

Tennessee Common Core Reading Unit for Grades 2-3:

Storms

Learning Objective: The goal of this unit is to teach 2nd and 3rd grade students to read closely and critically in order to comprehend complex informational text. In this unit, the teacher uses a variety of strategies to actively engage students in analyzing vocabulary, answering text-dependent questions, and summarizing the text. Students learn to take notes using a graphic organizer and to use those notes to develop a deeper understanding of the text. Discussions and writing exercises help students to construct meaning of the texts in a way that “sticks.”

Reading Tasks: The first text, “Stormy Skies” will be read aloud in its entirety for the first read. The text is then read multiple times (in shorter specific sections) with guiding questions for teachers. The second text, “Surviving the Storm” will be read aloud in its entirety for the first read. The text is then read multiple times (in shorter specific sections). Both full texts are included in this unit. The Lexile Level for these texts is 620. These texts are located in the Tennessee Electronic Library (www.tntel.tnsos.org). The qualitative measure is moderately complex (using the Rubric for Non-Fiction Text as found at www.achievethecore.org/ela-literacy-common-core/text-complexity/qualitative-measures).

Discussion/Language Tasks: The text is presented and explored orally. Group discussions about the content from the texts form the foundation of the lessons.

Writing Tasks: All the writing tasks created for this unit are highly guided and scaffolded. Students learn to take notes using a graphic organizer and to use those notes to develop a deeper understanding of the text. Students create a written summary of “Stormy Skies.” Then students write an essay in which they explain how changing weather affects people, citing evidence and examples from both “Stormy Skies” and “Surviving the Storm.”

Note: Social, ethnic, racial, religious, and gender bias is best determined at the local level where educators have in-depth knowledge of the culture and values of the community in which students live. TDOE asks local districts to review these curricular units for social, ethnic, racial, religious, and gender bias before use in local schools.

Common Core Standards:

Strand	2 nd Grade	3 rd Grade
<p>Reading: Informational Text</p>	<p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.8 Describe how reasons support specific points the author makes in a text.</p> <p>RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>RI.3.10 By the end of the year read and comprehend informational texts, including history/social studies, science, and technical</p>

		texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
Writing	<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p>
Speaking and Listening	<p>SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)</p>	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)</p>
Language	<p>L.2.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p>	<p>L.3.4a Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>

Science (TN Science Standards 2009-10)	GLE.0207.8.1 Associate temperature patterns with seasonal changes.	GLE.0307.8.1 Recognize that there are a variety of atmospheric conditions that can be measured. GLE.0307.8.3 Identify cloud types associated with particular atmospheric conditions. GLE.0307.8.4 Predict the weather based on cloud observations.
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A Note on the Standards: This unit is not designed to emphasize Foundational Skills Standards. Teachers are encouraged to address any Foundational Skills standards that they feel are needed or will enhance this unit.

First Full Text:

Stormy Skies

Tornadoes twist across my state of Texas. Hurricane winds whip through Louisiana. Blizzards blast Colorado. Droughts dry up Georgia. Weather reports seem full of bad weather.

Across the United States, storms seem to be getting stronger. Temperatures are either colder or warmer than usual. The weather is wetter or drier than normal. No one seems happy with this wild weather. And no wonder. In the past 25 years, weather caused 500 billion dollars worth of damage in the United States.

The United States isn't the only place with unusual weather either. In fact, the weather seems to be changing in many countries worldwide. What's happening to the weather?

The answer to that question may be in the clouds over your head. When I look at clouds, I see the future. By studying clouds, I learn what the weather will be like. I also learn some of the ways people are changing clouds and the weather.

Cloud Concepts

Picture a cloud in your mind. What does it look like? Clouds come in different shapes and sizes. Some look like animals or have silly shapes.

Yet they all have some things in common. For starters, clouds are made of tiny drops of water, or bits of ice, or both.

All clouds also form in about the same way. A cloud starts when air carrying water vapor* rises. That can happen for various reasons. Often, heat from the sun warms the ground. That, in turn, heats the air. The warm air then rises.

At other times, warm air may run into cool air. Warm air is lighter than cool air. So the warm air rises over the cool air.

As the air rises, the water vapor it carries mixes with aerosols*--bits of salt, dust, and other stuff. The rising air cools, allowing water vapor to stick to the aerosols. The water vapor then turns into liquid water. This is called condensation.

How clouds form isn't changing. The number of aerosols is. People are pumping more aerosols into the air than ever before. Could those aerosols change our weather?

Counting Clouds

I studied air from Asia to see how aerosols made by people are changing clouds. Like people around the world, Asians make energy by burning coal and other fuels. Smoke from the burning fuels billows* into the sky. That smoke is filled with aerosols.

That raised an interesting question. Aerosols help form clouds. So would more aerosols mean more clouds? I wanted to find out the answer. Doing so took three years of research.

Wind blows smoke from Asia eastward over the Pacific Ocean. I looked at photos of that area. They were taken from space during the past 20 years. Sure enough, I saw many more stormy clouds in the more recent photos.

These clouds can form storms that drift toward the United States. They can bring more lightning, more thunder, and more heavy rain in the western United States and Canada. All that stormy weather started as smoke from power plants and factories far away in Asia.

Crisscrossing Clouds

Burning fuels aren't the only things changing weather. Forest fires, cities, and planes all may affect our weather.

Forest fires set by people in the Amazon rain forest may be delaying thunderstorms. When the storms do show up, they are stronger than before.

Cities are making more clouds. City buildings and roads soak up heat from the sun. The hot air then rises skyward to make clouds. The hot air also seems to be triggering more lightning.

Planes blast hot water vapor and aerosols into the sky, making long, thin clouds called contrails. Near airports, contrails can crisscross the whole sky.

Contrails can change the temperature. During the day, sunlight bounces off the clouds. That makes the day slightly cooler than it would be otherwise. At night, the clouds trap heat rising from the ground. So the night is a little warmer.

Warm Water, Strong Storm

Warm water makes a hurricane bigger and stronger. The water in the Gulf of Mexico in August 2005 was unusually warm. It turned Hurricane Katrina into a super storm.

Glossary:

Aerosol: tiny particles in the air

Greenhouse gas: gas that traps heat in the air

Water vapor: water in the form of a gas

Billow: a great wave or surge of water or a mass that resembles a high wave

Second Full Text:

Surviving the Storm

Tevin Boudreaux knows firsthand what wild weather can do. On August 29, 2005, Hurricane Katrina ripped through New Orleans, where he lives. The storm destroyed everything in its path. When it was over, most of the city was underwater.

Many people fled the city before the storm, but Tevin's family stayed. Hurricanes had come to New Orleans before. The family had always made it through. They soon discovered, however, that Hurricane Katrina was unlike any other hurricane.

Scary Escape

Hurricane Katrina was one of the worst storms New Orleans had ever seen. Wild winds pounded Tevin's house. Muddy water flooded his street. The floodwater rose and poured into his family's home. Soon it was up to Tevin's waist.

The family couldn't stay in their house. They pushed the front door open and went outside. Tevin couldn't believe his eyes. He barely recognized his neighborhood. Trees had smashed houses. The water had picked up cars and carried them down the street.

The family had to find higher ground. They dragged themselves through the flooded neighborhood. After several miles, they spotted part of a highway that was dry. Hundreds of people were already crowded on it, waiting for help. Tevin and his family joined them.

Taking Flight

Hours later, rescue helicopters arrived. People pushed and shoved each other. There were too many people and not enough helicopters. Tevin's family managed to climb aboard one. It was packed with scared people. Tevin squeezed his eyes shut and hoped they wouldn't crash. He was terrified.

The helicopter flew over the flooded city and landed at the airport. The airport was full of people trying to leave New Orleans. Planes lined up to take people to cities all around the country.

Tevin's family went to Texas. As the plane took off, Tevin said a quick good-bye in his head to New Orleans. He didn't know if he would see his friends or his home ever again.

Floodwaters covered New Orleans for weeks. It would be a while before people could live there again. First, debris* needed to be cleared and houses would have to be rebuilt.

New Beginnings

Tevin's family returned to New Orleans a year and a half later. After all that time, many parts of the city were still ruined. Most people had not come back yet. His school was closed, and their home was destroyed. Dried mud covered the floors and walls. His family had to start over. They began by finding a new place to live.

Tevin needed to find a school, but most were still closed from flood damage. John Dibert School was one of the few that were open. Tevin enrolled in fifth grade there. The students and teachers at John Dibert knew what he had gone through. They had survived the same things. Tevin settled in and made friends with his new classmates.

Each week, more people return to New Orleans. They are rebuilding their neighborhoods. There is a lot of work to be done, but they want to bring New Orleans back to life.

Glossary:

Debris: the remains of something broken or destroyed

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Unit Overview

This is a suggested timeline in which to teach this unit. Times can be flexible to meet the needs of the students and schedules.

- Day 1:** Read the first text (“Stormy Skies”) aloud, in its entirety. Discuss what the text is mostly about (main idea).
- Day 2:** Re-read the first text in sections focusing on vocabulary and text dependent questions. Take notes using a graphic organizer.
- Day 3:** Re-read the first text in sections focusing on vocabulary and text dependent questions. Take notes using a graphic organizer.
- Day 4:** Students re-read the text silently. Using the notes in the graphic organizer, write a brief summary in collaboration.
- Day 5:** Read the second text (“Surviving the Storm”) aloud in its entirety. Discuss what the text is mostly about.
- Day 6:** Re-read the second text in sections focusing on vocabulary and text dependent questions. Take notes using a graphic organizer.
- Day 7:** Students re-read the second text silently. Using the notes in the graphic organizer, write an informative/explanatory text using a cause and effect structure in collaboration.
- Day 8:** Continue writing.
- Day 9:** Conclude the writing.

Directions for Teachers

Day 1:

The first read establishes a first familiarity with the text for students. Teachers should read the text prior to the lesson to become familiar with the text and the main idea. This lesson should take approximately 20 minutes.

1. Read the text aloud in its entirety. Read the text straight through, with expression, using the tone and volume of your voice to help the students understand each line and to provide some context for inferring the meaning of unknown words.
2. When you have finished reading, discuss what the text is mostly about (main idea). While reading, students should pause and ask themselves, “What is this text mostly about?” Asking this question helps students to take a minute to check and see if they understand what they have read.
3. The main idea needs to be supported with details. Have the students visualize a table. The table top is the main idea. The legs are the supporting details.
4. Record what the text is mostly about (main idea) using the graphic organizer on a piece of chart paper for later use.
5. Allow students to share the main idea with a partner.

Text Under Discussion	2 nd Grade Sample Teacher Dialogue & Guiding Questions	3 rd Grade Sample Teacher Dialogue & Guiding Questions
Read the first text, “Stormy Skies” in its entirety.	<p>After reading the text aloud, ask students, “What is this text mostly about?”</p> <p>Guide students to what this text is mostly about.</p> <p>Have students give evidence from the text to support their ideas. Accept all responses but encourage students to return to</p>	<p>After reading the text aloud, ask the students, “What is the main idea?”</p> <p>Guide students to the main idea and include supporting details.</p> <p>Have students give evidence from the text to support the main idea. Accept all responses but encourage students to return to the text for</p>

	<p>the text for details.</p> <p><i>Examples of teacher questions that draw students back into the text:</i></p> <p>“Why?” “Where did you see that?” “What lines in the text support your ideas?” “Let me see if we can find that part and read it again.” “How do you know?” “What words in the text make you think that?”</p>	<p>details.</p> <p><i>Examples of teacher questions that draw students back into the text:</i></p> <p>“Why?” “Where did you see that?” “What lines in the text support your ideas?” “Let me see if we can find that part and read it again.” “How do you know?” “What words in the text make you think that?”</p>
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Main Idea Graphic Organizer (Table with legs)

Main idea:			
Detail:	Detail:	Detail:	Detail:
Conclusion:			

<p>changing in many countries worldwide. What's happening to the weather?</p> <p>The answer to that question may be in the clouds over your head. When I look at clouds, I see the future. By studying clouds, I learn what the weather will be like. I also learn some of the ways people are changing clouds and the weather.</p>	<p>What do these words tell you about clouds?</p>	<p>What do these words tell you about clouds?</p>
<p>Cloud Concepts</p> <p>Picture a cloud in your mind. What does it look like? Clouds come in different shapes and sizes. Some look like animals or have silly shapes.</p> <p>Yet they all have some things in common. For starters, clouds are made of tiny drops of water, or bits of ice, or both.</p> <p>All clouds also form in about the same way. A cloud starts when air carrying water vapor rises. That can happen for various reasons. Often, heat from the sun warms the ground. That, in turn, heats the air. The warm air then rises.</p> <p>At other times, warm air may run into cool air. Warm air is lighter than cool air. So the warm air rises over</p>	<p>What are clouds made of?</p> <p>How do clouds form? What is water vapor?</p> <p>When warm air runs into cool air, what causes warm air to rise over cool air? Read the sentence that</p>	<p>What are clouds made of?</p> <p>How do clouds form? What is water vapor?</p> <p>When warm air runs into cool air, what causes warm air to rise over cool air?</p>

<p>the cool air.</p> <p>As the air rises, the water vapor it carries mixes with aerosols--bits of salt, dust, and other stuff. The rising air cools, allowing water vapor to stick to the aerosols. The water vapor then turns into liquid water. This is called condensation.</p> <p>How clouds form isn't changing. The number of aerosols is. People are pumping more aerosols into the air than ever before. Could those aerosols change our weather?</p>	<p>tells you this.</p> <p>What does the word aerosol mean? What happens to the water vapor as the rising air cools?</p> <p>Locate the word condensation. How does the text define condensation?</p>	<p>What does the text tell us about aerosols? What happens to the water vapor as the rising air cools?</p> <p>What does the word condensation mean according to the text?</p>
<p>Counting Clouds</p> <p>I studied air from Asia to see how aerosols made by people are changing clouds. Like people around the world, Asians make energy by burning coal and other fuels. Smoke from the burning fuels billows into the sky. That smoke is filled with aerosols.</p> <p>That raised an interesting question. Aerosols help form clouds. So would more aerosols mean more clouds? I wanted to find out the answer. Doing so took three years of research.</p>	<p>What word in the text did the author use to create an image in the reader's mind of the amount of smoke created by burning coal?</p> <p>Locate in the text, statements that describe the author's curiosity.</p>	<p>Why does the author use the word "billows"?</p> <p>What does the text tell you about the author?</p>

<p>Wind blows smoke from Asia eastward over the Pacific Ocean. I looked at photos of that area. They were taken from space during the past 20 years. Sure enough, I saw many more stormy clouds in the more recent photos.</p> <p>These clouds can form storms that drift toward the United States. They can bring more lightning, more thunder, and more heavy rain in the western United States and Canada. All that stormy weather started as smoke from power plants and factories far away in Asia.</p>	<p>What is the difference between the photos from the last 20 years and the recent photos?</p> <p>What does the word drift mean? Where do the clouds that cause storms in the western United States begin?</p>	<p>Compare/contrast the descriptions of the photos from the last 20 years to recent photos.</p> <p>Describe how smoke in Asia can affect weather in the United States?</p>
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Day 3:

Re-read the first text in sections focusing on vocabulary and text dependent questions. Take notes using a graphic organizer. This lesson will take approximately 30 minutes.

Text Under Discussion	2 nd Grade Sample Teacher Dialogue & Guiding Questions	3 rd Grade Sample Teacher Dialogue & Guiding Questions
<p>Crisscrossing Clouds</p> <p>Burning fuels aren't the only things changing weather. Forest fires, cities, and planes all may affect our weather.</p> <p>Forest fires set by people in the Amazon rain forest</p>	<p>Name things that can affect weather.</p>	<p>What are “burning fuels”?</p> <p>What is the difference between ‘effect’ and ‘affect’?</p>

<p>may be delaying thunderstorms. When the storms do show up, they are stronger than before.</p> <p>Cities are making more clouds. City buildings and roads soak up heat from the sun. The hot air then rises skyward to make clouds. The hot air also seems to be triggering more lightning.</p> <p>Planes blast hot water vapor and aerosols into the sky, making long, thin clouds called contrails. Near airports, contrails can crisscross the whole sky.</p> <p>Contrails can change the temperature. During the day, sunlight bounces off the clouds. That makes the day slightly cooler than it would be otherwise. At night, the clouds trap heat rising from the ground. So the night is a little warmer.</p>	<p>How can fires in the Amazon rain forest effect storms in the United States?</p> <p>Why are cities making more clouds? What does “skyward” mean? What does “triggering” mean?</p> <p>Find the sentence that tells us what “contrails” are and how they are formed.</p> <p>How do contrails affect temperature during the day? At night?</p> <p>What is the “Crisscrossing Clouds” section all about?</p>	<p>What does delaying mean?</p> <p>What causes hot air in cities and what is made from it?</p> <p>What does the text tell us that “contrails” means and how are they formed?</p> <p>How do contrails affect temperature during the day and at night?</p> <p>What is the main idea of the “Crisscrossing Clouds” section?</p>
<p>Warm Water, Strong Storm</p> <p>Warm water makes a hurricane bigger and stronger. The water in the Gulf of Mexico in August 2005 was unusually warm. It turned Hurricane Katrina into a super storm.</p>	<p>Where is the Gulf of Mexico? Find it on a map.</p>	<p>How does warm water create a super storm?</p>

Day 4:

This lesson will take approximately 30 minutes.

1. Students re-read the first text silently.
2. Before students write, they should “Talk the Writing”. Students will talk through what the text is all about (main idea) and supporting details with a partner. This gives students confidence and helps students to organize their thinking before writing.
3. The teacher will lead students in creating a chart. This chart will detail the key points in writing a summary. A sample of the chart is below.

<p>Summary Writing</p> <ol style="list-style-type: none"> 1. State the main idea 2. Support with details 3. Sum it up with a conclusion

4. Using the notes in the graphic organizer, students will work collaboratively to write a brief summary.

Text Under Discussion	2 nd Grade Sample Teacher Dialogue & Guiding Questions	3 rd Grade Sample Teacher Dialogue & Guiding Questions
<p>The teacher will use the “Summary Writing” chart and the graphic organizer (table analogy).</p> <ul style="list-style-type: none"> • State the main idea 	<p>Model taking the main idea from the graphic organizer and write it as the first sentence in the summary.</p>	<p>Same as second grade</p>

<ul style="list-style-type: none"> • Support with details • Sum it up with a conclusion 	<p>Model taking the supporting details from the graphic organizer and write them as the next sentences.</p> <p>Model making a conclusion. Give a simple restatement of the main idea.</p>	
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Day 5:

The first read establishes a first familiarity with the text for students. Teachers should read the text prior to the lesson to become familiar with the text and the main idea. This lesson should take approximately 20 minutes.

1. Read the text aloud in its entirety. Read the text straight through, with expression, using the tone and volume of your voice to help the students understand each line and to provide some context for inferring the meaning of unknown words.
2. When you have finished reading, discuss what the text is mostly about (main idea). While reading, students should pause and ask themselves, "What is this text mostly about?" Asking this question helps students to take a minute to check and see if they understand what they have read.
3. The main idea needs to be supported with details. Have the students visualize a table. The table top is the main idea. The legs are the supporting details.
4. Record what the text is mostly about (main idea) using the graphic organizer on a piece of chart paper for later use.
5. Allow students to share the main idea with a partner.

Text Under Discussion	2 nd Grade Sample Teacher Dialogue & Guiding Questions	3 rd Grade Sample Teacher Dialogue & Guiding Questions
<p>Read the second text, “Surviving the Storm” in its entirety.</p>	<p>After reading the text aloud, ask the students, “What is this text mostly about?”</p> <p>Guide students to what this text is mostly about.</p> <p>Have students give evidence from the text to support their ideas. Accept all responses but encourage students to return to the text for details.</p> <p><i>Examples of teacher questions that draw students back into the text:</i></p> <p>“Why?” “Where did you see that?” “What lines in the text support your ideas?” “Let me see if we can find that part and read it again.” “How do you know?” “What words in the text make you think that?”</p>	<p>After reading the text aloud, ask the students, “What is the main idea?”</p> <p>Guide students to the main idea and include supporting details.</p> <p>Have students give evidence from the text to support the main idea. Accept all responses but encourage students to return to the text for details.</p> <p><i>Examples of teacher questions that draw students back into the text:</i></p> <p>“Why?” “Where did you see that?” “What lines in the text support your ideas?” “Let me see if we can find that part and read it again.” “How do you know?” “What words in the text make you think that?”</p>

Day 6:

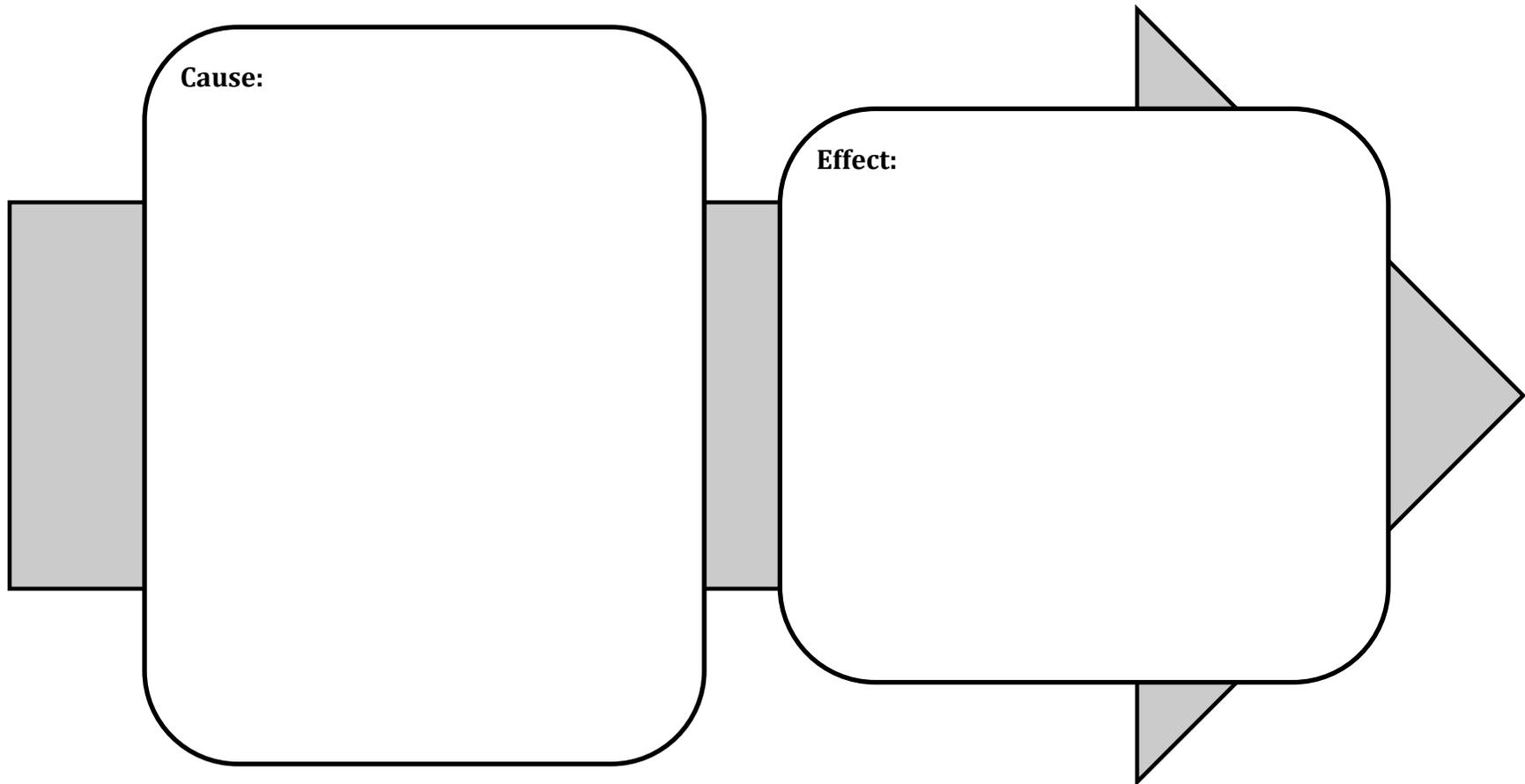
Re-read the second text in the sections focusing on vocabulary and text dependent questions. Take notes using a cause and effect graphic organizer. This lesson will take approximately 45 minutes.

1. Begin by re-reading the main idea and supporting details from the chart paper. Take a few minutes to discuss the main idea of the text and the key details/support using evidence from the text.
2. Today, students will read to gather details for the writing prompt.
3. Set the purpose for reading. Before students read, share the writing prompt.

Write an essay in which you explain how changing weather affects people. Use key details and examples from both “Stormy Skies” and “Surviving the Storm” to support your explanation. Remember to follow conventions of standard English when writing.

4. Read sections of the text and use the sample questions. You will need to use evidence from the first text and the second text to complete the cause and effect graphic organizer.
5. Use the cause and effect graphic organizer to take group notes after each section is read.
6. Use the notes to discuss with a partner.

Cause and Effect Graphic Organizer



Text Under Discussion	2 nd Grade Sample Teacher Dialogue & Guiding Questions	3 rd Grade Sample Teacher Dialogue & Guiding Questions
<p style="text-align: center;">Surviving the Storm</p> <p>Tevin Boudreaux knows firsthand what wild weather can do. On August 29, 2005, Hurricane Katrina ripped through New Orleans, where he lives. <u>The storm destroyed everything in its path.</u> When it was over, most of the <u>city was underwater.</u></p> <p>Many <u>people fled the city</u> before the storm, but Tevin's family stayed. Hurricanes had come to New Orleans before. The family had always made it through. They soon discovered, however, that Hurricane Katrina was unlike any other hurricane.</p> <p>Scary Escape</p> <p>Hurricane Katrina was one of the worst storms New Orleans had ever seen. Wild winds pounded Tevin's house. <u>Muddy water flooded his street.</u> The <u>floodwater rose and poured into his family's home.</u> Soon it was up to Tevin's waist.</p> <p>The <u>family couldn't stay in their house.</u> They pushed the front door open and went outside. Tevin couldn't believe his eyes. He barely recognized his</p>	<ul style="list-style-type: none"> • Teachers will lead students to find evidence of how weather affects people as they record causes and effects on the graphic organizer. • They may also need to refer to the first text. • Some examples are underlined in the text. • Students may need scaffolds as they work through this process. Model your thinking for the students. 	<ul style="list-style-type: none"> • Teachers will lead students to find evidence of how weather affects people. • They may also need to refer to the first text. • Some examples are underlined in the text.

neighborhood. Trees had smashed houses. The water had picked up cars and carried them down the street.

The family had to find higher ground. They dragged themselves through the flooded neighborhood. After several miles, they spotted part of a highway that was dry. Hundreds of people were already crowded on it, waiting for help. Tevin and his family joined them.

Taking Flight

Hours later, rescue helicopters arrived. People pushed and shoved each other. There were too many people and not enough helicopters. Tevin's family managed to climb aboard one. It was packed with scared people. Tevin squeezed his eyes shut and hoped they wouldn't crash. He was terrified.

The helicopter flew over the flooded city and landed at the airport. The airport was full of people trying to leave New Orleans. Planes lined up to take people to cities all around the country.

Tevin's family went to Texas. As the plane took off, Tevin said a quick good-bye in his head to New Orleans. He didn't know if he would see his friends or his home ever again.

Floodwaters covered New Orleans for weeks. It would

be a while before people could live there again. First, debris needed to be cleared and houses would have to be rebuilt.

New Beginnings

Tevin's family returned to New Orleans a year and a half later. After all that time, many parts of the city were still ruined. Most people had not come back yet. His school was closed, and their home was destroyed. Dried mud covered the floors and walls. His family had to start over. They began by finding a new place to live.

Tevin needed to find a school, but most were still closed from flood damage. John Dibert School was one of the few that were open. Tevin enrolled in fifth grade there. The students and teachers at John Dibert knew what he had gone through. They had survived the same things. Tevin settled in and made friends with his new classmates.

Each week, more people return to New Orleans. They are rebuilding their neighborhoods. There is a lot of work to be done, but they want to bring New Orleans back to life.

Day 7:

1. Students re-read the second text silently.
2. Before students write, they should “Talk the Writing”. Student will talk through the causes and effects and supporting details with a partner. This gives students confidence and helps students to organize their thinking before writing.
3. The teacher will lead students in creating a chart collaboratively with their students. This chart will detail the key points in writing to inform/explain. A sample of the chart is below.

Writing to Inform/Explain
<ol style="list-style-type: none"> 1. Introduce the topic 2. Support with details/facts 3. Sum it up with a conclusion

4. Using the notes in the cause and effect graphic organizer, write an informative/explanatory text using a cause and effect structure in collaboration.
 - Guided Writing for 2nd grade: (Looking for about a paragraph in length.)
 1. Introduce the topic. One way to do this is to take the prompt and restate it. An example: “Changing weather effects people in many ways.”
 2. Support with details/facts: write a sentence for each of the ways weather effects people (2 or 3 sentences)
 3. Sum it up with a conclusion. One way to do this is to restate the main idea. An example: “These are some of the ways that changing weather affects people.”
 - Guided Writing for 3rd grade: (Looking for about 2 or 3 paragraphs in length.)
 1. Introduce the topic. One way to do this is to take the prompt and restate it. An example: “Changing weather effects people in many ways.” Then, give examples of what is to come in the details.

2. Group related information together.
3. Support with details/facts. Use linking words and phrases to connect ideas.
4. Sum it up with a conclusion. The conclusion could vary from a simple re-statement to an extension or reflection of some sort.

Days 8:

Continue writing. Allow for approximately 30 minutes to write. The teacher should monitor and give specific feedback to advance student's writing.

Day 9:**Possible Extensions:**

- Read writing with a partner and exchange feedback on meaning and conventions
- Papers can be published digitally and enhanced with graphics and/or photographs