectives
Students will study text features to gain a richer understanding of an article about a destructive volcanic eruption.

Content-Area Connections
Social studies: geography
Science: volcanoes

Key Skills
Text features, vocabulary, figurative language, summarizing, key details, text evidence, inference, interpreting text, narrative and explanatory writing

Standards Correlations
This article and lesson support the following Common Core anchor standards:
R.1, R.2, R.3, R.4, R.5, R.7, W.2, W.3, SL.1, SL.2, L.5, L.6
Check our website for more standards information.

Your Teaching Support Package
Here’s your full suite of materials, all of which you’ll find at storyworks.scholastic.com:

Video: “Beyond the Story: Beauty and Disaster”

Audio:
• On-level version  • Lower-Lexile version

Differentiated article:
• Lower-Lexile version (printable)

Activities to print or project:
• Vocabulary
• Video Activity
• Close-Reading and Critical-Thinking Questions*
• Core Skills Workout: Text Features, Summarizing,* Text Evidence,* Text Structure
• Comprehension Quiz*
• Questions for English Language Learners

Vocabulary Slideshow Great visual support!
*Available on two levels
Hawaii. (summarizing) Magma (melted rock) flowed up from cracks in the floor of the Pacific Ocean, becoming lava. This lava cooled and hardened in the freezing seawater. Over thousands of years, more and more hardened lava built up until it jutted out of the ocean, forming islands.

• Look at the map at the bottom of page 6. How does this map support what you learned in the first two sections? (text features) On the map, you can see that Hawaii is far from other land, that it is made up of a collection of islands, that Kilauea is active, and that Joshua’s school is close to the volcano.

• Based on “A Famous Mountain” and the diagram and caption on page 7, how are shield volcanoes different from stratovolcanoes? (text features) Stratovolcanoes are tall, cone-shaped mountains that explode violently, releasing hot gases, ash, and rock that can endanger the lives of many people. Shield volcanoes, which are shorter and dome-shaped, usually erupt more gently and less suddenly. Lava spurts and oozes down their sides slowly, rarely becoming a serious danger.

• Why do people like Josh and his family live around Kilauea, even though the volcano is active? Give at least two reasons. (key details) Reasons include that Kilauea was not considered dangerous, that the Big Island is filled with beautiful natural wonders, and that the volcano itself is dazzling and fascinating.

• In “Death and Disaster,” what details help you understand why the Kilauea eruption was so terrifying? (text evidence) Details include that thousands of earthquakes shook the ground, that the volcano cracked open, that glowing-hot lava destroyed neighborhoods, and that poisonous gases were released.

• Reread the last paragraph of “Death and
Differentiate and Customize

**For Struggling Readers**

Ask students to imagine that they themselves took the photos in the article. Have them rewrite each photo’s caption in their own words, explaining what was happening in the picture and how they felt when they saw it in person.

**For Advanced Readers**

Invite students to research one of the stratovolcano eruptions mentioned in the section “A Famous Mountain.” They should then write a short essay comparing that eruption to the recent Kilauea eruption.

**For ELL Students**

The article’s volcano-related terms (e.g., magma, summit) may be especially challenging for ELLs. Provide additional visual support by exploring this interactive website together: https://www.dkfindout.com/us/earth/volcanoes/

**For Small Groups**

Divide students into small groups to do a second read of the text. As they read, they should brainstorm alternative text features that would further add to their understanding of the article. Then regroup as a class to share ideas.

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Disaster.” Why do you think the author includes these questions? Who might be asking them? (inference) The author probably includes these questions to help readers understand the fears that Josh—and other people living near Kilauea—were feeling during the eruption.

- Based on “Destruction and Creation,” how has the eruption affected people on Hawaii’s Big Island? (text evidence) The eruption has destroyed hundreds of people’s homes and possessions, buried neighborhoods, and filled a lake and a bay with lava.

**Critical-Thinking Questions**

- Compare the Kilauea photo and caption on page 6 with the photos and caption on page 8. What does this comparison help you understand about the volcano’s transformation? (text features) In the photo on page 6, thin lava streams appear to trickle harmlessly into the sea; the caption describes Kilauea’s “gentle beauty.” But the photos on page 8 show huge waves of lava covering roads and neighborhoods, and the caption explains that these waves “burned everything in their path.” Comparing the trickles of lava with the waves helps you understand how extreme and destructive the volcano’s transformation was.

- At the end of the article, Josh says, “None of us would be living in this beautiful place if it weren’t for volcanoes.” Explain what he means, using details from the article. (interpreting text) Josh is referring to the fact that the islands of Hawaii are made out of hardened lava from volcanoes. He may also mean that Hawaii’s beautiful, fascinating volcanoes have drawn people to live there.

**3. Skill Building**

**Featured Skill: Text Features**

- Distribute the text features activity, and have students complete it in groups. Then ask them to respond to the writing prompt at the bottom of page 9.