

Informative/Explanatory**Grade 4****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.

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

Links ideas within categories of information using words and phrases

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

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

Provides a concluding section related to the explanation presented

Spelling problems are in yellow. (Note that many of the mis-spelled words in this text are difficult at fourth grade and this student's writing was improved by the use of precise vocabulary).

Punctuation problems are in green. (In this case, a period, dash or semicolon is needed after the word 'all'.)

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 natural"*). Linking words and phrases (*"one way"*, *"so"*, *"because"*, *"also"*) knit together the related ideas in this paragraph.

Throughout the piece, precise words (*"eventually"*, *"extremely"*, *"pressure"*) and domain-specific vocabulary (*"nutrients"*, *"airrating"*, *"conserve"*, *"natural resource"*) 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"*).

This sample of student writing, aligned to the Common Core and annotated to show its strengths, is drawn from the **In Common** project. You can find more writing samples and learn more here:

<http://achievethecore.org/page/507/in-common-effective-writing-for-all-students>