

Informative/Explanatory Writing

Grade 3

Water Use

What can I do to save water? Lots of people waste gallons of water a day.

Some people don't **evan** have 5-2 gallons of water a day. We need water to drink, wash clothes, bath, and much more so we need to save water.

One good way to save water is leave buckets outside to fill up with rain.

Take **quike** showers. **bathes** take at least 37 gallons of water. Remind people to turn off the water when not in use. Lots of people wait for the water from there sink to get hot and cold. If you put a bucket in your sink when the bucket is full you can use that water for lots of things. When **its** winter take buckets of snow and melt it then you have buckets of water to use. When **its** summer if you have a squirt gun use water from a toy that has water in it. If **theres** anything leaking water make sure to get it fixed right away. Don't buy water in a plastic container because plastic **palute** the **eath**. Please Save Water.

Introduces the topic with a question and some context about why it might be important to save water

Develops the topic with facts and details

Uses linking words and phrases to connect ideas

Although not separated into paragraphs, **related information is grouped together** and organized into an introduction, body, and conclusion.

Provides a concluding statement

Spelling problems are in yellow

Missing apostrophes in blue

Punctuation problems are in green

This third-grade piece introduces the topic with a question and some context, explaining why we need to save water. Although still a bit “list-y,” the piece uses facts from the source (“*bathes take at least 37 gallons of water*”) and conveys ideas and information clearly, sometimes adding context or elaboration to clarify or to develop points. For example, rather than just instructing the reader to put a bucket in the sink, the writer explains that people often waste water waiting for it to get hot or cold and that, if saved, this water could be used “*for lots of things.*” Linking words and phrases (“*so*”, “*one good way*”, “*if*”, “*when*”) connect ideas within the piece. The conclusion, in the form of a request for action, is appropriate to purpose and audience. The slight digression toward the end (“*Don’t buy water in a plastic container*”) could be addressed through revision if this piece were taken to a final draft.

Although both the introduction and conclusion urge us to save water, this is an informative/explanatory piece. The purpose of the writing is to explain how we can save water, not to try to convince us to do so. This topic is developed with facts and details about things we can do to save water, rather than with the reasons why we should do so. Effective pieces often combine elements from more than one genre.

As kids learn to write, many times they will make errors because they are learning new words, phrases and writing skills.

Encourage and praise their creativity and exploration!

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>