Hurricanes: Earth's Mightiest Storms
(excerpt from Chapter 2, *The Making of a Hurricane*)

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.

No one knows exactly what happens to start these storms. But when conditions are right, warm, moist air is set in motion. It begins to rise rapidly from the surface of the ocean in a low-pressure area.

Like water in a hose, air flows from where there is more pressure to where there is less pressure. And so air over the surface of the ocean flows into the low-pressure area, picking up moisture as it travels. This warm, moist air soars upward.

As the air rises above the earth, it cools. The cooling causes moisture to condense into tiny droplets of water that form clouds. As the moisture condenses, it gives off heat. Heat is one kind of energy. It is the energy that powers the storm. The clouds are the sources of the storm's rain.

The low-pressure area acts like a chimney – warm air is drawn in at the bottom, rises in a column, cools, and spreads out. As the air inside rises and more air is drawn in, the storm grows.

From Hurricanes: Earth's Mightiest Storms by Patricia Lauber (Scholastic, 1996)

Which Questions are Text-Dependent?

Directions: Place a √ next to the text-dependent questions.

	The author tells us that Uncle Henry is a farmer. What do farmers do?
	What does the author tell us about the Kansas prairie?
	What evidence does the author use to tell us how living on the great gray prairie changed Aunt Em?
	Who does Dorothy remind you of?
	What has happened in the story so far?
	What are two ways Aunt Em and Uncle Henry are different from Dorothy and Toto?
	What made Uncle Henry look at the sky anxiously?
	Did you like this chapter?
	Who was your favorite character?
	Do you think Dorothy enjoyed living on the Kansas prairie? Why or why not?

Word Sort

Directions: Place each word in the appropriate column.

Determine	Require	Run
Challenging	Barometer	Benevolent
Assemble	Cold	Sequence
Conclude	Igneous	Mad
Emerged	Antennae	Peninsula
However	Isosceles	Paper

Tier 1	Tier 2	Tier 3

Target Word Selection Template: Practice

Excerpt from *My Father, the Entomologist*

"Oh, Bea, you look as lovely as a longhorn beetle lifting off for flight. And I must admit your antennae are adorable. Yes, you've metamorphosed into a splendid young lady."

Bea rolled her eyes and muttered, "My father, the entomologist."

"I heard that, Bea. It's not nice to mumble. Unless you want to be called a… Mumble Bea!" Bea's father slapped his knee and hooted. Bea rolled her eyes a second time.

The first day of fifth grade, and my father tells me I look like a longhorn beetle. Bea shuddered at the thought. She absolutely detested bugs.

Why does Dad have to be obsessed with insects? She wondered. Why not football or golf like most fathers? The answer was simple. Bea's dad was weird. His weirdness made the whole family weird. And he had made Bea the weirdest of all when he named her Bea Ursula Gentry… B.U.G.

Suddenly, Bea felt angry. She flew into the kitchen where her father sat reading *Insectology.* She hurled her backpack onto the table.

"You know what, Dad?" she asked, tugging on one of her pigtails. "These are not antennae! Your bumper sticker, 'Have you hugged a bug today?' is not cool! And I despise eating in the dining room with all those dead bugs pinned to the walls!"

Word/Phrase	"Travels well"? Tier 2	Significant to text?

Activity taken from Beck, I.L., McKeown, M.G. & Kucan, L. (2002). Bringing words to life: Robust vocabulary instruction. The Guilford Press: New York, NY.

Prompts for Text Dependent Questions

(Source, in part: *Connecting Reading & Writing Through Authors Craft,* The Reading Teacher, Rickards & Hawes, Dec, 2006)

FICTION – CHARACTER ANALYSIS

What do you know about (character)? What words does the author use to show you?
What are (character's) strengths? Weaknesses? What words and phrases does the author use for each?
How does the main character treat other characters? What evidence does the author include?
How does the main character change throughout the story? What evidence does the author include?
How does the author show each character's feelings?

FICTION ELEMENTS AND STRUCTURES

How does the author help you learn about the setting (time, place, season)? What do you learn from the text? From the illustrations?
How does the character react to the setting? How do you know?
How does the setting change through the story? How do you know?
How does the dialogue help you understand the interaction between characters?

FICTION ELEMENTS AND STRUCTURES

An author usually does some research to help him/her write the text. What evidence of research do you find in this text?
Can you tell if the story describes a particular culture? How do you know? Would the story be different if set in a different culture/setting?
How does the sequence of events develop the story?
Describe the major events of ___, in order.

AUTHOR'S WORD CHOICE

What words or phrases grab your attention?
What words or phrases tug at your heart?
What beautiful language does the author use?
What words (color, size, shape, material, proper names) help the author be specific?
What strong verbs do you notice? How do they help you visualize the author's meaning?
How do the author's words help develop sensory images?

GENERAL QUESTION PROMPTS

How do you know?
Explain your thinking.
What is the evidence?
What is the author's purpose? How do you know?
What is the author's point of view? How do you know?
The phrase ___ means ___.
I think the author means ___ when he/she says ___.
___ is an example of ___.

GENERAL QUESTION PROMPTS

What does the author want us to know about ___?
What is the author's message to his/her readers?
What ideas in the text support/validate ___?
What do you learn from the illustrations?
What do we know from the title and cover?
What context clues tell you what (word) means?
What do you notice about the author's use of punctuation?
What does ___ mean? How do you know?

NONFICTION TEXT FEATURES

What new information did you learn from the captions?
Why did the author use (specific text feature) on this page?
How does the author use ___ (table of contents, index, glossary, labeled diagram, heading, bold/underlined/ italicized words) to help you gain information?
What text structure(s) does this author use (question/ answer, problem/solution, description, cause/effect, sequence, compare/contrast)? Why was this a good choice?

NONFICTION

What did you learn after reading this ___ (sentence, paragraph, passage, page)?
What is the most important point in this ___ (paragraph, passage, page, piece)? How do you know?
What supporting details does the author include to help you learn about ___?
What does the author think about ___?

AUTHOR'S WORD CHOICE

- How does the author use transition words (such as *first, last, suddenly, later)* to help you transition from sentence to sentence, paragraph to paragraph, and section to section?
- What comparisons (simile, metaphor, personification) do you notice in the text? How do they help you understand the text?