



Science Exemplary Text Student Handout

Great whirling storms roar out of the oceans in many parts of the world. They are called by several names—hurricane, typhoon, and cyclone are the three most familiar ones. But no matter what they are called, they are all the same sort of storm. They are born in the same way, in tropical waters. They develop the same way, feeding on warm, moist air. And they do the same kind of damage, both ashore and at sea. Other storms may cover a bigger area or have higher winds, but none can match both the size and the fury of hurricanes. They are earth’s mightiest storms.

Like all storms, they take place in the atmosphere, the envelope of air that surrounds the earth and presses on its surface. The pressure at any one place is always changing. There are days when air is sinking and the atmosphere presses harder on the surface. These are the times of high pressure. There are days when a lot of air is rising and the atmosphere does not press down as hard. These are times of low pressure. Low-pressure areas over warm oceans give birth to hurricanes.

Lauber, Patricia. (1996). “The Making of a Hurricane.” *Hurricanes: Earth’s Mightiest Storms*. New York: Scholastic.

This is an example of exemplary text found in *Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Appendix B Text Exemplars and Sample Performance Tasks*. Retrieved from http://www.corestandards.org/assets/Appendix_B.pdf

Science Exemplary Text Teacher Resource

Great **whirling** storms roar out of the oceans in many parts of the world. They are called by several names—hurricane, typhoon, and cyclone are the three most familiar ones. But no matter what they are called, they are all the same sort of storm. They are born in the same way, in tropical waters. They develop the same way, feeding on warm, moist air. And they do the same kind of damage, both **ashore** and at sea. Other storms may cover a bigger area or have higher winds, but none can match both the size and the fury of hurricanes. They are earth's mightiest storms.

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EFL 3
Word Count 193

Teacher introduces the text with minimal commentary and students read it independently. Teacher then reads passage aloud. Give a brief definition to words students would likely not be able to define from context (underlined in text). Teacher guides the students through a series of text-dependent questions. Complete the performance task as a cumulative evaluation of the close-reading.

Text-Dependent Questions

1. What does the author say about hurricanes?
2. According to the first paragraph, how do hurricanes form?
3. According to the first paragraph, where do hurricanes form?
4. The author compares hurricanes to other storms, discuss what they have in common?
5. How are hurricanes different from other types of storms according to this passage?
6. How does the author describe the conditions that cause the "birth of hurricane?"
7. Define low and high pressure according to the author.
8. What are the benefits of knowing the conditions that cause a hurricane?
9. What "figures of speech" did the author use to describe hurricanes?

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Performance Tasks for Informational Texts

Students identify the overall structure of ideas, concepts, and information in Seymour Simon's *Horses* (based on factors such as their speed and color) and compare and contrast that scheme to the one employed by Patricia Lauber in her book *Hurricanes: Earth's Mightiest Storms*. [RI.5.5]

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