Weather Research Writing

Standards:
Organizes, evaluates, and uses information from text for specific purposes (to answer questions and gather research)
Applies the writing process (drafting, revising, and editing)
Uses correct grammar, punctuation, and capitalization
Maintains focus and logical organization
Supports writing with details
Uses correct spelling in written work
Models word processing skills
Defines terminology and concepts

Task:
Your assignment is to write about a type of storm. You can write about tornadoes, blizzards, hurricanes, or thunderstorms. After you choose your topic you will need to find books in the resource center or in the classroom library that tell about your storm. The paper that you write should be set up like this:

INTRODUCTION
Hook
Topic
Subtopic 1
Subtopic 2

CONCLUSION
Restate topic
Restate subtopic 1
Restate subtopic 2
Closing Hook

BODY ¶ 1
Subtopic 1 –
Topic Sentence
Detail 1
Tell me more
Tell me more
Detail 2
Tell me more
Tell me more

BODY ¶ 2
Subtopic 2 –
Topic Sentence
Detail 1
Tell me more
Tell me more
Detail 2
Tell me more
Tell me more
When you have finished your first draft, have your writing edited by a peer and by the teacher, then make the necessary revisions for a fantastic final copy. You will type your final copy in the computer lab.

**NOTE TO EDITORS** Not only should you check your peer’s writing for spelling, grammar, punctuation, and capitalization, but you should be looking to see if they are organized, focused, and have lots of details!
## Weather Research Writing Rubric

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td>Research came from only one source</td>
<td>Research came from multiple sources</td>
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<tr>
<td><strong>Spelling</strong></td>
<td>6 or more errors</td>
<td>3 – 5 errors</td>
<td>No more than 2 errors</td>
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<tr>
<td><strong>Grammar, punctuation, and capitalization</strong></td>
<td>6 or more errors</td>
<td>3 – 5 errors</td>
<td>No more than 2 errors</td>
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<tr>
<td><strong>Focus and Details</strong></td>
<td>The paper has no clear sense of purpose or main idea. There is no real message.</td>
<td></td>
<td>Somewhat clear and focused. It holds the reader’s attention most of the time. It contains some details to support the main idea. The main idea may not be clear.</td>
<td>Clear, focused, and interesting. It holds the reader’s attention. Ideas are fresh and original. Related details support the main idea.</td>
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<tr>
<td><strong>Organization</strong></td>
<td>Not shaped yet. The order of my paper is jumbled and confused.</td>
<td></td>
<td>Some really smooth parts, others need work. The order makes sense most of the time.</td>
<td>Clear and compelling. Has chosen an order that works well and makes the reader want to find out what comes next.</td>
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<tr>
<td><strong>Writing process</strong></td>
<td>Wrote a first draft</td>
<td>Wrote a first draft, had it edited by the teacher or by a peer, did not make revisions, wrote a final copy</td>
<td>Wrote a first draft, had it edited by the teacher or by a peer, made revisions, and wrote a final copy</td>
<td>Wrote a first draft, had it edited by the teacher and by a peer, made revisions, and wrote a final copy</td>
<td></td>
</tr>
<tr>
<td><strong>Word processing</strong></td>
<td>Did not word process the assignment</td>
<td>Word processed the assignment</td>
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<tr>
<td><strong>Definition of terms</strong></td>
<td>Incorrectly defined the storm and the characteristics of the storm</td>
<td>Correctly defined the storm and characteristics of the storm</td>
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