The Water Nudge

Analyze how sentence choices guide young readers to act.

4.P.AC.1.c "Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each sentence that tells you what to do, circle each question, and put a star by each sentence with four or fewer words to notice how the writer pushes students to save water.

Every Drop Counts

1. Water does not appear from nowhere when you turn on a school faucet. It travels through pipes after being cleaned at a treatment plant. Our school uses water for drinking, washing hands, cooking, and caring for the garden. Yet a dripping faucet can waste many gallons over time. One small drip may seem unimportant. It is not.

2. Think about the last time you saw water running with no one using it. Could you stop it? First, turn the handle tightly. Next, tell an adult if the faucet still drips. Do not pour unfinished water from your bottle into the sink. Save it for a thirsty plant outside. These quick choices protect a resource that people, animals, and plants need every day.

3. Picture our hallway after lunch. Twenty students fill bottles, and each student leaves a little water behind. That leftover water could help the garden instead of disappearing down the drain. What could one class save in a week? Bring only the water you plan to drink, and use leftovers wisely. Small actions add up. Start today.

2 ANSWER WITH EVIDENCE

Use the passage

1. The first paragraph ends with "It is not." How does this very short sentence affect student readers and support the author's purpose?

2. How do the sentences beginning with "First," "Next," "Do not," and "Save" help the target audience?

3. Why does the author ask, "What could one class save in a week?" instead of giving the reader an answer?

4. In paragraph 3, how do the short sentences "Small actions add up. Start today." affect the ending of the passage?

3 YOUR TURN

Your own words

Write a four-sentence message asking classmates to save water. Include one question, at least two sentences that tell readers what to do, and one sentence with four or fewer words. Then write one sentence explaining how your short sentence affects your audience and purpose.

ANSWER KEY

The Water Nudge

GRADE 4 · 4.P.AC.1.c

PART 1 · READ AND MARK

Underline each sentence that tells you what to do, circle each question, and put a star by each sentence with four or fewer words to notice how the writer pushes students to save water. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	The first paragraph ends with "It is not." How does this very short sentence affect student readers and support the author's purpose?	**It strongly corrects the idea that a drip is unimportant, helping persuade students to conserve water.**
2	How do the sentences beginning with "First," "Next," "Do not," and "Save" help the target audience?	**They give students clear, ordered actions they can take to save water.**
3	Why does the author ask, "What could one class save in a week?" instead of giving the reader an answer?	**The question invites students to think about their class's impact and makes them feel involved in saving water.**
4	In paragraph 3, how do the short sentences "Small actions add up. Start today." affect the ending of the passage?	**Their short structure makes the ending sound urgent and memorable, pushing students to act now.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Do you want our garden to stay green? Fill your bottle only as much as you need. Pour leftover water on a plant. Save water now. The short last sentence creates urgency, so classmates may act right away.

Accept responses that use the required sentence structures and clearly ask classmates to conserve water. The explanation should connect the short sentence to an effect on readers, such as urgency, attention, or a call to act.