

## Hurricanes and Tornadoes

Hurricanes and tornadoes are two different really powerful storms that can destroy or cost a lot of damage to the world. They are a lot of things about these storms that are alike like they can both cause a lot of damage, let me tell you how.

### **Appearance**

There are many types of places that these storms appear but the most common places that this storm mostly appears is tornado valley and for hurricanes it goes across the African coast line then goes across the Atlantic ocean.

### **Frequency in U.S.**

These storms don't usually hit that much but it sometimes 5 days in 3 years but sometimes it doesn't always happen 5 days maybe it would be 3 days.

### **Casualties**

56 people have died in these tornadoes and 1000 people have died in the hurricanes but some people have actually survived in these storms.

### **Cost and Damage**

A lot of people have lost their homes so the government helped people rebuild their homes and a lot of people did donate money to other people that were in the storms. 500 million dollars were donated to charity to help people.

### **Location**

There are many places that these storms can hit but there is this one place that tornadoes hit a lot it's called Tornado Alley. And there is another place called Texas and a lot of tornadoes hit.

### **Conclusion**

There are many ways these really powerful storms are alike because they can destroy a lot of things in the world like tall buildings.

## 6th Grade Informative Essay Prompt

Write an informative essay to answer the question: In what ways are hurricanes and tornadoes alike and different?

### Parent Explanation Informative 6th Grade Score 1

The writing has unclear and confusing ideas that do not match the topic they are under. There is some evidence but it is not explained well. The writing lacks correct grammar, spelling, punctuation, and capitalization which affects the overall meaning of the writing.

| Common Core All-Subject Writing Rubric  |  |   |  |  |                            |
|---|--|---|--|--|----------------------------|
| Writing Type(circle one):    Argumentative    Informative/Explanatory    Narrative (ELA only) |  |   |  |  |                            |
| <b>CONTENT<br/>X4</b>   | The writing has a sharp focus and clarity of purpose. The ideas are developed with examples and specific details including textual evidence and are thoroughly elaborated. All elements of the prompt are addressed. | The writing has a clear central idea and a clear focus. Ideas are developed with textual evidence, even though the development may be uneven. Information is relevant. Most elements of the prompt are addressed. | The writing has a vague central idea; there are shifts in focus or digressions. Ideas are listed, information may be incomplete or irrelevant, textual evidence may be lacking, and there is little development. Some elements of the prompt are <u>not</u> addressed. | The writing has unclear or confusing ideas. The ideas are missing relevant information, there is not enough information, or there is little or no development, and little textual evidence. Significant elements of the prompt are <u>not</u> addressed. | <b>X4</b>                  |
| <b>ORGANIZATION</b>   | There is a beginning, middle, and end in the writing with strong transitions between ideas. Ideas are presented in a logical order and there is a sense of completion about the writing.                             | There is a beginning, middle, and end in the writing with simple transitions between ideas. Ideas are presented in a logical order and the writing may have a weak ending.  | There is a weak beginning, middle, and end with gaps in ideas. Ideas are presented in random order, there may be significant repetition, and the writing may have no ending.   | There is no beginning or end with severe gaps in ideas. Ideas are presented in a random or repetitive order. There may be too little information to demonstrate organization.  |                            |
| <b>SPELLING &amp; GRAMMAR (Conventions)</b>   | The writing exhibits superior control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be part of a pattern of errors.                                    | The writing exhibits proper control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be a part of a pattern of errors.                                 | The writing exhibits weak control over grammar, spelling, punctuation, and capitalization. The errors minimally affect the meaning of the writing.   | The writing exhibits little to no control over grammar, spelling, punctuation, and capitalization. The errors greatly affect the meaning of the writing.   |                            |
| Teacher Feedback:   |  |   | {{Student Reflection on Back}}   |  | <b>Total Points Earned</b> |
|   |  |   |  |  | <b>Score</b>               |