

## 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: *Water Conservation Tips*.
- Discuss this question briefly with your class: *Why is it important to save water?*
- Listen to the article: *Save our Water!* carefully. You may want to take notes for your essay as you read.
- *What can you do to save water?* Turn and talk to a partner about what you could do. You each have three minutes to explain what you would do and why.
- 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 *Save our Water!* again. Read along as you listen.
- 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 effective introduction*
- *Has a clear focus/topic*
- *Uses specific facts, statistics, and examples from the text(s) to support the focus and explain your thinking*
- *Groups ideas in paragraphs*
- *Has a satisfying 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 5 - Informative/Explanatory Writing Prompt

### Teacher Directions

- Use the student prompt as directions for each session. The short video can be found on YouTube: *Water conservation tips-How to Conserve Water at Home* <http://www.youtube.com/watch?v=4MDLpVHY8LE>. The video is recommended, but is optional.
- Provide each student with a copy of the prompt and the article. The article should be read aloud while students read along silently.
- The article provides the information needed to address the prompt and should be read aloud at least twice before writing. Encourage students to refer back to the text while writing and to take notes.
- 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, 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.
- 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: ISP Saving Water**

**Informative/Explanatory**

**Grade 5**

**On-Demand Writing, Uniform Prompt**

### **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 cath 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.

**Introduces the topic clearly**

**Provides a general observation and focus**

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.

**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**

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

**Links ideas within categories of information using words and phrases**

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.

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**

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.

**File Name: ISP Saving Water**

**Informative/Explanatory**

**Grade 5**

**Revised and Edited for Student Use**

### **Saving Water**

Did you know that you can save your home's water 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, faucet, and showerhead to low flow. Also, you can take small, short showers instead of baths. You can turn off the faucet 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 a lot of things you can do inside to save your home's 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 instead 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. Overall, there are a lot of ways to save water outside of your house.

There are many ways to save your home's water outside and inside. Kids and adults can make a big difference in saving water. Imagine if everyone in the country turned off the faucet when brushing their teeth. We could save enough water to refill a lake! Overall, it is important to save water inside and outside your house.

**File Name: ISP Saving Water**

**Informative/Explanatory**

**Grade 5**

**On Demand Writing- Uniform Prompt**

### **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.

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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.

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Note: The student's original report was done using a publishing application. This version does not include all of the illustrations and text features in the original.

**File Name: I5R Claudette**  
**Informative/Explanatory**  
**Grade 5**  
**Range of Writing**

### **What Claudette Colvin Did**

*Learn about how Claudette Colvin helped the Civil Rights Movement*

Though most people don't know it, Rosa Parks was not the first black person to refuse to give up her seat. Claudette Colvin refused nine months before Rosa, in 1955. It was during segregation and you would get arrested if you didn't let a white person sit down on a crowded bus while you stood. Segregation happened in lunch counters, schools, almost everywhere down south... Claudette Colvin was important because she stood up for what she knew was right and she motivated others.

#### **Who was Claudette?**

She was a fifteen year old black girl. She went to Booker T. Washington high in Montgomery, Alabama. Her family was very poor and her parents tried not to be noticed by white people because they didn't want to be arrested—the almost opposite of Martin Luther King Jr. She was a smart girl and hated **segregation**, especially the bus laws because her family had no car and she had to sit in the back. She really wanted to be able to sit in the front— or anywhere— of the bus. You can tell that Claudette wanted to do something about the bus laws.

**Introduces the topic clearly by providing historical context**

**Provides a general observation and focus**

**Groups related information logically in sections**

**Includes formatting (headings, boldface) to aid comprehension**

**Includes formatting (captions) and illustrations to aid comprehension**

Whites sat in the front of the bus while blacks sat squashed in the other seats.

Whites seats

Blacks seats



### What did she do?

One thing she did was she refused to give up her seat. The law in Montgomery was that you had to give your seat up to a white person if there was no space for them. Claudette was still fifteen. One day, she was tired of having to get up, so she just stayed in her seat. The bus driver yelled at her and soon police came and arrested her kicking and screaming. She was very brave to stand up to a police. An NAACP lawyer named Fred Grey decided to go to the city's federal court to say that **segregation** laws were **unconstitutional**. He tried to find people who would go and talk about how the bus laws were unfair. Most people who had been mistreated were too scared of what might happen to their families. Only four blacks came to the hearing; Claudette and three older women. She was very brave to go to court even though she knew the consequences.

#### **Word box:**

*Segregation: the act of separation.*

*Unconstitutional: something against the constitution.*

**Uses precise language and domain-specific vocabulary to inform about the topic**

### Who did she motivate?

Nine months after Claudette's arrest Mrs. Rosa Parks refused to give up her seat as well. On Monday, December fifth, Martin Luther king and other black leaders had black elementary and high schools pass out thirty- five thousand fliers saying stay off the buses. That was the beginning of the Montgomery Bus Boycott. Though Claudette was not the reason for the bus boycott, she made black leaders realize that they needed to do the same thing only using someone more experienced.

**Develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic**

### Why didn't black leaders use her?

Though Claudette did refuse before Mrs. Parks, black leaders didn't want to start a bus boycott just because of a teenager. Also, she was hard to deal with because she swore a lot when the police took her off the bus, so they didn't want that to happen in court or anything. Being poor didn't help either, and Claudette thought they didn't use her because she and her parents weren't part of the inner circle, a group of more wealthy. The court case she went to is not very well known so she is not recognized that way. Big history books don't even have a caption about her. While she is not well known, she was still important to the civil rights movement.

**Anticipates the reader's question and provides a section to address the reader's needs**

**Links ideas within and across categories of information using words, phrases, and clauses**

In conclusion, Claudette Colvin did what was right and motivated people. She was a big help to the civil rights movement because she motivated Rosa Parks and the black leaders to start the bus boycott. She helped when she went to the hearing because it ended segregation on buses. As Claudette said, "Enough is enough" and at the time that was very true.

**Provides a concluding section related to the information presented that restates the focus and reflects on the significance of the information**

## Sources

### Information:

We Were There Too!: Philip Hoose: Melanie Kroupa books Farrar  
Straus Giroux– New York.

Claudette Colvin: [http://en.wikipedia.org/wiki/claudette\\_Colvin](http://en.wikipedia.org/wiki/claudette_Colvin)

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<http://www.africanaonline.com>

This fifth-grade informative/explanatory social studies research paper was originally created in a publishing application; only a sample of the illustrations, formatting, and other text features the writer used are included here. This piece contains a wealth of information selected to support the main point: Claudette Colvin was important to the civil rights movement. The writer supports this focus with two specific subsidiary points: Claudette stood up for what she knew was right, and she motivated others to organize against segregation. Each of these points are well-developed with facts, definitions, concrete details, and examples. Domain-specific (“*segregation*”, “*civil rights*”, “*unconstitutional*”) and general academic vocabulary (“*recognized*”, “*federal*”, “*consequences*”) express ideas clearly. Linking words (“*so*”, “*though*”) clarify the relationship between and among ideas within the piece.

The report is well-organized, with an introduction, body paragraphs formatted in separate sections, and a conclusion. Subheadings posed as questions clarify the focus and purpose of each section. The last paragraph reestablishes the focus, summarizes the report’s main points, and adds some reflection (“*enough is enough*”).

**File Name: I5R Claudette Report**  
**Informative/Explanatory**  
**Grade 5**  
**Revised and Edited for Student Use**

**What Claudette Colvin Did**

*Learn about how Claudette Colvin helped the civil rights movement.*

Though most people don't know it, Rosa Parks was not the first black person to refuse to give up her seat. Claudette Colvin refused nine months before Rosa, in 1955. It was during segregation, and you would get arrested if you didn't let a white person sit down on a crowded bus while you stood. Segregation happened at lunch counters, in schools—almost everywhere down south... Claudette Colvin was important because she stood up for what she knew was right, and she motivated others.

**Who was Claudette?**

She was a fifteen-year-old black girl. She went to Booker T. Washington High in Montgomery, Alabama. Her family was very poor, and her parents tried not to be noticed by white people because they didn't want to be arrested—the almost opposite of Martin Luther King Jr. She was a smart girl and hated **segregation**, especially the bus laws, because her family had no car and she had to sit in the back. She really wanted to be able to sit in the front of—or anywhere in—the bus. You can tell that Claudette wanted to do something about the bus laws.

Whites sat in the front of the bus while blacks sat squashed in the other seats.

Whites' seats

Blacks' seats





### What did she do?

One thing she did was she refused to give up her seat. The law in Montgomery was that you had to give your seat up to a white person if there was no space for him or her. Claudette was still fifteen. One day, she was tired of having to get up, so she just stayed in her seat. The bus driver yelled at her, and soon police came and arrested her as she was kicking and screaming. She was very brave to stand up to the police. An NAACP lawyer named Fred Grey decided to go to the city's federal court to say that segregation laws were **unconstitutional**. He tried to find people who would go and talk about how the bus laws were unfair. Most people who had been mistreated were too scared of what might happen to their families. Only four blacks came to the hearing: Claudette and three older women. Claudette was very brave to go to court even though she knew the consequences.

#### **Word box:**

**Segregation:** the act of separation

**Unconstitutional:** something against the constitution

### Whom did she motivate?

Nine months after Claudette's arrest, Mrs. Rosa Parks refused to give up her seat as well. On Monday, December fifth, Martin Luther King and other black leaders had black elementary and high schools pass out thirty-five thousand fliers saying "Stay off the buses!" That was the beginning of the Montgomery Bus Boycott. Though Claudette was not the reason for the bus boycott, she made black leaders realize that they needed to do the same thing, only using someone more experienced.

### Why didn't black leaders use her?

Though Claudette did refuse before Mrs. Parks, black leaders didn't want to start a bus boycott just because of a teenager. Also, she was hard to deal with because she swore a lot when the police took her off the bus, and black leaders didn't want that to happen in court or anything. The fact that she was poor didn't help either, and Claudette thought they didn't use her because she and her parents weren't part of the inner circle, a group of more wealthy black people. The court case she went to is not very well known, so she is not recognized that way. Big history books don't even have a footnote about her. While she is not well known, she was still important to the civil rights movement.

In conclusion, Claudette Colvin did what was right and motivated people. She was a big help to the civil rights movement because she motivated Rosa Parks and the black leaders to start the bus boycott. She helped when she went to the hearing because it ended segregation on buses. As Claudette said, "Enough is enough!" and at the time that was very true.

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**Informative/Explanatory**  
**Grade 5**  
**Range of Writing**

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**File Name: ISR Letters From Rifka**

**Informative/Explanatory**

**Grade 5**

**Range of Writing**

### **Letters From Rifka**

Have you ever been determined to do something? In the book, Letters From Rifka, the main character was determined to leave Ukraine to get to America. Rifka, a 12 year old girl, is forced to leave Russia because if she doesn't she will be killed. Along the way she is determined and that determination helps her to get to America. Rifka never gave up hope. In other words she had indomitable spirit. **Uses precise language**

**Introduces the topic clearly by providing relevant information about the text**

**Provides a general observation and focus**

In the beginning, at the Polish border when Rifka got off the train, the guards force her and her family to take off their clothes for the Doctor. They did this because the Doctor wanted to see if she had a disease. Her determination enabled her to stand there naked, even though it was an uncomfortable, humiliating situation.

**Develops the topic with concrete details, relevant information, and examples**

Another time was when she was on the ship to America. She nearly drowned and lost a friend when a tempest hit. She goes into the hold which really smells. After the storm ends she looks for her friend, Peter, and learns that he has been lost at sea during the storm. Rifka returns to her cabin in tears. A few hours later, when she hears people ooing and ahing up on deck as the statue of Liberty comes into sight she realizes she still wants

**Links ideas within and across categories of information using words and phrases**

to go to America. Her determination gave her the power to endure the emotions she had and then gave her strength to carry on without her friend.

Another example is when Rifka is in the hospital wing at Ellis Island. A Doctor asks Rifka to take off her kerchief so he can check her for ringworm. Rifka realizes that if he finds something wrong with her she can be sent back to Ukraine. She was so determined to get to America that she stood up to an American doctor. Other people that didn't have as much determination might not have done that because they would be too frightened to stand up to someone who could send them back to their old country.

So as you can see, determination can get you anywhere. It got Rifka to America. How? It gave her the strength to carry on even though the obstacles were hard to overcome. Determination can help you achieve your goals too.

**Provides a concluding section related to the information presented.**

**Groups related information logically, discussing each example in a single paragraph.**

This well-crafted, fifth-grade informative/explanatory piece uses evidence from the text to develop the stated focus—that Rifka’s determination helps her get to America. The writer provides three examples of this determination; each is explained in a well-elaborated paragraph grounded in the text. The essay is clearly organized with an introduction that briefly introduces the story, body paragraphs that provide evidence from the story, and a conclusion that reflects on the significance of the information presented (“*Determination can help you to achieve your goals, too*”). The body paragraphs are also well-constructed. Each begins with an appropriate transition (“*In the beginning*”, “*Another time*”, “*Another example*”), explains the example given using concrete details (“*A Doctor asks Rifka to take off her kerchief...*”), and concludes by connecting the example to the focus (“*She was so determined to get America that she stood up to an American doctor.*”). Linking words and phrases (“*Another example*”, “*So as you can see*”, “*How?*”) smoothly connect ideas within the piece. The ideas and examples given in this piece are clear and easily understood, even by a reader who is not familiar with the text. This writer shows a well-developed awareness of purpose and audience for a fifth grader.



**File Name: ISR Letters From Rifka**

**Informative/Explanatory**

**Grade 5**

**Revised and Edited for Student Use**

### **Letters From Rifka**

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In the beginning, at the Polish border when Rifka got off the train, the guards force her and her family to take off their clothes for the Doctor. They did this because the Doctor wanted to see if she had a disease. Her determination enabled her to stand there naked, even though it was an uncomfortable, humiliating situation.

Another time was when she was on the ship to America, she nearly drowns and loses a friend when a tempest hit. She goes into the hold which really smells. After the storm ends she looks for her friend, Peter, and learns that he has been lost at sea during the storm. Rifka returns to her cabin in tears. A few hours later, when she hears people "ooing" and "ahhing" up on deck as the Statue of Liberty comes into sight she realizes

she still wants to go to America. Her determination gave her the power to endure the emotions she had, and then gave her strength to carry on without her friend.

Another example is when Rifka is in the hospital wing at Ellis Island. A doctor asks Rifka to take off her kerchief so he can check her for ringworm. Rifka realizes that if he finds something wrong with her she can be sent back to Ukraine. She was so determined to get to America that she stood up to an American doctor. Other people that didn't have as much determination might not have done that because they would be too frightened to stand up to someone who could send them back to their old country.

So as you can see, determination can get you anywhere. It got Rifka to America. How? It gave her the strength to carry on even though the obstacles were hard to overcome. Determination can help you achieve your goals too.

**File Name: I5R Letters From Rifka**

**Informative/Explanatory**

**Grade 5**

**Range of Writing**

### **Letters From Rifka**

Have you ever been determined to do something? In the book, Letters From Rifka, the main character was determined to leave Ukraine to get to America. Rifka, a 12 year old girl, is forced to leave Russia because if she doesn't she will be killed. Along the way she is determined and that determination helps her to get to America. Rifka never gave up hope. In other words she had indomitable spirit.

In the beginning, at the Polish border when Rifka got off the train, the guards force her and her family to take off their clothes for the Doctor. They did this because the Doctor wanted to see if she had a disease. Her determination enabled her to stand there naked, even though it was an uncomfortable, humiliating situation.

Another time was when she was on the ship to America. She nearly drowned and lost a friend when a tempest hit. She goes into the hold which really smells. After the storm ends she looks for her friend, Peter, and learns that he has been lost at sea during the storm. Rifka returns to her cabin in tears. A few hours later, when she hears people coming and going on deck as the statue of Liberty comes into sight she realizes she still wants

to go to America. Her determination gave her the power to endure the emotions she had and then gave her strength to carry on without her friend.

Another example is when Rifka is in the hospital wing at Ellis Island. A Doctor asks Rifka to take off her kerchief so he can check her for ringworm. Rifka realizes that if he finds something wrong with her she can be sent back to Ukraine. She was so determined to get to America that she stood up to an American doctor. Other people that didn't have as much determination might not have done that because they would be too frightened to stand up to someone who could send them back to their old country.

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