

4th Grade Informational Writing Prompt

PROMPT

After reading “Rock into Soil” and “How Soil Forms,” write 1-3 paragraphs in which you explain weathering and its influence on the formation of soil. Be sure to use evidence and examples from the texts to support your ideas.

TARGETED STANDARDS CONNECTION

Science Standard 3

Students will understand the basic properties of rocks, the processes involved in the formation of soils, and the needs of plants provided by soil.

Objective 2: Explain how the processes of weathering and erosion change and move materials that become soil.

- a) Identify the processes of physical weathering that break down rocks at the Earth's surface (i.e., water movement, freezing, plant growth, wind).

Objective 3: Observe the basic components of soil and relate the components to plant growth.

- a) Observe and list the components of soil (i.e., minerals, rocks, air, water, and living/dead organisms) and distinguish between the living, nonliving, and once living components of soil.

Writing

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.4.2.C Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).

W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.4.2.E Provide a concluding statement or section related to the information or explanation presented.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

For those typing their responses: **W.4.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

LEARNING EXPERIENCE

Materials:

Book: Rocks and Minerals: Soil by Rebecca E. Hirsch (Lexile: 770L)—full text available on [Epic Books](#)

Book: Real World Science: Soil by Katie Sharpe (excerpt Lexile: 670L)—full text available on [Epic Books](#)
Typed up text from books for students to refer to for evidence

Instructional Sequence:

1. Teacher hands out the typed up prompt and text.
2. The teacher introduces the writing prompt and explains that students will be listening to, or reading, two texts and using those texts to answer the prompt.
3. The teacher reads aloud pages 13-16 from *Rocks and Minerals: Soil*, and pages 9-13 from *Real World Science: Soil* to the students. As the teacher reads, students may be underlining or highlighting information that they may find useful for responding to the prompt.
4. Upon finishing the read aloud, students will be provided with paper to respond to the prompt.