

Informative/Explanatory

Grade 5

Saving Water

Did you know that you can save your homes water by just by doing things each day? You can put a bucket outside to catch rainwater or use wipes to wash tables instead of water. There are many ways to save water you can do things outside and inside to help save water. Here are some ideas.

There are many things to do inside your house to help save water. You can change your toilet, facet, and shower head to low flow. Also, you can take small, short showers instead of baths. you can turn off the facet when brushing your teeth and when lathering soap in your hands. When waiting for water to warm up save the water and reuse. over all there are alot of things you can do inside to save your homes water.

There are many things to do outside your house to help save water. First you can go to an automated carwash or use a waterless car wash. When you do a car wash at home you waste more water. Also you can dump out your water bottle on plants and grass insted of dumping it down the drain. Reuse water outside as much as possible. You can also put a bucket of water outside to catch rainwater and use for watering plants or grass. Over all there are alot of ways to save water outside of your house.

Introduces the topic clearly

Provides a general observation and focus

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

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

Links ideas within categories of information using words and phrases

There are many ways to save your **homes** water outside and inside. Kids and adults can make a big difference to save water. Imagine if everyone in the **cantry** turned of the facet when brushing **thier** teeth, we could save **enogh** water to refill a lake! Over all it is important to save water inside and outside your house.

Provides a concluding section related to the explanation presented

Spelling problems, including typos, are in yellow

Missing apostrophes in blue

Punctuation problems, including missing capital letters, and one comma used in place of a period or semicolon, are in green

This fifth-grade piece introduces the topic clearly by providing a general observation and focus. The writer shows a developing awareness of purpose and audience, beginning with a question (“*Did you know...?*”) and concluding with a precise and striking image (“*we could save enogh water to refill a lake!*”) that serves to encourage the reader to take action. The clear sentence structure and familiar vocabulary is appropriate for a general audience.

The piece is well-organized. Facts and concrete details from the source have been regrouped logically into two broad categories: things you can do inside to save water and things you can do outside. Linking words and phrases (“*also*”, “*instead of*”, “*when*”, “*first*”, “*overall*”) show the relationship between ideas and allow the writer to smoothly elaborate using examples and concrete details. The structure of the essay (introduction, body, conclusion), as well as the structure within each paragraph (topic sentence, details, concluding sentence), create cohesion and make the thinking in the piece easy to follow.