

Hurricanes and Tornadoes

Introduction

Hurricanes and tornadoes are two different types of storms that can cause a lot of damage. There are a lot of differences to hurricanes and tornadoes.

Appearance

Tornadoes look like cones in a cyclonic motion. Hurricanes look like a tornado but they are flat. They both cause a lot of damage but tornadoes form on land and Hurricanes form on water.

Frequency in U.S.

About 1,300 tornadoes hit the U.S. each year, causing destruction to hundreds of homes. In a three year average, only five Hurricanes make landfall in the United States.

Location in U.S.

Tornado Alley is a place with great plains in the Central United States where there are more frequent tornadoes. Before traveling across the Atlantic Ocean most of the Hurricanes that strike the United states form near the African coast line.

Casualties

A few people are killed by tornadoes because they are not warned that a tornado is going to occur. Some hurricanes take a few lives because they did not know that a hurricane is coming.

Cost and damage

Tornadoes ruin hundreds of houses and cause 10 billion dollars. Hurricanes destroy hundreds of homes and cause 21.6 billion dollars.

Conclusion

This is why tornadoes and hurricanes are different.

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 2

The writing has a central idea that is not very specific. The information is listed but may be incomplete and hard to understand. The essay has an introduction and conclusion, but they are not very well formed. For the most part, the grammar, spelling, punctuation, and capitalization is correct and does not distract from the overall meaning.

Common Core All-Subject Writing Rubric					
Writing Type(circle one): Argumentative Informative/Explanatory Narrative (ELA only)					
CONTENT X4	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.	X4
ORGANIZATION	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.	
SPELLING & GRAMMAR (Conventions)	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}}		Total Points Earned
					Score
					2