



## Water Conservation

Student Directions Day 1

Today, you are going to get ready to write an informative essay to answer this question:

**What can people do to save water?**

***Day 1 Get ready to write.***

- *Watch the video, Water Conservation Tips*
- Discuss this question briefly with your class: Why is it important to save water?
- Listen to the article, *Save Our Water!* **essay** carefully. You may want to take notes for your essay on the article as you read along.
- What can people do to save water? Turn and talk to a partner about what people can do. You each have three minutes to explain what people can do and why.
- On a piece of lined paper, write your name and the date. You will use this paper tomorrow for writing.

## Water Conservation

Student Directions Day 2

Today, you are going to use what you have learned to write an informative essay to answer this question: **What can people do to save water?**

### Day 2

- Listen to *Save our Water! again*. Read along as you listen.
- When you have finished, write an informative essay explaining what people can do to save water.
- Your focusing question for this assignment is
  - **What can people do to save water?**
  - Be sure to use facts and examples from the article and/or video. Explain how doing these things will save water.

### Remember, a good informative essay:

Has an introduction

Has a clear focus/topic

Uses specific facts and examples from the resource(s) to support the focus and explain your thinking

Groups ideas in paragraphs

Has a conclusion

Uses precise language and linking words to connect ideas

Has correct spelling, capitalization, and punctuation

When you have finished, be sure to check your work and fix any mistakes you find.

We look forward to reading your good writing and thinking!

## Grade 4 - Informative/Explanatory Writing Prompt

### Teacher Directions

- Use the student prompt as directions for each session. The short video can be found on YouTube: Water conservation tips-How to conserve water at home  
<http://www.youtube.com/watch?v=4MDLpVHY8LE>.
- Provide each student with a copy of the prompt and the article. The article should be read aloud while students read along silently. The teacher should feel comfortable rereading, explaining or clarifying as needed.
- The article provides information needed to address the prompt and should be read aloud at least twice before writing. Encourage students to refer back to the article while writing and to take notes.
- The prompt should be given in two sessions. Allow approximately 45 minutes for each, but the prompt should not be strictly timed. Students should be given the time needed to write and proofread.
- The writing must be done without help, but students may have access to personal dictionaries, or any other resources to support spelling and mechanics that they are accustomed to using while writing. Provide lined paper from your classroom for writing.
- This will be first draft writing, but encourage students to proofread and correct any errors they find.

Name:

## **Save Our Water!**

Did you know that kids can make a very important difference in saving the earth's water? They can! But first off, why do we even need to save water?

Water is a natural resource that we get from the Earth. Without it, we would not be able to live! Imagine a world with no water at all. You wouldn't be able to drink it, bathe, or swim! Without clean water, plants, animals, birds and ocean life would also be unable to live. Kids can help protect this resource. You make a huge difference simply by starting at home. To get an idea of how much water we could save if we all made a small effort, think about this. What if every person across the nation flushed their toilets one time less every day? Together they could save enough water to fill a lake as large as a mile wide and long and four feet in depth!

Now you know how important it is to help save water. Try some of the ideas below. Start doing your part to change our world!

### **Some Ways Kids Can Help to Save Water:**

- When you wash your hands, don't leave the water running. Wet your hands and turn the water off. Use soap and lather your hands well. Then turn the water on to rinse. Turn off the water and make sure it is off completely. Then dry your hands.
- Do the same when you brush your teeth. Turn the faucet on to get your toothbrush and toothpaste wet. Turn it on again to rinse your mouth and toothbrush. Don't leave the water running while you're brushing.
- Baths use a lot of water (about 37 gallons on average). Take short showers, and use only about 20 gallons of water, instead.
- Do you have plants in your house? When vegetables or other fresh produce are washed, collect that water and use it to water the plants.
- Do you like a drink of cold water now and then? Keep a pitcher of water in the refrigerator. That way you don't have to run the water to get it cold.
- Put a barrel outdoors to catch rain water. Then use that water for things like watering plants or flushing toilets. You can save hundreds of gallons of water a year!
- In the summertime, it's fun to play under the lawn sprinkler. When you do, make sure it's only when the lawn is being watered.
- Remind the others in your home, and your friends, not to leave any faucet running. Only use what is truly needed!

- Is there a leaky faucet or toilet in the bathroom at school? Be sure to let someone know so that it can be repaired.

Even if you do just one thing each day to contribute to your home's water conservation, you're doing the right thing!

Adapted from

TheWaterPage.com

<http://www.thewaterpage.com/water-conservation-kids.htm>

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**GUSD – Informational/Explanatory Text-Based Rubric, Grade 4**

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
<b>Purpose</b> CCSS*: ➤ RIT – 1 ➤ W – 2	<ul style="list-style-type: none"> <li>• Responds skillfully to all parts of the prompt</li> <li>• Demonstrates a strong understanding of topic/text(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to all parts of the prompt</li> <li>• Demonstrates an understanding of topic/text(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to most parts of the prompt</li> <li>• Demonstrates limited understanding of topic/text(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to some or no parts of the prompt</li> <li>• Demonstrates little to no understanding of topic/text(s)</li> </ul>
<b>Organization</b> CCSS: ➤ W – 2a ➤ W – 2c ➤ W – 2e ➤ W – 4	<ul style="list-style-type: none"> <li>• Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion</li> <li>• Logically groups related information into paragraphs or sections, including formatting</li> <li>• Uses linking words, phrases, and clauses skillfully to connect ideas within categories of information</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes ideas and information into logical introductory, body, and concluding paragraphs</li> <li>• Groups related information into paragraphs or sections, including formatting (e.g., headings)</li> <li>• Uses linking words and phrases appropriately to connect ideas within categories of information</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion</li> <li>• Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive)</li> <li>• Attempts to use some simplistic linking words to connect ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion</li> <li>• Does not group related information together</li> <li>• Uses no linking words</li> </ul>
<b>Evidence/Elaboration</b> CCSS: ➤ RIT – 1 ➤ W – 2b ➤ W – 8 ➤ W – 9b	<ul style="list-style-type: none"> <li>• Skillfully uses relevant and substantial text support from the resources with accuracy</li> <li>• Uses credible and varied sources</li> <li>• Develops the topic with well-integrated facts, definitions, concrete details, quotations, or other information and examples</li> </ul>	<ul style="list-style-type: none"> <li>• Uses relevant and sufficient text support from the resources with accuracy</li> <li>• Uses credible sources</li> <li>• Develops the topic with facts, definitions, concrete details, quotations, or other information and examples</li> </ul>	<ul style="list-style-type: none"> <li>• Uses mostly relevant text support but may lack sufficient evidence and/or accurate use</li> <li>• Uses mostly credible sources</li> <li>• Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples</li> </ul>	<ul style="list-style-type: none"> <li>• Does not use relevant or sufficient text support from the resources with accuracy</li> <li>• Uses few to no credible sources</li> <li>• Does not support opinion with facts, details, and/or reasons</li> </ul>
<b>Language</b> CCSS: ➤ L – 1 ➤ L – 2 ➤ W – 2d	<ul style="list-style-type: none"> <li>• Uses purposeful and varied sentence structures</li> <li>• Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance readability</li> <li>• Utilizes precise and domain-specific vocabulary accurately throughout student writing</li> </ul>	<ul style="list-style-type: none"> <li>• Uses correct and varied sentence structures</li> <li>• Demonstrates grade level appropriate conventions; errors are minor and do not interfere with the readability</li> <li>• Utilizes precise language and domain-specific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some repetitive yet correct sentence structure</li> <li>• Demonstrates some grade level appropriate conventions, but errors may interfere with the readability</li> <li>• Utilizes some precise language and/or domain-specific vocabulary but minimally and/or inaccurately</li> </ul>	<ul style="list-style-type: none"> <li>• Does not demonstrate sentence mastery</li> <li>• Demonstrates limited understanding of grade level conventions, and errors interfere with the readability</li> <li>• Does not utilize precise language or domain-specific vocabulary</li> </ul>

\*CCSS – Common Core State Standards alignment (“W” = Writing strand; “RIT”= Reading – Informational Text; “L”= Language strand)

**CA Common Core State Standards (CCSS) Alignment**

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (4<sup>th</sup>) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 5<sup>th</sup> grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards      W = Writing      RIT= Reading – Informational Text      L=Language

Strand	3rd	4th	5th
<b>Writing</b>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>e. Provide a concluding statement or section.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>9. Begins in 4<sup>th</sup> grade.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, <b>paraphrase</b>, and categorize information, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<b>Reading – Informational Text</b>	<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<b>Language</b>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

**File Name: I4P Conserving Water**

**Informative/Explanatory**

**Grade 4**

**On-Demand Writing, Uniform Prompt**

### **Conserving Water**

Conserving water is a great way to help the earth. Without our water, plants, humans, and animals, would not be able to live. We need to save water because we will eventually run out of it. Then we will have to use and drink saltwater. It is extremely expensive to filter salt water. This why we need save water. What can you do to save water?

**Introduces the topic by clearly explaining the importance of water and posing a focusing question**

One way you can save water is by getting a rain barrel. Rain barrels collect water so that you can water your plants with recycled water. Recycled water is better for plants because it is more natural. Recycled water also have good nutrients.

**Links ideas within categories of information using words and phrases**

Another way you can save water is by getting an airrating facet and shower head. These items use less water but make it feels the same because of more pressure. One more way you can save water is when you go in the sprinklers in the summer, make sure it is in a spot where it is watering the lawn.

**Develops the topic with facts, definitions, concrete details, and examples related to the topic**

One ways my family saves water is by turning off the water when you brush your teeth. Water is the most important natural resorce of all with out water, we would die. If we ran out of water, as I said, we would die. So if you think dieing is bad, try to conserve water as best you can.

**Uses precise language and domain-specific vocabulary to explain the topic**

**Provides a concluding section related to the explanation presented**



This fourth-grade piece begins with an introduction that provides important context by explaining the importance of water to living things and the danger of running out. The focus of the piece is clearly established with a question: *"What can you do to save water?"*

Related information is organized into well-developed paragraphs. The second paragraph, for example, is about the benefits of collecting water in rain barrels. This idea is elaborated upon with concrete details from the source (*"you can water your plants"*) and explanation (*"recycled water is better for plants because it is more naturail"*). Linking words and phrases (*"one way"*, *"so"*, *"because"*, *"also"*) knit together the related ideas in this paragraph.

Throughout the piece, precise words (*"eventuly"*, *"extremly"*, *"pressure"*) and domain-specific vocabulary (*"nutrients"*, *"airrating"*, *"conserve"*, *"natural resorce"*) convey ideas effectively. Although worded a bit clumsily, the conclusion presents a logical and connected sequence of thought that leads the reader back to the focus of the piece (water is important; without it we would die; therefore, you should *"try to conserve water as best you can"*).

**File Name: I4P Conserving Water**

**Informational/Explanatory**

**Grade 4**

**Revised and Edited for Student Use**

### **Conserving Water**

Conserving water is a great way to help the Earth. Plants, humans, and animals would not be able to live without our water. We need to save water because we will eventually run out of it. Then we will have to use and drink salt water. It is extremely expensive to filter salt water. This is why we need save water. What can you do to save water?

One way you can save water is by getting a rain barrel. Rain barrels collect water so that you can water your plants with recycled water. Recycled water is better for plants because it is more natural. Recycled water also has good nutrients.

Another way you can save water is by getting an aerating faucet and showerhead. These items use less water but make it feel the same because they have more pressure. One more way you can save water is to make sure sprinklers are placed where they are watering the lawn in the summer.

One way my family saves water is by turning off the water when we brush our teeth. Water is the most important natural resource of all. Without water, we would die. If we ran out of water, as I said, we would die. So if you think dying is bad, try to conserve water as best you can.

**File Name: I4P Conserving Water**

**Informational/Explanatory****Grade 4****On Demand Writing- Uniform Prompt****Conserving Water**

Conserving water is a great way to help the earth. Without our water, plants, humans, and animals, would not be able to live. We need to save water because we will eventually run out of it. Then we will have to use and drink saltwater. It is extremely expensive to filter salt water. This why we need save water. What can you do to save water?

One way you can save water is by getting a rain barrel. Rain barrels collect water so that you can water your plants with recycled water. Recycled water is better for plants because it is more natural. Recycled water also have good nutrients.

Another way you can save water is by getting an airrating facet and shower head. These items use less water but make it feels the same because of more pressure. One more way you can save water is when you go in the sprinklers in the summer, make sure it is in a spot where it is watering the lawn.

One ways my family saves water is by turning off the water when you brush your teeth. Water is the most important natural resorce of all with out water, we would die. If we ran out of water, as I said, we would die. So if you think dieing is bad, try to conserve water as best you can.

**Grade 5, Prompt for Informative/Explanatory Writing**

**GUSD – Informational/Explanatory Text-Based Rubric, Grade 4**

	4	3	2	1
	<b>(Above Grade Level)</b>	<b>(At Grade Level)</b>	<b>(Approaching Grade Level)</b>	<b>(Below Grade Level)</b>
<b>Purpose</b> CCSS*: ➤ RIT – 1 ➤ W – 2	<ul style="list-style-type: none"> <li>Responds skillfully to all parts of the prompt</li> <li>Demonstrates a strong understanding of topic/text(s)</li> </ul>	<ul style="list-style-type: none"> <li>Responds to all parts of the prompt</li> <li>Demonstrates an understanding of topic/text(s)</li> </ul>	<ul style="list-style-type: none"> <li>Responds to most parts of the prompt</li> <li>Demonstrates limited understanding of topic/text(s)</li> </ul>	<ul style="list-style-type: none"> <li>Responds to some or no parts of the prompt</li> <li>Demonstrates little to no understanding of topic/text(s)</li> </ul>
<b>Organization</b> CCSS: ➤ W – 2a ➤ W – 2c ➤ W – 2e ➤ W – 4	<ul style="list-style-type: none"> <li>Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion</li> <li>Logically groups related information into paragraphs or sections, including formatting</li> <li>Uses linking words, phrases, and clauses skillfully to connect ideas within categories of information</li> </ul>	<ul style="list-style-type: none"> <li>Organizes ideas and information into logical introductory, body, and concluding paragraphs</li> <li>Groups related information into paragraphs or sections, including formatting (e.g., headings)</li> <li>Uses linking words and phrases appropriately to connect ideas within categories of information</li> </ul>	<ul style="list-style-type: none"> <li>Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion</li> <li>Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive)</li> <li>Attempts to use some simplistic linking words to connect ideas</li> </ul>	<ul style="list-style-type: none"> <li>Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion</li> <li>Does not group related information together</li> <li>Uses no linking words</li> </ul>
<b>Evidence/Elaboration</b> CCSS: ➤ RIT – 1 ➤ W – 2b ➤ W – 8 ➤ W – 9b	<ul style="list-style-type: none"> <li>Skillfully uses relevant and substantial text support from the resources with accuracy</li> <li>Uses credible and varied sources</li> <li>Develops the topic with well-integrated facts, definitions, concrete details, quotations, or other information and examples</li> <li>Uses purposeful and varied sentence structures</li> <li>Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance readability</li> <li>Utilizes precise and domain-specific vocabulary accurately throughout student writing</li> </ul>	<ul style="list-style-type: none"> <li>Uses relevant and sufficient text support from the resources with accuracy</li> <li>Uses credible sources</li> <li>Develops the topic with facts, definitions, concrete details, quotations, or other information and examples</li> <li>Uses correct and varied sentence structures</li> <li>Demonstrates grade level appropriate conventions; errors are minor and do not interfere with the readability</li> <li>Utilizes precise language and domain-specific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Uses mostly relevant text support but may lack sufficient evidence and/or accurate use</li> <li>Uses mostly credible sources</li> <li>Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples</li> <li>Uses some repetitive yet correct sentence structure</li> <li>Demonstrates some grade level appropriate conventions, but errors may interfere with the readability</li> <li>Utilizes some precise language and/or domain-specific vocabulary but minimally and/or inaccurately</li> </ul>	<ul style="list-style-type: none"> <li>Does not use relevant or sufficient text support from the resources with accuracy</li> <li>Uses few to no credible sources</li> <li>Does not support opinion with facts, details, and/or reasons</li> <li>Does not demonstrate sentence mastery</li> <li>Demonstrates limited understanding of grade level conventions, and errors interfere with the readability</li> <li>Does not utilize precise language or domain-specific vocabulary</li> </ul>
<b>Language</b> CCSS: ➤ L – 1 ➤ L – 2 ➤ W – 2d				

\*CCSS – Common Core State Standards alignment (“W” = Writing strand, “RIT” = Reading – Informational Text; “L” = Language strand)

CA Common Core State Standards (CCSS) Alignment

NOTES: The left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (4<sup>th</sup>) as well as the preceding and subsequent grade. Since the rubric score of "4" represents "above grade level" work, the 5<sup>th</sup> grade standards were referenced.

The letter abbreviations are as follows:

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<b>Reading – Informational Text</b>	<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<b>Language</b>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

**File Name: I4P Conserving Water**

**Informative/Explanatory**

**Grade 4**

**On-Demand Writing, Uniform Prompt**

### **Conserving Water**

Conserving water is a great way to help the earth. Without our water, plants, humans, and animals, would not be able to live. We need to save water because we will eventually run out of it. Then we will have to use and drink saltwater. It is extremely expensive to filter salt water. This why we need save water. What can you do to save water?

**Introduces the topic by clearly explaining**

**the importance of water and posing a focusing question**

One way you can save water is by getting a rain barrel. Rain barrels collect water so that you can water your plants with recycled water. Recycled water is better for plants because it is more natural. Recycled water also have good nutrients.

**Links ideas within categories of information using words and phrases**

Another way you can save water is by getting an airrating facet and shower head. These items use less water but make it feels the same because of more pressure. One more way you can save water is when you go in the sprinklers in the summer, make sure it is in a spot where it is watering the lawn.

**Develops the topic with facts, definitions, concrete details, and examples related to the topic**

One ways my family saves water is by turning off the water when you brush your teeth. Water is the most important natural resource of all with out water, we would die. If we ran out of water, as I said, we would die. So if you think dieing is bad, try to conserve water as best you can.

**Uses precise language and domain-specific vocabulary to explain the topic**

**Provides a concluding section related to the explanation presented**

This fourth-grade piece begins with an introduction that provides important context by explaining the importance of water to living things and the danger of running out. The focus of the piece is clearly established with a question: *"What can you do to save water?"*

Related information is organized into well-developed paragraphs. The second paragraph, for example, is about the benefits of collecting water in rain barrels. This idea is elaborated upon with concrete details from the source (*"you can water your plants"*) and explanation (*"recycled water is better for plants because it is more naturail"*). Linking words and phrases (*"one way"*, *"so"*, *"because"*, *"also"*) knit together the related ideas in this paragraph.

Throughout the piece, precise words (*"eventuly"*, *"extremly"*, *"pressure"*) and domain-specific vocabulary (*"nutrients"*, *"airrating"*, *"conserve"*, *"natural resorce"*) convey ideas effectively. Although worded a bit clumsily, the conclusion presents a logical and connected sequence of thought that leads the reader back to the focus of the piece (water is important; without it we would die; therefore, you should *"try to conserve water as best you can"*).

**File Name: I4P Conserving Water**

**Informational/Explanatory**

**Grade 4**

**Revised and Edited for Student Use**

### **Conserving Water**

Conserving water is a great way to help the Earth. Plants, humans, and animals would not be able to live without our water. We need to save water because we will eventually run out of it. Then we will have to use and drink salt water. It is extremely expensive to filter salt water. This is why we need save water. What can you do to save water?

One way you can save water is by getting a rain barrel. Rain barrels collect water so that you can water your plants with recycled water. Recycled water is better for plants because it is more natural. Recycled water also has good nutrients.

Another way you can save water is by getting an aerating faucet and showerhead. These items use less water but make it feel the same because they have more pressure. One more way you can save water is to make sure sprinklers are placed where they are watering the lawn in the summer.

One way my family saves water is by turning off the water when we brush our teeth. Water is the most important natural resource of all. Without water, we would die. If we ran out of water, as I said, we would die. So if you think dying is bad, try to conserve water as best you can.

**File Name: I4P Conserving Water**



**Informational/Explanatory****Grade 4****On Demand Writing- Uniform Prompt****Conserving Water**

Conserving water is a great way to help the earth. Without our water, plants, humans, and animals, would not be able to live. We need to save water because we will eventually run out of it. Then we will have to use and drink saltwater. It is extremely expensive to filter salt water. This why we need save water. What can you do to save water?

One way you can save water is by getting a rain barrel. Rain barrels collect water so that you can water your plants with recycled water. Recycled water is better for plants because it is more naturail. Recycled water also have good nutrients.

Another way you can save water is by getting an airrating facet and shower head. These items use less water but make it feels the same because of more pressure. One more way you can save water is when you go in the sprinkelers in the summer, make sure it is in a spot where it is watering the lawn.

One ways my family saves water is by turning off the water when you brush your teeth. Water is the most important natural resorce of all with out water, we would die. If we ran out of water, as I said, we would die. So if you think dieing is bad, try to conserve water as best you can.

**Grade 5, Prompt for Informative/Explanatory Writing**