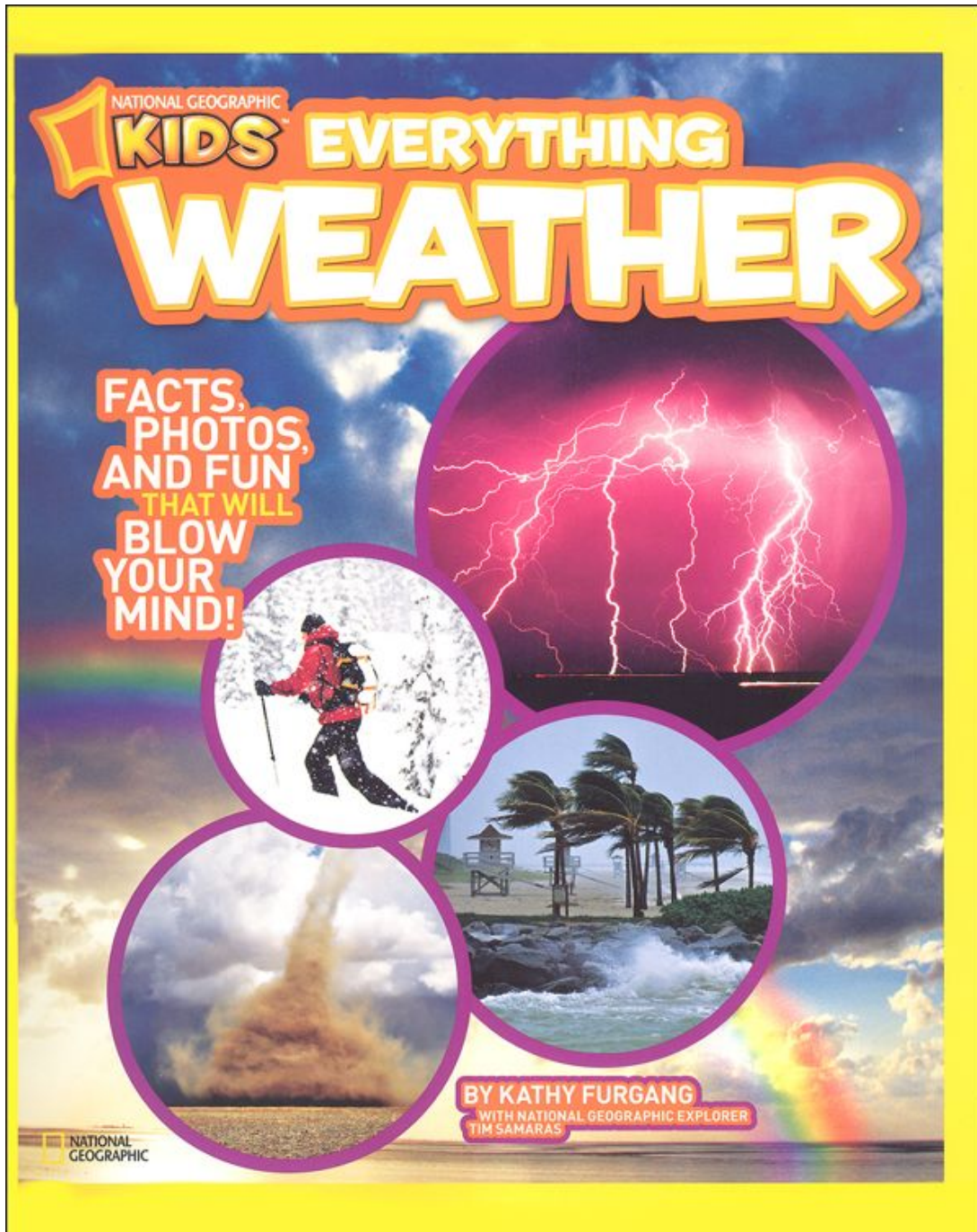


NAME: _____ #: _____ HR TEACHER: _____

W.O.L.V.E.S.

Wide Reading Experiences. Outreach. Literacy Scaffolding. Vision. Engagement. Support.

Reading Program



MODULE #1- SECTION 1 (PAGES 6-9)

Common Core State Standards (CCSS)

- ❑ Standard(s): CCSS.ELA-LITERACY.RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Content Objective(s):

- ❑ Learners will be able to determine the main ideas and important details from the text by describing types of weather and atmospheric regions.
- ❑ Learners will be able to investigate extreme weather and how scientists measure it in order to learn more about extreme weather conditions.

Language Objective(s):

- ❑ Learners will be able to discuss with a partner what is weather and what is not.
- ❑ Learners will be able to write what is weather and what is not weather.

AFTER READING:

MAIN IDEA:	Weather is a powerful force that is uncontrollable, unpredictable, and can impact our lives.
DETAIL #1:	
DETAIL #2:	
DETAIL #3:	

MODULE #1- SECTION 2 (PAGES 10 & 11)

Common Core State Standards (CCSS)

- ❑ Standard(s): CCSS.ELA-LITERACY.RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Content Objective(s):

- ❑ Learners will be able to determine the main ideas and important details from the text by describing types of weather and atmospheric regions.
- ❑ Learners will be able to investigate extreme weather and how scientists measure it in order to learn more about extreme weather conditions.

Language Objective(s):

- ❑ Learners will be able to discuss with a partner what is weather and what is not.
- ❑ Learners will be able to write what is weather and what is not weather.

AFTER READING:

MAIN IDEA:	
DETAIL #1:	
DETAIL #2:	
DETAIL #3:	

Discuss: Stop and discuss examples of what *can be* weather and what is *not* considered weather.

<u>WHAT IS WEATHER?</u>	<u>WHAT IS NOT WEATHER?</u>

MODULE #1- SECTION 3 (PAGES 12 & 13)

Common Core State Standards (CCSS)

- ❑ Standard(s): CCSS.ELA-LITERACY.RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Content Objective(s):

- ❑ Learners will be able to determine the main ideas and important details from the text by describing types of weather and atmospheric regions.
- ❑ Learners will be able to investigate extreme weather and how scientists measure it in order to learn more about extreme weather conditions.

Language Objective(s):

- ❑ Learners will be able to discuss with a partner what is weather and what is not.
- ❑ Learners will be able to write what is weather and what is not weather.

How can a <u>barometer</u> help predict weather conditions?	
In which region of the atmosphere does most weather take place?	
In which region do space shuttles orbit?	
In which region do meteors burn?	
In which region do satellites orbit?	
In which region do airplanes and weather balloons fly?	

Writing in Response to Reading (Pages 6-13)

Common Core State Standards (CCSS)

- ☐ Standard(s): CCSS.ELA-LITERACY.RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Content Objective(s):

- ☐ Learners will be able to determine the main ideas and important details from the text by describing types of weather and atmospheric regions.
- ☐ Learners will be able to investigate extreme weather and how scientists measure it in order to learn more about extreme weather conditions.

Language Objective(s):

- ☐ Learners will be able to discuss with a partner what is weather and what is not.
- ☐ Learners will be able to write what is weather and what is not weather

Comprehension Questions/Discussion:

How is weather defined? _____

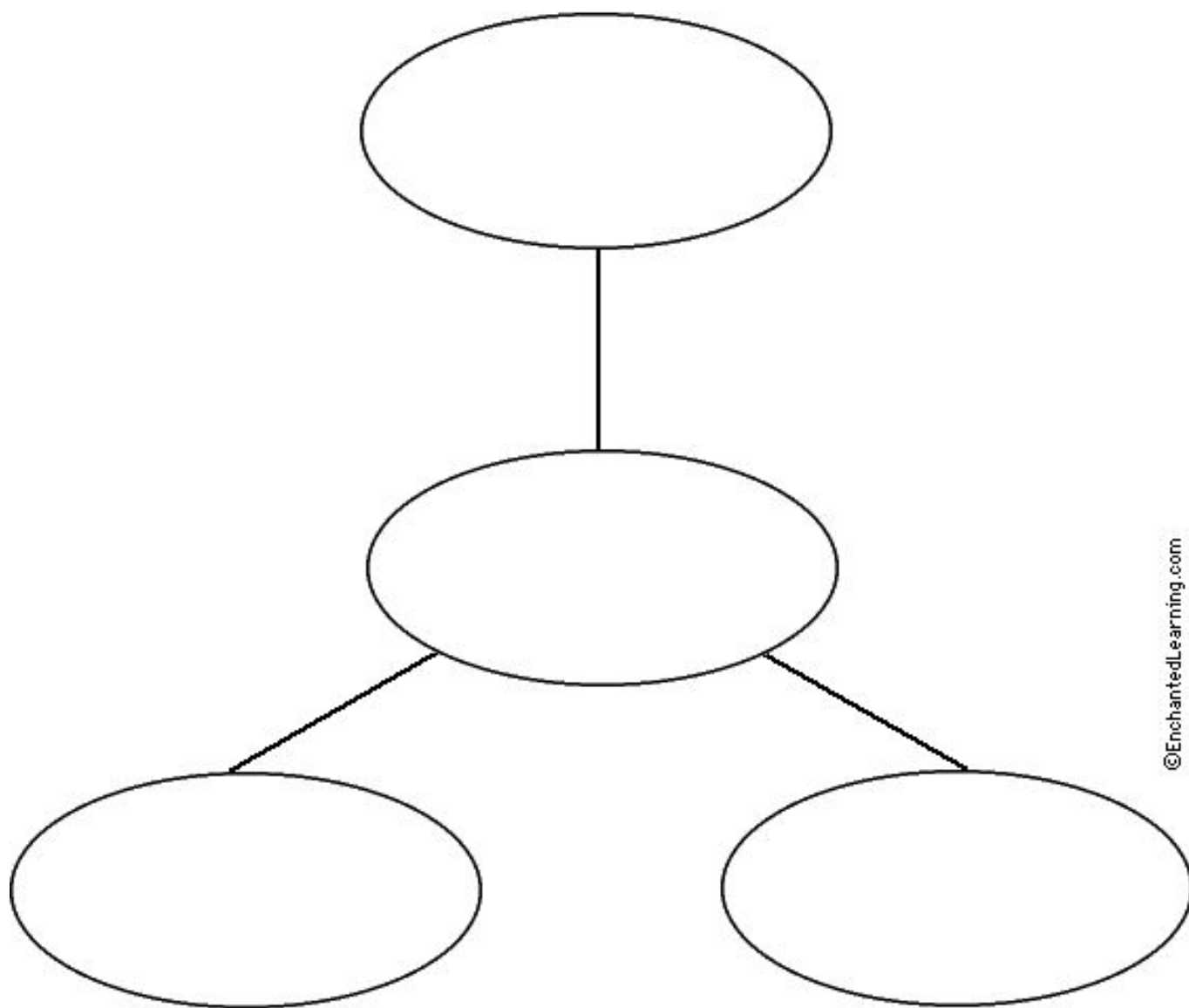
Can you describe different types of weather? _____

What is the main idea of "Weather or Not"? _____

What evidence from the text supports the main idea of "Weather or Not"? _____

T-CHART:

Bubble Map: Choose a type of weather and include 3 supporting details to describe the type of weather.



MODULE #2 - SECTION 1 (PAGES 14 & 15)

Common Core State Standards (CCSS):

- ❑ **CCSS.ELA-LITERACY.RI.4.2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- ❑ **CCSS.ELA-LITERACY.RI.4.3:** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- ❑ **CCSS.ELA-LITERACY.RI.4.7:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Content Objective(s):

- ❑ Students will be able to determine the main ideas and important details from the text by analyzing types of clouds, precipitation, and the water cycle.
- ❑ Students will interpret information by using graphs, diagrams to sequence the stages of the water cycle.

Language Objective(s):

- ❑ Learners will be able to describe types of clouds, precipitation, and the water cycle.
- ❑ Learners will be able to write the stages of the water cycle.

AFTER READING:

Directions: Determine details to describe each type of cloud.

STRATUS CLOUD	
CUMULONIMBUS CLOUD	
CIRRUS CLOUD	
CUMULUS CLOUD	

MODULE #2 - SECTION 2 (PAGES 16 & 17)

Common Core State Standards (CCSS):

- ❑ **CCSS.ELA-LITERACY.RI.4.2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- ❑ **CCSS.ELA-LITERACY.RI.4.3:** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- ❑ **CCSS.ELA-LITERACY.RI.4.7:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Content Objective(s):

- ❑ Students will be able to determine the main ideas and important details from the text by analyzing types of clouds, precipitation, and the water cycle.
- ❑ Students will interpret information by using graphs, diagrams to sequence the stages of the water cycle.

Language Objective(s):

- ❑ Learners will be able to describe types of clouds, precipitation, and the water cycle.
- ❑ Learners will be able to write the stages of the water cycle.

AFTER READING:

What are the 5 different types of precipitation?	
Does the United States use the Fahrenheit measurement or Celsius measurement to describe temperatures?	
How many days did the United States go without rainfall?	

MODULE #2- SECTION 3 (PAGES 18 & 19)

Common Core State Standards (CCSS):

- ❑ **CCSS.ELA-LITERACY.RI.4.2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- ❑ **CCSS.ELA-LITERACY.RI.4.3:** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- ❑ **CCSS.ELA-LITERACY.RI.4.7:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

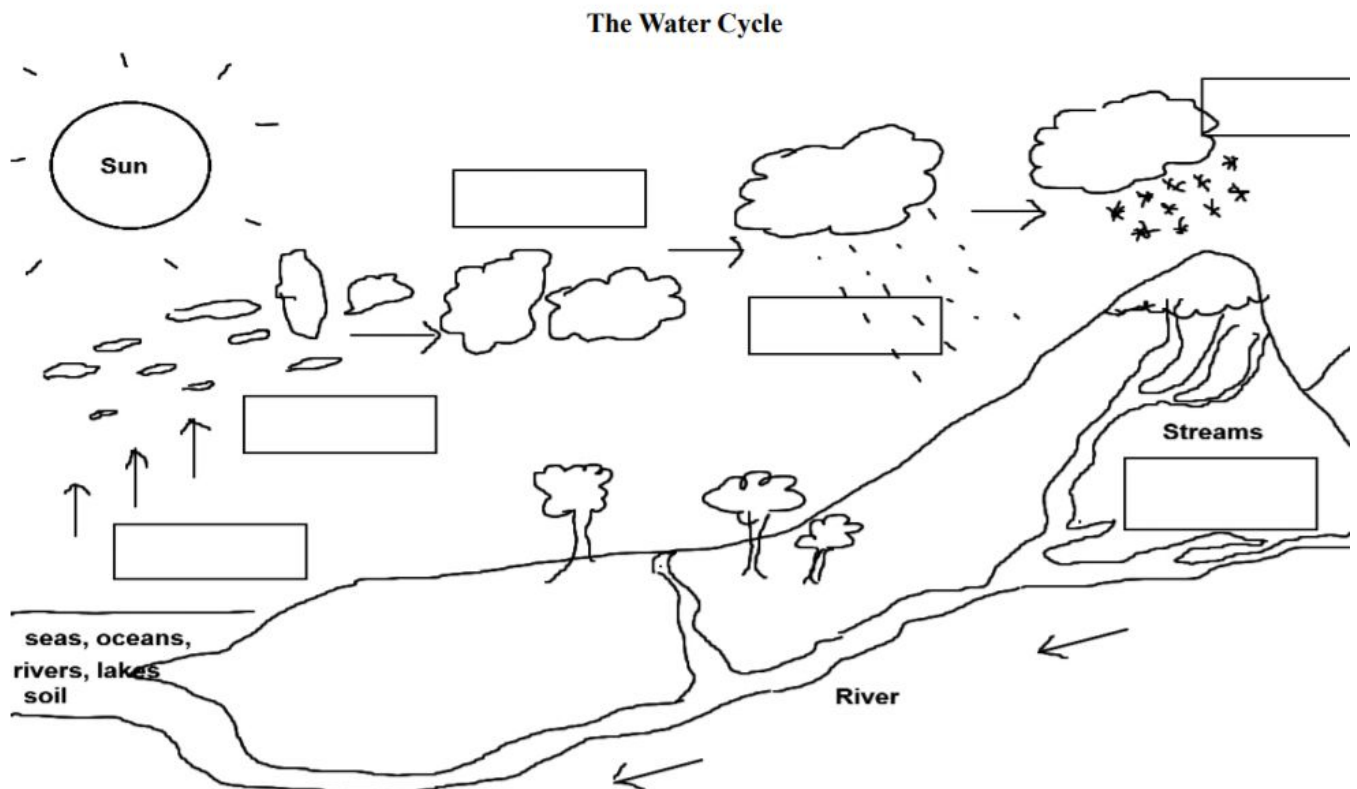
Content Objective(s):

- ❑ Students will be able to determine the main ideas and important details from the text by analyzing types of clouds, precipitation, and the water cycle.
- ❑ Students will interpret information by using graphs, diagrams to sequence the stages of the water cycle.

Language Objective(s):

- ❑ Learners will be able to describe types of clouds, precipitation, and the water cycle.
- ❑ Learners will be able to write the stages of the water cycle.

AFTER READING: USE PAGES 18 AND 19 TO HELP YOU COMPLETE THE DIAGRAM.



Writing in Response to Reading (Pages 14-19)

Common Core State Standards (CCSS):

- ☐ RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- ☐ RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Content Objective(s):

- ☐ Learners will be able to investigate extreme weather and how scientists measure it in order to learn more about extreme weather conditions.

Language Objective(s):

- ☐ Learners will be able to describe types of clouds, precipitation, and the water cycle.
- ☐ Learners will be able to write the stages of the water cycle.

AFTER READING:

Comprehension Questions/Discussion for “Send in the Clouds”

What are clouds made of? _____

Can you describe the different types of clouds? _____

What is the main idea of “Send in the Clouds”? Use evidence and details from the text.

Text-Dependent Writing Task

Directions: Using your knowledge of the Water Cycle, explain in 1 paragraph, 5-7 sentences, how the steps of the water cycle work.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

MODULE #3- SECTION 1 (PAGES 22&23)

Common Core State Standards (CCSS)

- ❑ ELA-LITERACY.RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas concepts, or information in a text or part of a text.

Content Objective(s):

- ❑ Students will identify the main idea and analyze details of the text.
- ❑ Students will determine text structure by analyzing events, ideas, and information from the text.
- ❑ Students will interpret information and by using graphs, diagrams to explain the cause and effects of dangerous weather.

Language Objective(s):

- ❑ Learners will discuss the main idea and describe details of dangerous weather.
- ❑ Learners will describe 6 different kinds of extreme weather (hurricanes, floods, thunder/lightning, blizzards, droughts, and tornadoes.)
- ❑ Learners will explain different characteristics of tornadoes.
- ❑ Learners will write about the cause and effects of dangerous weather.

AFTER READING: LIST CHARACTERISTICS, OR DETAILS, THAT DESCRIBE EACH TYPE OF DANGEROUS WEATHER

Hurricanes	
Floods	
Thunder and Lightning	
Blizzards	
Droughts	

MODULE #3- SECTION 2 (PAGES 24 & 25)

Common Core State Standards (CCSS)

- ❑ ELA-LITERACY.RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas concepts, or information in a text or part of a text.

Content Objective(s):

- ❑ Students will identify the main idea and analyze details of the text.
- ❑ Students will determine text structure by analyzing events, ideas, and information from the text.
- ❑ Students will interpret information and by using graphs, diagrams to explain the cause and effects of dangerous weather.

Language Objective(s):

- ❑ Learners will discuss the main idea and describe details of dangerous weather.
- ❑ Learners will describe 6 different kinds of extreme weather (hurricanes, floods, thunder/lightning, blizzards, droughts, and tornadoes.)
- ❑ Learners will explain different characteristics of tornadoes.
- ❑ Learners will write about the cause and effects of dangerous weather.

After Reading: What are the 5 different types or characteristics of Tornadoes?

<u>Name of Tornado</u>	<u>Characteristics</u>
Supercell	
	<ul style="list-style-type: none">- Occurs during a wildfire- Made of fire and wind- 5-10 stories tall
Waterspout	
	<ul style="list-style-type: none">- Formed in a cumulus or cumulonimbus cloud- Rotating funnel
Tornado Family	

MODULE #3- SECTION 3 (PAGES 26-27)

Common Core State Standards (CCSS)

- ❑ ELA-LITERACY.RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas concepts, or information in a text or part of a text.

Content Objective(s):

- ❑ Students will identify the main idea and analyze details of the text.
- ❑ Students will determine text structure by analyzing events, ideas, and information from the text.
- ❑ Students will interpret information and by using graphs, diagrams to explain the cause and effects of dangerous weather.

Language Objective(s):

- ❑ Learners will discuss the main idea and describe details of dangerous weather.
- ❑ Learners will describe 6 different kinds of extreme weather (hurricanes, floods, thunder/lightning, blizzards, droughts, and tornadoes.)
- ❑ Learners will explain different characteristics of tornadoes.

AFTER READING:

<u>Cause</u>	<u>Effect</u>
	Clouds move, critters fall= raining frogs and fish
Energized particle leave sun, collide	
	12" snow rollers form
Sunlight bends through ice crystals in high cirrus clouds	

Writing in Response to Reading (Pages 20-27)

Common Core State Standards (CCSS):

- ☐ RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- ☐ RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Content Objective(s):

- ☐ Learners will be able to investigate extreme weather and how scientists measure it in order to learn more about extreme weather conditions.

Language Objective(s):

- ☐ Learners will be able to describe types of clouds, precipitation, and the water cycle.
- ☐ Learners will be able to write the stages of the water cycle.

Comprehension Questions:

What type of weather can have serious long-term effects on the land? _____

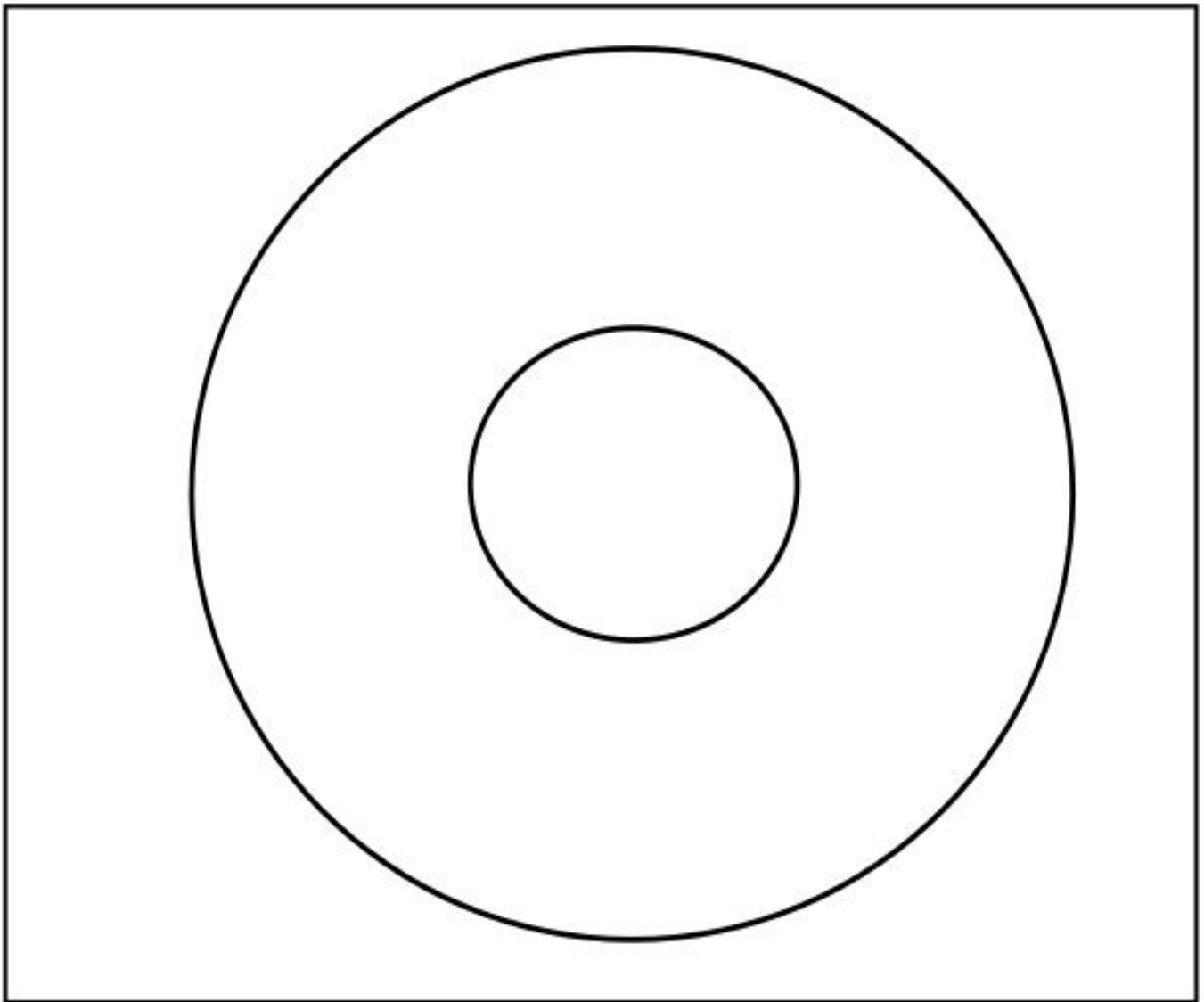
Can you explain the different types of Tornadoes? _____

What is the main idea of “What is a Tornado” and what evidence in the text supports the main idea?

How do you summarize “What is a Tornado”? _____

Text-Dependent Writing Task

Directions: In the Circle Map, list the various forms of Dangerous Weather we learned about.



MODULE #4- SECTION 1 (PAGES 28&29)

Common Core State Standards (CCSS)

- ❑ Standard(s): CCSS.ELA-LITERACY.RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas concepts, or information in a text or part of a text.

Content Objective(s):

- ❑ Students will determine the text structure.
- ❑ Students will identify the different wonders of the world that have been created by mother nature.

Language Objective(s):

- ❑ Learners will explain the cause and effect relationships between weather and weather zones.
- ❑ Learners will write about dangerous weather.

After Reading: Describe the cause and effect relationship between weather location and weather patterns.

<u>Cause</u>	<u>Effect</u>
Example: Texas has a lot of flat lands across the Great Plains,	Example: It's a perfect place for Tornadoes
	Hurricanes form over warm tropical waters.
There's a lack of water in warmer climates, such as Africa, Australia and the West coast of North America.	
	Monsoons are likely to occur.

MODULE #4- SECTION 2 (PAGES 30 & 31)

Common Core State Standards (CCSS)

- ☐ **CCSS.ELA-LITERACY.RI.4.2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- ☐ **CCSS.ELA-LITERACY.RI.4.5:** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- ☐ **CCSS.ELA-LITERACY.RI.4.7:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Content Objective(s):

- ☐ Students will determine the text structure.
- ☐ Students will identify the different wonders of the world that have been created by mother nature.

Language Objective(s):

- ☐ Learners will explain the cause and effect relationships between weather and weather zones.
- ☐ Learners will write about dangerous weather.

AFTER READING:

What types of creations happen as a result of extreme weather?	1.
	2.
	3.
	4.
	5.

Writing in Response to Reading (Pages 28-31)

Common Core State Standards (CCSS):

- ☐ RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- ☐ RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Content Objective(s):

- ☐ Learners will be able to investigate extreme weather and how scientists measure it in order to learn more about extreme weather conditions.

Language Objective(s):

- ☐ Learners will be able to describe types of clouds, precipitation, and the water cycle.
- ☐ Learners will be able to write the stages of the water cycle.

Comprehension Questions:

Based on the map on page 28 & 29, how many countries are impacted by droughts? _____

Why are lightning strikes over the ocean **rare**? _____

MODULE #5- SECTION 1 (PAGES 34-35)

Common Core State Standards (CCSS)

- ☐ **CCSS.ELA-LITERACY.RI.4.2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- ☐ **CCSS.ELA-LITERACY.RI.4.5:** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- ☐ **CCSS.ELA-LITERACY.RI.4.7:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Content Objective(s):

- ☐ Students will determine the main idea, details, and summarize the text.
- ☐ Students will compare and contrast by identifying the tools used to predict weather.

Language Objective(s):

- ☐ Learners will explain the main idea and details and retell a summary of the text.
- ☐ Learners will write about tools used to predict weather.

AFTER READING:

MAIN IDEA:	
DETAIL #1:	
DETAIL #2:	
DETAIL #3:	

MODULE #5- SECTION 2 (PAGES 36&37)

Common Core State Standards (CCSS)

- ☐ **CCSS.ELA-LITERACY.RI.4.2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- ☐ **CCSS.ELA-LITERACY.RI.4.5:** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- ☐ **CCSS.ELA-LITERACY.RI.4.7:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Content Objective(s):

- ☐ Students will determine the main idea, details, and summarize the text.
- ☐ Students will compare and contrast by identifying the tools used to predict weather.

Language Objective(s):

- ☐ Learners will explain the main idea and details and retell a summary of the text.
- ☐ Learners will write about tools used to predict weather.

AFTER READING:

Tools of the Trade: Compare and Contrast

Directions for Part One: After reading about the tools used to predict weather, compare and contrast the tools we use today, **radar** and **satellite**. Identify how they are similar and how they are different.

List how they are DIFFERENT:

Radar	Satellite

How are they similar?

--

Part Two

Directions for Part Two: Below select ONE of the tools and explain how it is important to predicting weather, write three supporting details to write a 5-6 sentence paragraph.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Writing in Response to Reading (Pages 34-37)

Common Core State Standards (CCSS):

- ☐ RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- ☐ RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Content Objective(s):

- ☐ Learners will be able to investigate extreme weather and how scientists measure it in order to learn more about extreme weather conditions.

Language Objective(s):

- ☐ Learners will be able to describe types of clouds, precipitation, and the water cycle.
- ☐ Learners will be able to write the stages of the water cycle.

Comprehension Questions:

What was the main idea of “Weather-Watching Past and Present”? *Use details to support your answer.*

How can you summarize “Weather-Watching Past and Present”? *Use evidence to support your answer.*

MODULE #6- SECTION 1 (PAGES 38&39)

Common Core State Standards (CCSS)

- ❑ **CCSS.ELA-LITERACY.RI.4.5:** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Content Objective(s):

- ❑ Students will analyze the procedures that are necessary to prepare for severe weather.
- ❑ Students will determine the main idea, details, and summarize the text.
- ❑ Students will compare and contrast weather to everyday events.

Language Objective(s):

- ❑ Learners will explain the procedures to prepare for severe weather.
- ❑ Learners will discuss the main idea and details to retell and summarize the text.
- ❑ Learners will write about safety while chasing a storm.

AFTER READING: Now that we know about the different levels of warnings, with a partner, read the weather condition and determine the danger of the weather.

Advisory: Hazardous weather is occurring or likely to occur.

Watch: “look out” because the risk of hazardous weather has increased. You need a plan for getting out of harm’s way.

Warning: There is a significant threat to life and property be prepared and stay safe.

Weather Condition	Advisory Watch Warning
Rain will spread across the Southern Appalachian Region today as a cold front moves into the area. With colder air moving in behind the front...the rain will transition to snow this evening. Accumulating snow of 2 to 4 inches can be expected.	

Weather Condition	Advisory Watch Warning
Tomorrow morning there will be wind gusts up to 35 mph”	
Tonight there will be 5 inches or more of snow/sleet and there’s a possibility of ice accumulation to cause damage to trees and powerlines.	
A tropical hurricane has been spotted and winds will reach from 50 to 60 mph or higher These winds may be accompanied by storm surge, coastal flooding, and/or river flooding.	
A tornado is fastly approaching the area. Seek safe shelter immediately.	

MODULE #6- SECTION 2 (PAGES 40&41)

Common Core State Standards (CCSS)

- ☐ **CCSS.ELA-LITERACY.RI.4.5:** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Content Objective(s):

- ☐ Students will analyze the procedures that are necessary to prepare for severe weather.
- ☐ Students will determine the main idea, details, and summarize the text.
- ☐ Students will compare and contrast weather to everyday events.

Language Objective(s):

- ☐ Learners will explain the procedures to prepare for severe weather.
- ☐ Learners will discuss the main idea and details to retell and summarize the text.
- ☐ Learners will write about safety while chasing a storm.

AFTER READING:

What vehicles and tools are used to collect data during storms? _____

What are some details that involve storm chasing? Use evidence from the text to support your answers.

MODULE #6- SECTION 3 (PAGES 42-43)

Common Core State Standards (CCSS)

- ❑ **CCSS.ELA-LITERACY.RI.4.5:** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Content Objective(s):

- ❑ Students will analyze the procedures that are necessary to prepare for severe weather.
- ❑ Students will determine the main idea, details, and summarize the text.
- ❑ Students will compare and contrast weather to everyday events.

Language Objective(s):

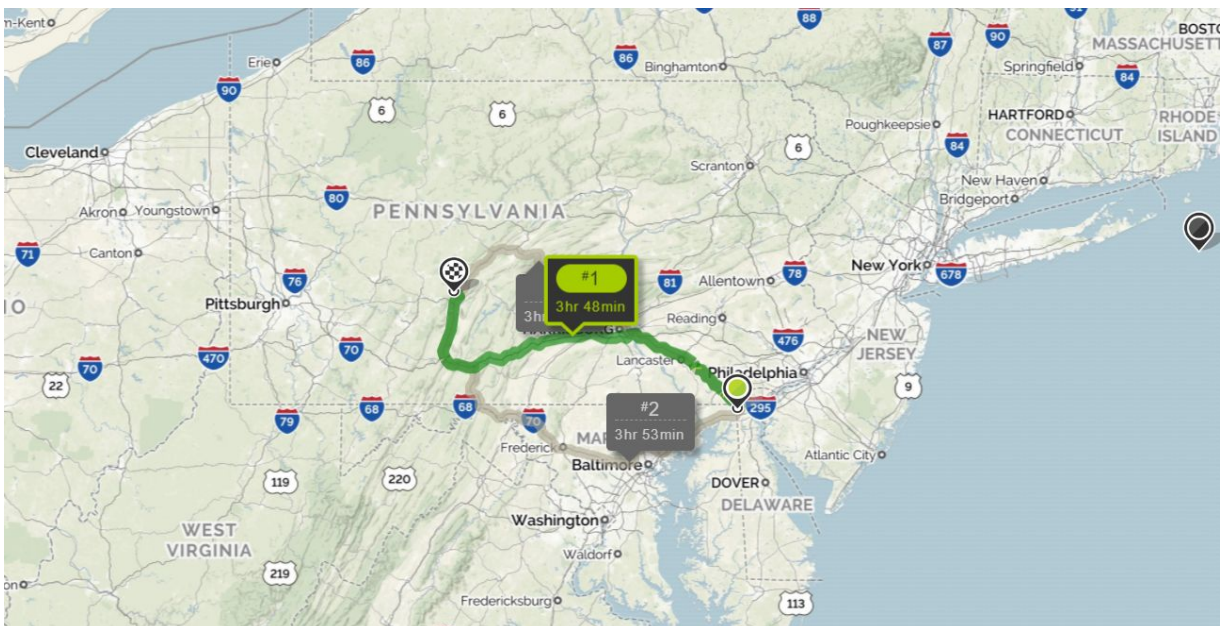
- ❑ Learners will explain the procedures to prepare for severe weather.
- ❑ Learners will discuss the main idea and details to retell and summarize the text.
- ❑ Learners will write about safety while chasing a storm.

AFTER READING:

Let's compare the weather to everyday events and objects: (Pages 42-43)

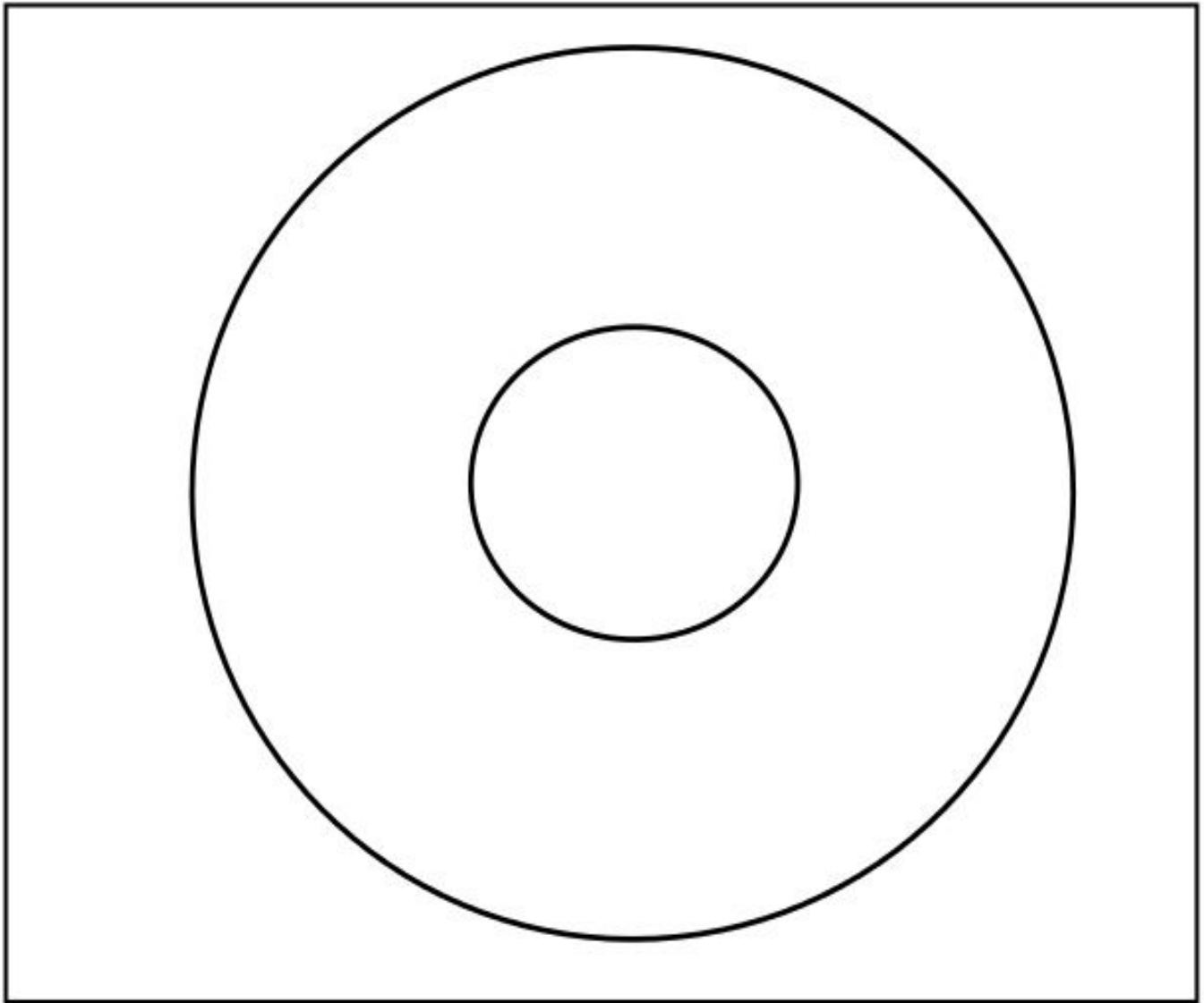
Connection #1:

- Map of the United States
- The distance from Newark, DE to Altoona, PA is about 200 miles
- The eye of a hurricane can be 200 miles wide!



Connection #2:

- Create a Circle Map and think of things that relate to the weather conditions.
- Write the weather event in the circle, brainstorm and list your ideas in the square.
- Weather events: Hurricanes, Extreme Heat, Tornadoes



Writing in Response to Reading (Pages 38-43)

Common Core State Standards (CCSS):

- ❑ RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- ❑ RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Content Objective(s):

- ❑ Learners will be able to investigate extreme weather and how scientists measure it in order to learn more about extreme weather conditions.

Language Objective(s):

- ☐ Learners will be able to describe types of clouds, precipitation, and the water cycle.
- ☐ Learners will be able to write the stages of the water cycle.

Comprehension Questions:

What was the main idea of “Storm Chasers?” (Use evidence to support your answer.)

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly aged or off-white appearance.

Text-Dependent Writing Task

You are a 'Storm Chaser' and being interviewed by the News Station. You are preparing for a trip to collect data on a Tornado in Texas. Explain to the newscaster **how you will prepare, what tools you will need and how to stay safe while chasing the storm.** Write a 5-6 sentence paragraph with three supporting details from the text to support your writing.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

MODULE #7- SECTION 1 (PAGES 48-49)

Common Core State Standards (CCSS)

- ☐ **CCSS.ELA-LITERACY.RI.4.5:** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Content Objective(s):

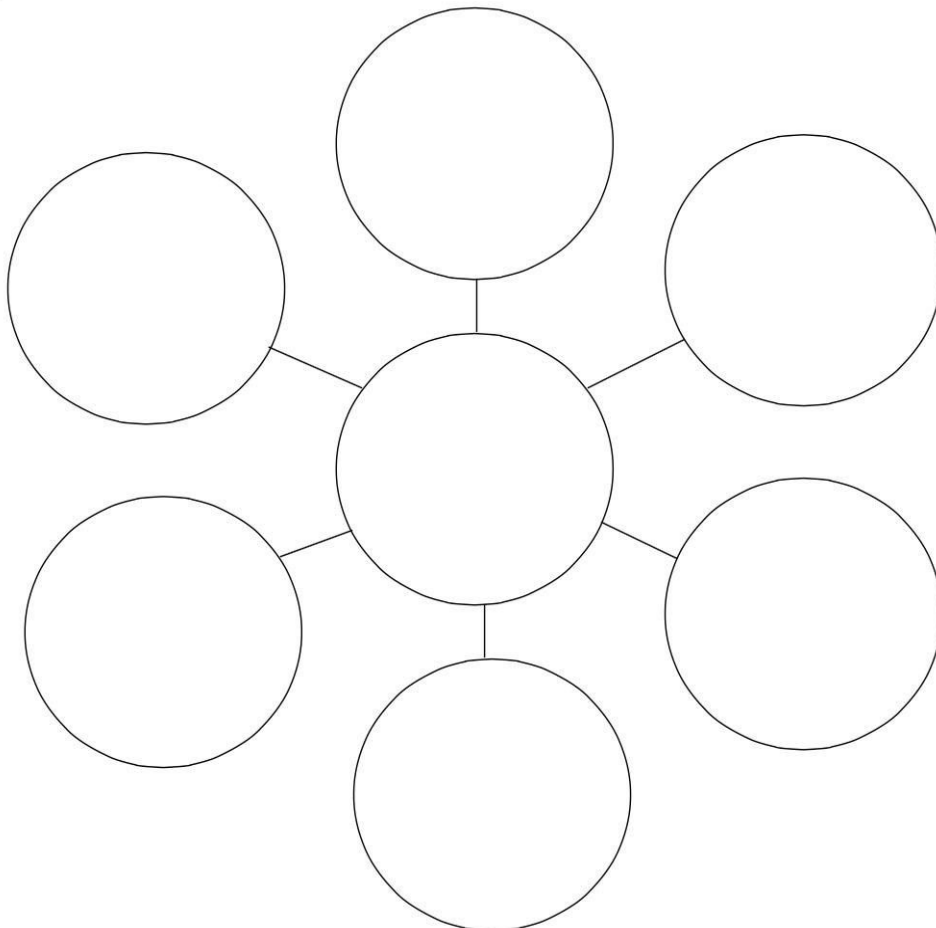
- ☐ Students will analyze a weather chart, collect data, and explain the information.
- ☐ Students will determine the procedures that are necessary to prepare for weather.
- ☐ Students will compare and contrast weather myths and facts.

Language Objective(s):

- ☐ Learners will explain a weather chart, collect data, and explain the information.
- ☐ Learners will discuss the procedures that are necessary to prepare for weather.
- ☐ Learners will write a debate about snow days.

After Reading:

WHAT ARE THE MATERIALS WE NEED FOR AN EMERGENCY KIT?



MODULE #7- SECTION 2 (PAGES 50-51)

Common Core State Standards (CCSS)

- ❑ **CCSS.ELA-LITERACY.RI.4.5:** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Content Objective(s):

- ❑ Students will analyze a weather chart, collect data, and explain the information.
- ❑ Students will determine the procedures that are necessary to prepare for weather.
- ❑ Students will compare and contrast weather myths and facts.

Language Objective(s):

- ❑ Learners will explain a weather chart, collect data, and explain the information.
- ❑ Learners will discuss the procedures that are necessary to prepare for weather.
- ❑ Learners will write a debate about snow days.

BEFORE/AFTER READING: MYTH VS. FACTS

	<u>Before</u> Myth or fact?	<u>After</u> Myth or fact?
<i>When birds line up on a telephone wire, expect rain.</i>		
<i>When cows lie down in a field, bad weather is coming.</i>		
<i>When bees seek shelter, rain will follow.</i>		
<i>When seagulls fly back over land, rain may be on its way.</i>		
<i>When dog eats grass, expect a severe storm.</i>		
<i>When pigs gather leaves and straw, a storm is coming.</i>		

Writing in Response to Reading (Pages 48-51)

Debate: Snow Day, you be the Judge:

Use the graphic organizer and provide reasons to support your decision: Snow day or No snow Day? List the Pros and Cons for your decision.

BUILDING AN ARGUMENT

MAIN IDEA
Here's what I think...

Evidence to back up my reasons

Here are my **REASONS!**

1. _____

2. _____

3. _____

COUNTER ARGUMENTS

You **COULD** argue that...

...but here's the **WEAKNESS...**

Strong Finish!

PRO **CON**
When you weigh all the evidence, you conclude that...

Text-Dependent Writing Task

You are the principal of a school and need to decide whether to call a snow day. Based on your decision (graphic organizer) write a letter to the

facts and details from the text (page 48) to support your reasoning.

Persuade your audience that you have made the best decision.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

MODULE #8- SECTION 1 (PAGES 52-53)

- ❑ **CCSS.ELA-LITERACY.RI.4.5:** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Content Objective(s):

- ❑ Students will discover images related to weather in movies and analyze how special effects in movies have changed over the years.
- ❑ Students will determine the main idea of the text with supporting details.

Language Objective(s):

- ❑ Learners will describe images related to weather in movies and explain how special effects in weather have changed using a compare and contrast thinking map.
- ❑ Learners will discuss the main idea of the text with supporting details.
- ❑ Learners will write about the main idea and details of a text.
- ❑ Learners will write a debate about snow days.

AFTER READING:

Complete the double-bubble thinking map on the next page: **How has special effects in movies changed over time, what is the same, what is different?**

