**Performance Task Target Standard:**

* **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
* **Science Standard Objective 2**

Describe the water cycle and its impact on daily life.

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| **Text #1: The Water Cycle**  <http://www.epa.gov/safewater/kids/flash/flash_watercycle.html> |

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| LEVEL 1: Key Ideas and Details |

**General Understandings**

* Describe the animation. What is it about? RI 4.2
* What are the four terms in the oval graphic? RI 4.1
* What new information did you learn from viewing this? RI 4.3

**Key Ideas and Details**

* Why is the term “cycle” included in the text? RI 4.3
* How do we get water from beneath the ground? RI 4.1
* How does water vapor form? RI 4.1

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| LEVEL 2: Craft and Structure |

**Vocabulary**

* What does aquifer mean? How do you know? RI 4.4
* What does the term *condensation* mean and why is it important to know? RI 4.4
* How is **transpiration** different from **evaporation**? RI 4.4

**Structure**

* Describe the sequence of the key ideas in the text. RI 4.5
* If water moves in a cycle, where does the cycle start? RI 4.5

**Author’s Craft**

* What terms made this text easy to understand? RI 4.4
* How did the graphics add to your understanding? RI 4.5

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| LEVEL 3: Integration of Knowledge and Ideas |

**Author’s Purpose**

* Were the graphics critical to understanding the animation? Justify your answer. RI 4.7
* The animation includes the term “water storage”. What graphics did the author use to

develop the concept? RI 4.7

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| **Learning Task #1:** (DOK 4) *Scaffolding to accomplish learning task #1:* After discussing the vocabulary and viewing the animation, “Thirstin’s Water Cycle”, students take notes to complete the graphic organizer and craft a summary. |

**Instructional Sequence (45 min.)**

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| **I Do**: Teacher will model how to gather information to fill in the graphic organizer with students for the water cycle.  **We Do**: As a whole group, teacher guides students to fully understand key ideas and details. Together as a whole group, students complete a summary of the term **precipitation**.  **Y’all Do**: As students become more capable with the process, they can work in partners to complete the other outline with respect to the other terms in the cycle graphic. With prompting and support, partnerships will gather information from text annotation, write a summary of the terms, and support the summary with domain-specific vocabulary from the animation.  **You Do:** Students complete their own summary based on the outline completed. |

**Standards Addressed**

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| **RI 4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  **RI 4.2**  Determine the main idea of a text and explain how it is supported by key details; summarize the text.  **RI 4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  **RI 4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.  **RI 4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.  **RI 4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  **RI 4.8** Explain how an author uses reasons and evidence to support particular points in a text.  **RI 4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  **W 4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **W 4.8** Recall relevant information from experiences or gather relevant information from print or digital sources; take notes and categorize information, and provide a list of sources.  **S.L. 4.1A** Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  **S.L. 4.1B** Follow agreed-upon rules for discussions and carry out assigned roles.  **S.L. 4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  **S.L. 4.3** Identify the reasons and evidence a speaker provides to support particular points. |

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| **Text Set #2: Water Woes**  <http://www.readworks.org/passages/water-woes> |

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| LEVEL 1: Key Ideas and Details |

**General Understandings**

* What is the main idea of the text? RI 4.2
* What is the water cycle and its four components? RI 4.3

**Key Ideas and Details**

* What percentage of the Earth’s water is available for use and why is this important to know? RI 4.1
* How is our fresh water supply renewed? RI 4.1
* What is one problem associated with the water cycle? RI 4.1
* According to the text, what is considered a basic human right? RI 4.1

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| LEVEL 2: Craft and Structure |

**Vocabulary**

* What is the definition of evaporation and how do you know? RI.4.4
* What is the definition of condensation and how do you know? RI.4.4
* What is the definition of precipitation and how do you know? RI.4.4
* What is the definition of water vapor and how do you know? RI.4.4

**Structure**

* How is the text organized? What is the text structure? (Problem - Solution) RI.4.5
* How does this organization help the reader? RI.4.5
* What text features are included and how do the text features help the reader understand this article? RI.4.5

**Author’s Craft**

* What is the main problem the author describes under the first subheading, “Running Low”? RI.4.5
* What is the overall text structure of the information presented in the article? RI.4.5

**Author’s Purpose**

* What problem does the author present? RI 4.5
* What evidence does the author use to support their opinion of the topic? RI 4.5
* What is one possible solution to the problem proposed by the author? RI 4.5

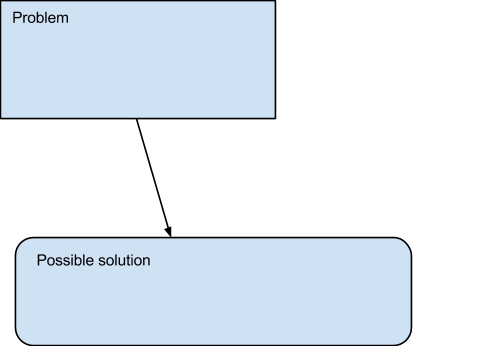
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| LEVEL 3: Integration of Knowledge and Ideas |

**Intertextual Connections Integration of Knowledge and Ideas**

* How does the diagram on page 3 contribute to understanding the water cycle? RI.4.7
* What is the most powerful evidence under the subheading “Precious Resource” that the author uses to back up their opinion on the topic? RI.4.8
* Why do most Americans have access to clean water while over 1 billion people on Earth do not?
* What else have you read that reminds you of this article? RI 4.9

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| **Learning Task #2:** (DOK LEVEL 4) |

As students read the text, they will analyze the main idea and complete the graphic organizer to understand the main idea within the problem-solution text structure of the article.



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| **Instructional Sequence (45 min.):**  **I do**: Teacher models close reading of section under first subheading in “Water Woes” which will facilitate how to complete the problem-solution graphic organizer.  Close reading strategies:   * Underline key terms and ideas. * Circle unfamiliar words or phrases. * Question mark for, “I don’t understand.” * Teach students to fully understand headings and subheadings.   **We Do:** As a whole group, annotate the next subheading in the article. Project the article on the whiteboard screen. Use active engagement reading (i.e. choral, cloze, partner, echo reading). On the topic of the water cycle, teacher will help students to find examples of problems and solutions that could be added to the graphic organizer. Teacher will direct students back to the text to evaluate their examples and select appropriate ones to include in the overall performance task.  **Y’all Do:** As students become more capable with the process, they can work in partners to annotate the next subheading with teacher prompting and support.  **You Do/Summary Writing:** Students will choose one problem and solution from the graphic organizer and compose a 1-2 sentence summary of the information with headings and a graphic. |

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| **Performance Task** (DOK LEVEL 4) |

After reading “Where’s the Water?”, “ Water Cycle Poem”, “Water Woes”, “A California Town”, “After the Floods”, and “Thirstin’s Water Cycle”, write an informational essay that describes how the water cycle impacts daily life. Support your response with evidence from the texts. Compose an oral report that will be scored using the elements of the scoring guide.

