

Weather Watchers

Study how a model uses structure and precise language.

8.W.2.A.v “Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes: Developing voice and tone by using language that provides vivid and precise vocabulary to...”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB This is an invented town and weather-station account. Write 1 beside the paragraph that introduces the topic, 2 beside the paragraph that develops it with details, and 3 beside the paragraph that closes with a final idea. Underline three vivid or precise words or phrases that create the writer’s interested, observant tone.

The Library Weather Station

- ① When our town installed a small weather station beside the library, some people saw only a metal box and spinning cups. I saw a tool that could turn ordinary walks into investigations. Each morning, the station measures temperature, air pressure, rainfall, wind speed, and wind direction. Its solar panel powers the sensors, and the device sends data to a public website. The station gives our community a clear, local picture of the sky above us each day.
- ② During the first week, I checked the website before school and wrote the numbers in a notebook. On Tuesday, a sharp drop in air pressure appeared before dark clouds rolled over the football field. By afternoon, rain drummed against the bus windows. I compared the station’s record with a national weather map and noticed that our wind had shifted from south to northwest. These observations could not explain the whole storm, but they helped me compare its changes with the wider weather pattern.
- ③ Now I think the weather station deserves more than a glance from people hurrying past the library. Its steady stream of measurements can help gardeners decide when to protect seedlings, help runners prepare for heat, and give classes real data to study. The device also invites better questions: Why is the library parking lot warmer than the nearby park? How does wind change before a storm? A humble set of sensors cannot control the weather, but it can make our shared environment feel less mysterious and more worth observing.

2 ANSWER WITH EVIDENCE Use the passage

- 1 What information in paragraph 1 helps the reader understand why the writer cares about the weather station?

- 2 How does paragraph 2 develop the idea introduced in paragraph 1? Use one detail from the paragraph in your answer.

- 3 Copy two vivid or precise words or phrases from paragraph 2. What tone do these choices create?

- 4 What final claim does the writer make in paragraph 3, and how does that claim close the piece?

3 YOUR TURN Your own words

Choose a useful feature at your school or in your community that is different from the weather station. In the planning box, make a three-part plan, then write a 120-150-word draft in exactly three paragraphs: introduce the feature, develop it with concrete details, and close with its larger value. Use at least three vivid or precise words or phrases to create an interested, observant tone.

1. Plan

Plan the introduction, concrete details and larger value of your chosen feature.

2. Draft, revise and edit

Write exactly three paragraphs and 120-150 words. Then mark a vocabulary revision that strengthens the interested, observant tone and edit conventions; leave your first wording readable.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

3. Changes made

Copy one phrase before and after revision and explain its effect on tone. Record one convention edit as well.

PART 1 • READ AND MARK

This is an invented town and weather-station account. Write 1 beside the paragraph that introduces the topic, 2 beside the paragraph that develops it with details, and 3 beside the paragraph that closes with a final idea. Underline three vivid or precise words or phrases that create the writer's interested, observant tone. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What information in paragraph 1 helps the reader understand why the writer cares about the weather station?	The writer sees it as a tool for investigations, and explains that it provides clear local weather data.
2	How does paragraph 2 develop the idea introduced in paragraph 1? Use one detail from the paragraph in your answer.	It develops the value of local data through a specific example: a pressure drop, rain and a wind shift compared with a national weather map. The account does not claim that one observation fully explains or predicts the storm.
3	Copy two vivid or precise words or phrases from paragraph 2. What tone do these choices create?	Answers may include "sharp drop," "dark clouds rolled," or "rain drummed." These choices create an interested, observant tone.
4	What final claim does the writer make in paragraph 3, and how does that claim close the piece?	The writer claims that the station makes the environment less mysterious and more worth observing. This closes the piece by explaining its larger value to the community.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan: Introduce the station through sound and sight; develop its everyday use with precise observations; close with the value of a repeated habit.

At the end of our hallway, the water-bottle filling station hums beside the drinking fountain. Its bright counter catches my eye after practice, when I hold a scratched metal bottle beneath the spout. Cold water rises toward the narrow neck, and the hallway seems briefly quieter.

Last month, I watched classmates pause there between lessons. The display describes its estimate as bottles saved, but it cannot tell us what each student would otherwise have used. I notice something simpler: a steady stream, a quick refill and another person carrying a reusable bottle toward class.

This machine cannot solve every problem caused by disposable containers. Still, it gives our school a practical choice each day. That familiar hum reminds me that useful changes can begin with ordinary habits we choose to repeat.

Require a three-part plan, exactly three prose paragraphs, 120-150 words, concrete details and at least three vivid or precise words or phrases producing an interested, observant tone. Assess the marked vocabulary revision and convention edit; the printed plan and final-prose sample do not demonstrate the student's process. Count prose separately from the plan and change record. Town observations and school examples are fictional. A bottle-counter estimate cannot establish avoided waste. For general measurement background, National Weather Service ASOS, <https://www.weather.gov/asos/>, lists temperature, pressure, wind and precipitation observations; this does not identify the invented library device as an ASOS station.