Read the Weather

Use repeated reading to make sense of precise details and tone.

10.DSR.A "Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension…"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Read the passage twice. Underline places where punctuation or sentence structure tells you to pause or change expression, and circle one word you need to check using context.

The Harbor Watch

1 At 5:40 each morning, Mara climbed the narrow stairs of the harbor signal tower before the fishing boats left the inlet. Her job was not to command the water but to report what she saw: fog banks, floating debris, or a sudden change in wind. On this October morning, the sea looked flat enough to fool a visitor. Mara read the barometer twice, however, because its needle had fallen sharply overnight. Below her, gulls wheeled without calling, and the old brass bell on the pier gave one thin note.

2 At the radio desk, Mara began the weather report, but the transmitter cracked and swallowed the final word of each sentence. She stopped rather than guessing. A report that omitted "rising" could send crews toward danger; a report that said "falling" when the pressure was steady could keep them in port unnecessarily. She checked the handwritten log against the dial, then spoke again, slower this time. "Wind from the northeast, increasing after noon," she said. The phrase mattered because the inlet narrowed beyond the breakwater, where a northeast wind could pile water against outgoing boats.

3 Before sunrise, Mara carried the completed report to the pier office. The harbor master read it silently, then looked toward the pale horizon. "Keep the bell ready," he said, not loudly, but with the calm precision that made everyone nearby listen. By noon, the fog had lifted, though the wind had stiffened exactly as Mara predicted. Several captains delayed their departures and waited inside the inlet. Mara did not consider the morning dramatic. To her, careful reading, careful speaking, and careful listening were parts of the same watch.

2 ANSWER WITH EVIDENCE

Use the passage

1. Reread the sentence beginning "Mara read the barometer twice." What evidence made Mara check the barometer again?

2. Reread the first three sentences of paragraph 2. Why does Mara stop instead of guessing when the transmitter loses words?

3. Read Mara's quoted weather report aloud. Where should you make a brief pause, and which word should receive slightly stronger stress to show the warning?

4. Reread the harbor master's words and the description after them. What tone should you use when reading "Keep the bell ready" aloud?

3 YOUR TURN

Your own words

Choose a full sentence from paragraph 3 other than the harbor master's spoken words, and copy it. Then write exactly two sentences that explain how you will pace and express the sentence, and how you will check the meaning of one word or phrase in it.

ANSWER KEY

Read the Weather

GRADE 10 · 10.DSR.A

PART 1 · READ AND MARK

Read the passage twice. Underline places where punctuation or sentence structure tells you to pause or change expression, and circle one word you need to check using context. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Reread the sentence beginning "Mara read the barometer twice." What evidence made Mara check the barometer again?	**Its needle had fallen sharply overnight.**
2	Reread the first three sentences of paragraph 2. Why does Mara stop instead of guessing when the transmitter loses words?	**Missing or incorrect weather information could put crews in danger or keep them in port unnecessarily.**
3	Read Mara's quoted weather report aloud. Where should you make a brief pause, and which word should receive slightly stronger stress to show the warning?	**Pause after "northeast" at the comma, and stress "increasing."**
4	Reread the harbor master's words and the description after them. What tone should you use when reading "Keep the bell ready" aloud?	**A calm, precise, serious tone, not a loud one.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

By noon, the fog had lifted, though the wind had stiffened exactly as Mara predicted. I will pause after "noon" and give "though" a slight turn to show the contrast between the lifted fog and stronger wind. I will check stiffened by connecting it to the earlier warning that the wind would increase.

Accept equivalent evidence-based explanations of meaning, pacing, pauses, stress, and tone. For Part 3, accept varied sentence choices and reading plans if the student copies a qualifying sentence and writes exactly two explanations tied to the text.