

***In Common: Effective Writing for All Students***  
**Collection of All Student Work Samples, K-12**

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By The Vermont Writing Collaborative, with Student Achievement Partners and CCSSO

**Third Grade**  
**On-Demand Informative / Explanatory**  
**Writing Samples**

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## Grade 3, Prompt for Informative/Explanatory Writing

### Common Core Standard W.CCR.2

Directions should be read aloud and clarified by the teacher

#### Water Conservation

Student Directions Day 1

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

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

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

- Watch the video, *The Adventures of EcoRilla*.
- Discuss this question briefly with your class: Why is it important to save water?
- Listen to the article: *Save Our Water!* carefully.
- What can you do to save water? Turn and talk to a partner about what you could do.
- Fold a piece of paper into quarters. Pick at least four things that you could do to save water. Use words and pictures to show what you chose.
- On a piece of lined paper, write your name and grade, the date, the name of your school and your state, and your teacher's name. 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 you do to save water?**

### Day 2 *Write!*

Listen to *Water Wise* again. Read along as you listen.

- What can you do to save water? Use the notes you created yesterday. Turn to a partner, point to a box on your note sheet. Explain what you might do and how it would save water.
- When you have finished, write an informative essay explaining what you can do to save water.

Your focusing question for this assignment is: **What can you do to save water?**

Be sure to use facts and examples from the article.

Explain how doing these things will save water.

### **Remember, a good informative essay:**

- **Has an introduction**
- **Has a clear focus/thesis statement**
- **Uses specific facts and examples from the text (s) to support the focus and explains your thinking**
- **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 3 - Informative/Explanatory Writing Prompt

### Teacher Directions

- Use the student prompt as directions for each session. The short video can be found on YouTube: Help the Environment - *The Adventures of EcoRilla Episode 1* - EcoWater Canada <http://www.youtube.com/watch?v=ex1ZuKfw64>. The video is recommended, but is optional.
- Provide each student with a copy of the prompt and the article. The teacher should feel comfortable re-reading, explaining or clarifying directions as needed. The article should be read aloud while students read along silently.
- 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.
- 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, word walls, 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. Unlined paper may be provided for drawing and note taking.
- 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 *Water Conservation for Kids*

TheWaterPage.com

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

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**File Name: I3P Water Use**

**Informative/Explanatory**

**Grade 3**

**On-Demand Writing, Uniform Prompt**

### **Water Use**

What can I do to save water? Lots of people waste gallons of water a day. Some people don't even 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 is to leave buckets outside to fill up with rain. Take quick showers. Bathes take at least 5 gallons of water. Remind people to turn off the water when not in use. Lots of people wait for the water from their 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 it's winter you can fill buckets of snow and melt it then you have buckets of water to use. When it's summer you have a squirt gun use water from a toy that has water in it. If there's anything leaking water make sure to get it fixed right away. Don't buy water in a plastic container because plastic pollutes the earth. 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**

into paragraphs, **related information is grouped together** and organized into an introduction, body, and conclusion.

**Provides a concluding statement**

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.



**File Name: I3P Water Use**

**Informational/Explanatory**

**Grade 3**

**Revised and Edited for Student Use**

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**Informational/Explanatory**

**Grade 3**

**On Demand Writing- Uniform Prompt**

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