



Real Book

Stage B

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A B C D E F G



WATER FIGHT

Droughts and water shortages threaten Earth's supply of freshwater. It's a global problem. Are there any solutions?

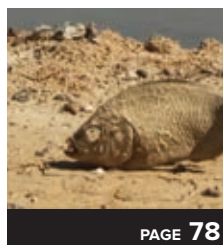
Focus Question

How do we prevent Earth's freshwater supply from drying up?

PART 1

Anchor Video

Drought



PAGE 78

Folktales

Rain and Fire

Retold by Cheryl Clark



PAGE 82

Informational Text

Drought Report

by Jennifer Johnson

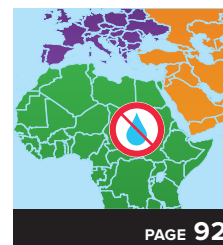


PAGE 84

Photo Essay

Decade of Drought

by Anne Capeci



PAGE 92



PART 2

WRITE AND PRESENT

Website

Are You a Water Saver or a Water Hog?



PAGE 102

Op-Ed Articles

Running Dry

by Jay Famiglietti, Robert Glennon, Melissa Meeker



PAGE 104

Infographic

Toilet to Tap



PAGE 108

Writing Task

Argument Essay

Write an essay and argue why drought is devastating. **PAGE 110**

Career Focus

Water Protector

by Anne Capeci

PAGE 120

Project

Public Service Poster

PAGE 122





Viewing With a Purpose

Drought. Around the world, severe droughts are depleting freshwater supplies. In California, it's a crisis. Find out about the causes and effects of drought. Learn what we can do to protect and preserve our water!

Language to Discuss

One important fact I learned is ____.

I was surprised to learn that ____.



Build Vocabulary

Watch the Anchor Video again. Listen closely and complete the outline with the following content-area vocabulary.

climate

environment

natural resource

reservoir

water cycle

- I. A prolonged drought caused a water crisis in the US Southwest.
 - A. Much of California has a very dry climate.
 - B. In California, freshwater from _____ is pumped to drier parts of the state.
- II. Much of Earth's freshwater comes from under the ground. People are digging wells to access this freshwater.
 - A. If this _____ is overused, it will dry out too.
- III. Most scientists agree that changes in the climate are contributing to periods of severe drought.
 - A. Climate changes, leading to less precipitation, disrupt the _____
 - B. Everyone has a stake in California's water crisis, including farmers, urban planners, industry, and those protecting the _____

Discussing Media

Write

Record two facts from the video that you learned or that caught your attention.

From the video, I learned that _____

One fact that caught my attention in the video was _____

Discuss

Share a fact that you learned or that caught your attention with two classmates. Take notes on what they point out.

Language to Exchange Ideas

May I (share/exchange) ideas with you?

Yes, (of course/certainly).

Classmate	Fact
_____ (Name)	_____
_____ (Name)	_____

Report

Listen as your classmates report. Compare your ideas with a classmate's.

Language to Compare

My idea was similar to ____'s.

Both ____ and I were surprised to learn that ____.

Reflect

Think about the information in the video. State one detail you would like to learn more about.

After viewing and discussing the video, I am especially interested in learning more about

(who/what/why/where/how) _____



Concept Map

In each circle, write a word or phrase that you associate with **drought**.
Prepare to discuss why you chose that word.

Language to Make Connections

One word I chose is .

I chose this word because ____.

I associate ____ with the word ____.

One reason I made this association was ____.

water shortage

drought

Language to Compare

Like ____, I selected the concept of ____.

Like ____, my connection with ____ is ____.



Content-Area Vocabulary

Rate your word knowledge. Then complete the meaning, finish each sentence, and discuss word meanings and examples.

Rating Scale

- 1 = I don't know the word.
- 2 = I've seen or heard it before.
- 3 = I think I know the word.
- 4 = I know it and use it.

Word Rate your word knowledge.	Meaning Complete the meaning.	Example Finish each sentence.
access ac·cess (noun) 1 2 3 4	the ability to _____ or _____ something	Having access to freshwater is important for <u>growing crops./</u> <u>keeping people healthy./survival.</u>
conserve con·serve (verb) 1 2 3 4	to use something in a <u>careful/</u> <u>thoughtful</u> way so that it won't <u>run</u> <u>out/become scarce/disappear</u>	One way to conserve _____ is by _____
contaminated con·tam·i·nat·ed (adjective) 1 2 3 4	made _____ by adding something _____	If a body of water is contaminated , you won't be allowed to _____
famine fam·ine (noun) 1 2 3 4	a shortage of _____ that may cause people to _____	A famine is more likely to occur in places that are _____
recycle re·cy·cle (verb) 1 2 3 4	to make something _____ from something _____	You can help the environment by recycling _____
region re·gion (noun) 1 2 3 4	a large _____ of _____	If you live in a region that gets little rainfall, you may experience _____





Academic Vocabulary

final

fi·nal (adjective)

Paragraph 1

Meaning

something that _____

at the _____

Example

What do you like to do on the **final** days of summer vacation?

I like to _____

on the _____
days of vacation.

destroy

de·stroy (verb)

Paragraph 2

Meaning

to _____ something

Example

What is one thing that could **destroy** a perfect attendance record?

One thing that could _____

a perfect attendance record is _____



This Nigerian folktale describes a contest between Rain and Fire.

1 Long ago, Rain and Fire had an argument. Each claimed to be more powerful than the other. They argued for days. **Finally**, they decided to have a contest to determine the more powerful. They asked the people of the village to judge it. Rain boasted that he would be the winner. Fire was sure that he would defeat Rain.

The day of the contest arrived. First, Fire burned the forest. He torched the houses in the village. He **destroyed** the grasslands. Animals ran in fear. Fire kept blazing. He scorched the farmland. Everyone cheered and agreed that Fire was powerful. As they ran away, the people sang.

Foundational Skills

Read Compound Words You can divide an unfamiliar word into smaller words. This can help you read the word and figure out what it means.

Words made of two smaller words are called **compound words**.

- **Split** the two words apart to help you read the compound word.
- **Read** each smaller word. Read the whole word.

Use the meaning of each smaller word to find the meaning of the compound word. So *grassland* means an area of land that is covered with grass.

grassland
grass|land

"Fire is bright. Fire is strong.

Fire eats everything in its path. No one can defeat Fire."

3 Suddenly, the sun disappeared. Dark clouds gathered above the burning farmland. A thunderstorm boomed. Then, heavy rain fell from the sky. Soon, the farmland stopped burning. The scorched earth drank up the rainwater. The grass and plants grew green and healthy again. Animals looked upward in awe.

The people of the village sang a new song.

"Rain is falling. Rain is mighty.

Rain soaks all in its path. Who can defeat Rain?"

5 "I can!" Fire roared. He began again. He roared higher and higher. He flamed brighter and brighter. But again, Rain fell in torrents. The rainwater put out Fire's flames.

The people of the village ran for cover. When at last the rainfall stopped, they came out. Now, the people sang a final song.

"Fire is strong. Rain is stronger.

Fire burns, but Rain heals.

Rain is more powerful than Fire." ■

Close Reading

Key Idea

How do Rain and Fire demonstrate their power?

Fire shows its power by _____

Rain shows its power by _____

Identify Central Idea and Details

Write a sentence explaining who wins the contest and why. Underline two details from the text to support your answer.

The winner is _____

Practice/Apply

Find two compound words in paragraph 3. Draw a line to split each into two words. Write two words and meanings in the box.

Compound Word	Meaning
1. rainwater	<u>water that falls as rain</u>
2.	_____
3.	_____

Language to Discuss

The most important event in this text is when _____.



Academic Vocabulary

factor

fac·tor (noun)

Paragraph 1

Meaning

one thing that _____

a certain _____

Example

What is one **factor** that helps students succeed in school?

One _____

that helps students succeed in

school is _____

affect

af·fect (verb)

Paragraph 2

Meaning

to cause _____

to _____

Example

How might rain **affect** an outdoor concert?

The rain might _____

an outdoor concert by _____

DROUGHT REPORT

by Jennifer Johnson



Water covers more than 70 percent of Earth's surface. Still, we sometimes run out! Water shortages—called droughts—have occurred throughout history. And in recent years, they have increased in duration and frequency. Their effects can be devastating. Why do droughts happen? What can we do about them? Check out this report.

devastating causing destruction or ruin

CAUSES OF DROUGHT

- 1 Several **factors** contribute to drought:
- 2 **Low Precipitation** Sometimes a **region** gets less precipitation (rain and snow) than normal. When this “dry spell” continues for months or years, a drought results. Local rivers and streams begin to dry up. They carry less water than usual to areas downstream. So those areas are **affected** by drought too.
- 3 **Changes in Climate** Over the past 100 years, Earth’s temperatures have risen. Scientists think such changes in climate contribute to weather patterns that cause drought. For example, warmer temperatures mean the ratio of rain to snow increases. Rainwater evaporates more quickly than snow. Less snow means rivers and streams don’t get as full.
- 4 **Water Quality** About two-thirds of Earth’s surface is covered with water. But most of it is salt water in oceans and seas. For drinking and growing crops, we need freshwater. Freshwater sources—such as rivers and streams—make up only three percent of Earth’s water supply. Sometimes freshwater becomes contaminated—polluted—with garbage, raw sewage, or harmful chemicals from nearby manufacturing plants. Then, the water becomes unsafe to consume.
- 5 **High Demand** We use freshwater for everything from farming and manufacturing to washing our bodies, dishes, clothes, and cars. All that water adds up. Even areas with normal amounts of precipitation can experience a water shortage when people use too much. ►

contribute to help bring about a result; to play a part in an outcome

Close Reading

Key Idea

What is this section of the text about?

This section of the text is about _____

Language to Discuss

What is this section primarily about?

This section is primarily about ____.

Identify Central Idea and Details

List four factors that contribute to drought. Use details from the text in your answer. Then write a sentence that states the central idea of this section.

The four factors that contribute to drought are _____

The main idea of this section is _____

Stretch

How do humans contribute to drought? Cite text evidence in your answer.

Humans contribute to drought by _____



Academic Vocabulary

impact

im·pact (noun)
Paragraph 10

Meaning

the _____
of one _____
on another thing

Example

Who has had a positive **impact**
on your life?

My _____

has had a positive _____
on my life.

particular

par·tic·u·lar (adjective)
Paragraph 10

Meaning

referring to a _____
item or thing

Example

At what **particular** time of day do
you feel most energetic?

The _____
time of day I feel most energetic is

EFFECTS OF DROUGHT

- 6 All living things—humans, animals, and plants—need water to survive. Humans can live only a few days without it. Extreme droughts can have extreme consequences.
- 7 **Famine** Without water, crops and livestock die. Often, food shortages result. In 2011, more than 250,000 people died during a famine in Somalia, in East Africa. The famine was the direct result of a severe, long-lasting drought.
- 8 **Refugees** Without enough water, people may be forced to leave their homes. In the 1930s, a series of severe droughts devastated much of the Great Plains region of the central United States. Crops failed year after year. Huge dust storms buried homes, farms, and people. The region became known as the Dust Bowl. Without crops, farmers could not make a living to support their families. Tens of thousands of families abandoned their ruined homes and farms and moved elsewhere.
- 9 **Disease** We need clean water for drinking, cooking, and bathing. When clean water is scarce, people may be forced to use contaminated water. The water may contain germs, harmful chemicals, and even parasites—insects, worms, and other organisms that invade and live in the human body. Using contaminated water makes people sick. At present, more than 3.4 million people around the world die each year from causes related to lack of clean water. Tragically, this number is sure to grow. ►

lack a shortage or absence of something



In the 1930s, huge wind storms turned the Great Plains into a Dust Bowl. A farmer in Oklahoma shovels dirt that has buried his land.

WHAT CAN WE DO?

10 We cannot prevent droughts from happening. But we can take steps to plan and prepare for drought and to lessen its **impact**. For example, we can study weather patterns to predict when drought is likely to strike a **particular** area. We can limit the amount of water we use for nonessential activities, like watering lawns. We can take steps to **recycle** water, **conserve** and store water, and keep freshwater sources clean. None of these actions will eliminate drought, but they can help make its impact less dire. ■

eliminate to get rid of something
dire urgent, or having terrible consequences

Close Reading

Key Idea

What is this section of the text about?

This section is about _____

Read Critically

List one claim the author makes in Paragraph 9 and the evidence that supports it. List an unsupported claim.

Supported claim: _____

Supporting evidence: _____

Unsupported claim: _____

Stretch

Some droughts result in thousands or millions of deaths. Identify and explain two ways that drought can become deadly.

During a drought, people can die from _____



Identify Text Structure

Authors of informational texts often organize their ideas into causes and effects.

A **cause** is the reason something happens. An **effect** is what occurs as a result. There can be multiple causes of an effect. Similarly, there can be multiple effects resulting from a cause.

Cause

Water becomes polluted.

Effect

The water cannot be used for drinking.

Identify Causes and Effects

“Drought Report” describes the causes and effects of drought.
Enter the missing causes and effects in the boxes below.

Cause

“Sometimes a region gets less
precipitation” (paragraph 2)

Effect

“a drought results” (paragraph 2)

Cause

Effect

“Tens of thousands of families abandoned
their ruined homes and farms and moved
elsewhere.” (paragraph 8)

Cause

“Sometimes freshwater becomes
contaminated” (paragraph 4)

Effect

Cause

“The famine was the direct result of a
severe, long-lasting drought.” (paragraph 7)

Effect

Analyze Causes and Effects

The author of “Drought Report” uses a **cause and effect text structure**. She uses headings, subheadings, and signal words to organize information about why droughts happen and what their effects are.

Use details from “Drought Report” to complete the organizer below. Use headings, subheadings, and signal words to help you find two causes and two effects of drought.

Cause and Effect Signal Words

- | | | | |
|-------------|--------------------|---------------|-----------------|
| • Because | • Consequently | • As a result | • If . . . then |
| • Since | • In order that | • Then | • Thus |
| • Therefore | • As a consequence | • If | • Due to |

Cause 1

People _____

Cause 2

A drought occurs.

Effect 1

Crops _____

Effect 2



Prefixes *in-* and *un-*

Remember that a **prefix** is a word part that is added to the beginning of a base or root word and changes the meaning of the word.

The prefixes *in-* and *un-* mean “not” or “opposite of.”



Word Families

Write the base word for each word with the prefix *in-* or *un-*. Then write the meaning of each prefixed word.

Base Word	Prefixed Word	Meaning
1. <u>action</u>	inaction	<u>lack of movement or activity</u>
2. _____	unsure	_____
3. _____	unpolluted	_____
4. _____	unsafe	_____
5. _____	uncommon	_____
6. _____	unaffected	_____

Use Context

Fill in the blanks using the base and prefixed words from the box above.

7. Drought is _____ in areas that get a lot of rain and snow.
8. People should be fined if they _____ reservoirs.
9. The water in the stream was _____ to drink until someone dumped chemicals in it.
10. During a drought, people must take _____ to conserve water.
11. We can't drink our local water because we are _____ whether it is clean and safe.
12. Few people in the Dust Bowl were _____ by the drought.



Academic Vocabulary

severe

se·vere (adjective)

Introduction

Meaning

very _____

Example

What is one type of **severe** weather you have experienced?

One type of _____

weather I have experienced is a

occur

oc·cur (verb)

Paragraph 1

Meaning

to _____

Example

When do most of your conversations with friends **occur**?

Most conversations with friends

occur _____



by Anne Capeci

Beginning in the early 2000s, **severe** water shortages affected millions of people in many regions of the world. Here's a look at some of the most hard-hit areas.



US SOUTHWEST



Destructive wildfires are common during droughts in the Southwest. Shown here, in 2012, a huge fire raged in New Mexico.



Close Reading

Key Idea

Why is this text titled “Decade of Drought”?

The text is titled “Decade of Drought” because it’s about a

Read Critically

How does the map deepen your understanding of the water shortages discussed in the text?

The map helps me understand that

React and Write

How did the photo of the wildfire on page 92 deepen your knowledge of the drought in the Southwest?

The photo of the wildfire deepened my knowledge of the drought by

1 In 2014, record-setting droughts **occurred** throughout the US Southwest. Scientists say that changes in climate are a major cause of droughts. The climate is affected by cyclical changes in the surface temperatures of the oceans. Warmer ocean temperatures cause an alternating pattern of increased rainfall and extreme heat and drought.

2 During the drought, communities in California, Arizona, New Mexico, Utah, and Colorado passed laws regarding water use. These laws included reducing the number of gallons of water used daily per person, restricting unnecessary water use, and finding and fixing leaks.

3 The drought resulted in shrinking reservoirs and groundwater supplies. Meanwhile, hot, dry conditions increased the threat of destructive wildfires.

cyclical when a series of events is repeated

alternating occurring in a repeating pattern; passing back and forth from one state, place, or action to another



Academic Vocabulary

adequate

ad·e·quate (adjective)

Paragraph 5

Meaning

_____ for a specific

Example

What is an **adequate** amount of sleep for you to get each night?

An _____

amount of sleep for me is _____

_____ hours each night.

widespread

wide·spread (adjective)

Paragraph 6

Meaning

_____ over a

_____ area or to

_____ people

Example

What is one example of a **widespread** concern in your school?

One example of a _____

concern in my school is _____



BRAZIL

4 The effects of a 2014 drought in Brazil were felt around the globe. Brazil produces 35 percent of the world's coffee. The drought caused coffee crops to wither and die. With coffee crops threatened by lack of water, the price of coffee rose by as much as 70 percent.

Brazil is the world's largest coffee producer. Drought hurt the country's coffee crops and its economy. Here, bags of coffee beans are ready for roasting.



SPAIN

5 In 2014, Spain was hit with its worst drought in 120 years. Rainfall in areas of southern and eastern Spain was at just 25 percent of average levels. The drought had an especially serious impact on farmers. Spain normally produces 50 percent of the world's olives. Farmers did not have **adequate** water for their crops. Consequently, olive crops withered. The price of olive oil rose sharply in 2014.

Drought took a toll on olive harvests. Here, a worker gathers olives from the ground near Seville, Spain.





AFRICA

6 In 2011–2012, eastern Africa experienced its worst drought in 60 years. Rainfall reached only 30 percent of normal levels. Crops failed. Livestock and wild animals died from hunger and dehydration.

Widespread crop failure caused a famine that killed between 50,000 and 250,000 people.

In Kenya, communities joined together to lessen the impact of the devastating drought. Here, farmers tend to their livestock.



CHINA

7 Northeastern and southwestern China suffered from extreme drought in 2014. The drought was the worst in 50 years. A severe lack of rain left tens of millions of people without access to drinking water. In the southwest, sugarcane, rubber, and coffee crops failed. In the northeast—sometimes called China’s “bread basket”—corn, wheat, and soybean crops withered and died.

Local people line up to get drinking water from a well in a village in China’s Chuxiong Province.



Close Reading

Key Idea

What is one common effect of the droughts described in this section of the text?

One common effect of the droughts is _____

Identify Text Structure

How does drought affect human lives? Underline three consequences of the droughts described on pages 94–95. Write a sentence explaining where and why the consequences were most severe.

The consequences of drought were most severe in _____

because _____

Stretch

The author writes that “the effects of a 2014 drought in Brazil were felt around the globe.” Explain. How can a drought in one region affect people in other regions?

A drought might affect people in other regions _____

would _____

STRATEGY TOOLKIT

Identify Text Structure

Authors often use photographs and illustrations to support their text. Providing visuals along with text can help clarify and explain what is being said in the text.



Making Inferences

Inferences help you figure out information that an author doesn't state directly in a text. They also help you better understand, remember, and apply what you have read. Make inferences whenever you read.

What This Text Says

Communities in the US Southwest passed laws restricting water use.

What I Know From Other Texts

The overuse of water can make a drought worse.

My Inference

The communities passed laws to try to reduce the impact of the drought.

Identify Text Evidence

What impact did the 2014 drought have on Spanish farmers? Complete the boxes with two relevant details from "Decade of Drought."


Detail 1: Spain produces 50 percent of the world's olives.

Detail 2: During the drought, farmers did not have _____

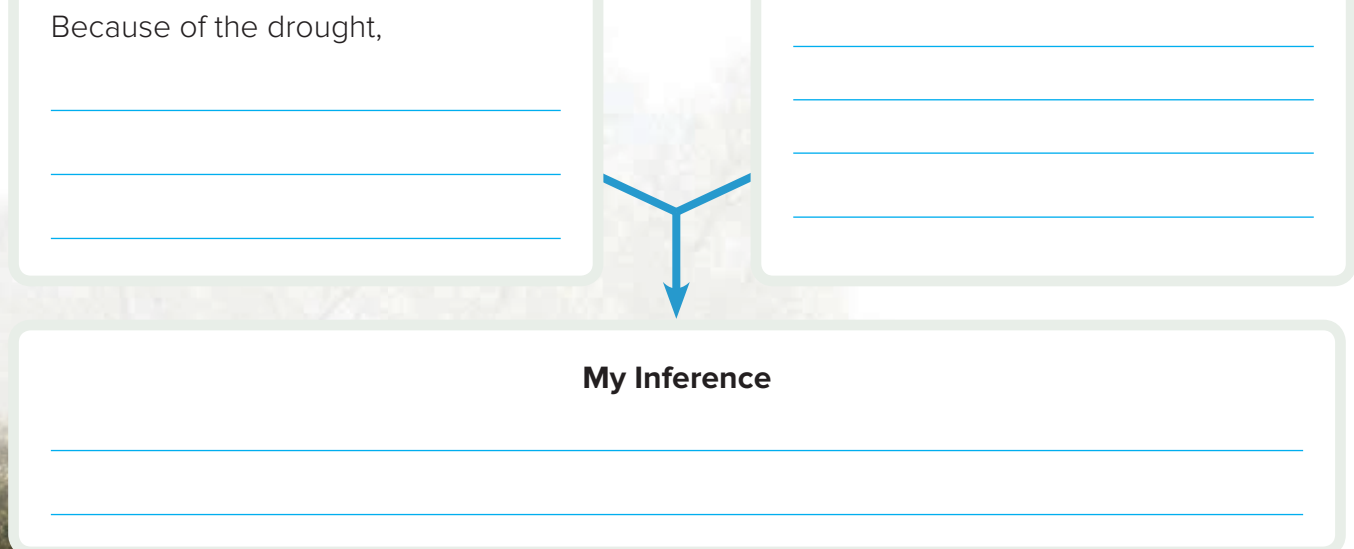
Detail 3: Olive crops _____

Make Inferences

Complete the organizer to infer what impact the drought had on Spanish farmers.

What This Text Says	What I Know From Other Texts
Olive crops _____ _____ _____	Farmers make money by _____ _____ _____
	
My Inference	
Because of the drought, Spanish farmers likely _____ when _____	

Use text evidence and your own knowledge to infer what happened to the price of food in China in 2014.

What This Text Says	What I Know From Other Texts
Because of the drought, _____ _____ _____	_____ _____ _____ _____
	
My Inference	
_____ _____	



Plan Your Paragraph

Writing Prompt

“Drought Report” and “Decade of Drought” both discuss what happens when parts of the world are hit by devastating droughts. Write a paragraph that argues which text is more informative about droughts.



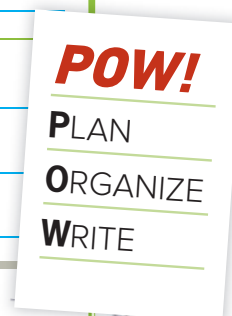
Identify Prompt and Purpose

This prompt is asking me to argue _____

Choose Precise Language

In the chart, write two precise words that can replace each everyday word. Then write one additional form of each word.

Everyday	Precise	Word Family
change	<u> affect </u> <u> </u> <u> </u>	<u> affected </u> <u> </u> <u> </u>
enough	<u> adequate </u> <u> </u> <u> </u>	<u> inadequate </u> <u> </u> <u> </u>
less	<u> reduce </u> <u> </u> <u> </u>	<u> reduction </u> <u> </u> <u> </u>
bad	<u> severe </u> <u> </u> <u> </u>	<u> severely </u> <u> </u> <u> </u>



Language to Report

I will argue ____.
I chose this because ____.

Organize Your Paragraph

Take notes for your paragraph in the graphic organizer below.

Topic Sentence and Reason: State the claim you will make in your paragraph.

In my opinion, _____
(text, author)
is more informative about droughts than "Drought Report" because it _____
(verb: describes, discusses, explains)

Evidence: Collect details to support your claim.

Text Evidence: What the Text Says	Text Analysis: What This Tells Me
"The drought resulted in shrinking reservoirs and groundwater supplies."	The drought caused reservoirs and groundwater supplies to shrink.
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

End: Write a concluding sentence that restates the claim and explains why it is true.

Write Your Paragraph

Type your final paragraph, or write it on a separate piece of paper.
Read it again, and correct any errors before you publish it.



Concept Organizer

Discuss the concept of **conservation**. Then complete the concept organizer.

conservation

(noun)

Example Sentence

People can aid in the **conservation** of forests by planting new trees.

Definition

the _____ of _____ resources such as _____

Characteristics

- Conservation is a _____ action.
- Conservation involves being _____ and not doing _____
- Conservation can mean using _____ water or energy. It can also mean _____ the habitats of animals and plants.

Examples

- You can help water conservation by _____
- _____ support wildlife conservation.
- _____

Non-Examples

- dumping _____ into the lake
- _____ natural resources
- _____

My Sentence

To aid in the conservation of _____ my school started a _____



Word Family

conserve

(verb)

conserves

(verb)

conserved

(verb)

conserving

(noun, verb)

conservationist

(noun)

conservative

(adjective, noun)

Common Phrases

- energy conservation
- environmental conservation
- conservation policy
- wildlife conservation
- conservation efforts

Content-Area Vocabulary

Rate your word knowledge. Then complete the meaning, finish each sentence, and discuss word meanings and examples.

Rating Scale

- 1 = I don't know the word.
- 2 = I've seen or heard it before.
- 3 = I think I know the word.
- 4 = I know it and use it.

Word Rate your word knowledge.	Meaning Complete the meaning.	Example Finish each sentence.
deplete de·plete (verb) 1 2 3 4	to _____ so that there is _____ _____ left	If we deplete our _____ supply, we may cause a _____ _____
groundwater ground·wa·ter (noun) 1 2 3 4	_____ found underground in _____ _____	After a _____ groundwater can cause _____ _____
irrigation ir·ri·ga·tion (noun) 1 2 3 4	a way to supply _____ to land or _____	Good irrigation is critical for _____ and _____
resources re·sourc·es (noun) 1 2 3 4	things that _____ in a region and can be used to _____	_____ is a resource that the United States is able to _____ _____
restriction re·stric·tion (noun) 1 2 3 4	a _____ or law that _____ something _____	Because of a _____ there were restrictions on _____ _____
sustain sus·tain (verb) 1 2 3 4	to _____ what is needed to _____ doing something _____	Athletes need _____ to sustain them during _____





Academic Vocabulary

reduce

re·duce (verb)
Paragraph 3

Meaning

to make something _____
in _____

Example

What can you do to **reduce** your water use?

To _____ my water use, I can

indirect

in·di·rect (adjective)
Subhead, page 103

Meaning

describing a _____
that is not the most _____
one

Example

How might a drought have an **indirect** impact on you?

A drought might have an _____
impact on me if _____

Are you a Water Saver or a Water Hog?


Earth's water is finite. That means we need to take care of the water we have. Using less water now to make sure there is plenty of freshwater in the future is called water conservation. Here's some information about water use from the Michigan Water Stewardship Program.

Direct Water Use

1 How much water does it take to complete everyday tasks? Refer to the following chart to figure out how many gallons of water you use in a typical day.

WATER USED DURING DAILY ACTIVITIES		
Action	Gallons	
 Brushing your teeth (with water running)	3 gallons per minute	
 Flushing the toilet	5 gallons	
 Taking a shower	5 gallons a minute	
 Washing dishes under running water	30 gallons	
 Washing clothes	37 gallons per load	

2 How much water do you use? If you brush your teeth, take a ten-minute shower, and use the restroom three times in a day, you will use almost 70 gallons of water.

KEY  =1 gallon  =10 gallons  =100 gallons  =1,000 gallons  =65,000 gallons

Indirect Water Use

3 **Reducing** the amount of water we use directly is an important step toward conserving water.

4 We also must consider our **indirect** water use. When you do your schoolwork on paper, eat a hamburger for lunch, or use a computer, it may not seem like there is any water involved. But there is! Making paper and manufacturing computers use water. So does raising livestock for the burger.

Take a look at the table below to see how much water is necessary to make some familiar items.

WATER NEEDED TO MAKE THIS ITEM	
Item	Gallons
 1 sheet of paper	2.5 gallons 
 1 pound of plastic (used to make things like water bottles)	70 gallons 
 1 pair of jeans	1,800 gallons 
 1 pound of hamburger	2,464 gallons 
 1 desktop computer	7,300 gallons 
 1 car	65,000 gallons 

5 We can't control how much water is used to make these items, but we can make every effort to reduce our use of certain products in order to conserve water.

Tips to Reduce Indirect Water Use:

- Recycle plastic bottles, cans, and paper. Recycling uses less water than creating a new product from scratch.
- Reuse or repair items rather than buying new ones.
- Donate reusable items that you no longer want.
- Buying locally made or grown products helps too. Local products don't travel as far so they save gas as well.

Close Reading

Key Idea

What information is presented in the charts on these pages?

The information presented is about

Identify Author's Purpose

How does the box at the end of the text help you determine the author's purpose? Cite evidence in your response.

The box helps me determine that the author's purpose is to

Stretch

Based on information in the "Direct Water Use" chart, about how much water do you use every day? Where could you cut back?

I use about

STRATEGY TOOLKIT

Author's Purpose

Paying attention to the details an author includes in a text will help you determine his or her purpose, or reason for writing.



Academic Vocabulary

decline

de·cline (verb)

Op-Ed 1, Paragraph 5

Meaning

to _____

or _____

Example

What might cause the number of trees in the forest to **decline**?

might cause the number of trees

in the forest to _____

significantly

sig·ni·fi·cant·ly (adverb)

Op-Ed 1, Paragraph 5

Meaning

in a way that is _____ or

large enough to _____

Example

What is one thing that might **significantly** affect your mood?

One thing that might _____

affect my mood is _____

RUNNING DRY

Three experts propose ways to manage California's historic drought.



Before This photo shows full water levels at Lake Oroville, California, in July 2011.

After In 2014, after a three-year drought, the lake's water level had fallen dramatically.



A prolonged drought has affected much of the US West. It is a crisis of historic proportions. Everyone has an opinion about it. Here, three experts share their ideas. Are they right? Wrong? You decide.

Sometimes what you don't see *can* hurt you. Water scientist and author **Jay Famiglietti** thinks green parks and lawns may give a false sense of security about California's water supply.

1 Too Green?

1 Southern California water managers are doing such a great job that you would hardly know we are in the midst of the worst drought since recordkeeping began in the late 1800s.

2 However, excellence in water management has a real downside: a false sense of security. It is exceedingly difficult to convey the urgency of the situation when almost everything around us is green.

3 There are three important steps that our region can take to have an immediate effect on **sustaining** our water supply beyond just 12 to 18 months.

4 The first is awareness of our water supply situation. Our water has three main sources: snowmelt from the Sierra Nevada, local **groundwater**, and imported water from the Colorado River basin.

5 Unfortunately, all three of these sources are drying up. The amount of available freshwater from each has **declined significantly** during the drought.

6 Second, it is time, right now, for mandatory water **restrictions**, with enforcement and fines for violations.

7 Third, we must press for better management of the state's groundwater supply.

8 This is a real emergency that requires a real emergency response. If Southern California does not step up and conserve its water, and if the drought continues on its epic course, there is nothing more that our water managers can do for us. ►



enforcement carrying out effectively

Close Reading

Key Idea

What does Jay Famiglietti recommend to manage California's drought?

Famiglietti recommends _____

Use Word Strategies

What words or phrases does Famiglietti use that tell you he thinks California's government should control how much water people use?

Famiglietti uses the words and phrases _____

Stretch

Write a tweet of about 25 words urging California's government to protect its water supply. Focus on one of the author's three recommended steps. Use precise words. _____

STRATEGY TOOLKIT

Word Strategies

Think about how the words the authors chose helped clarify their ideas.



Academic Vocabulary

essential

es·sen·tial (adjective)

Paragraph 3

Meaning

something that is _____

Example

What is an **essential** quality for a good friend to have?

An _____
quality for a good friend to have is

demand

de·mand (noun)

Paragraph 2

Meaning

a _____ or

Example

What's one way schools can meet the **demand** for more technology?

To meet the _____
for more technology, schools can

What's the best way to control how much water we use?
Author **Robert Glennon** proposes that people who use more water should pay more.

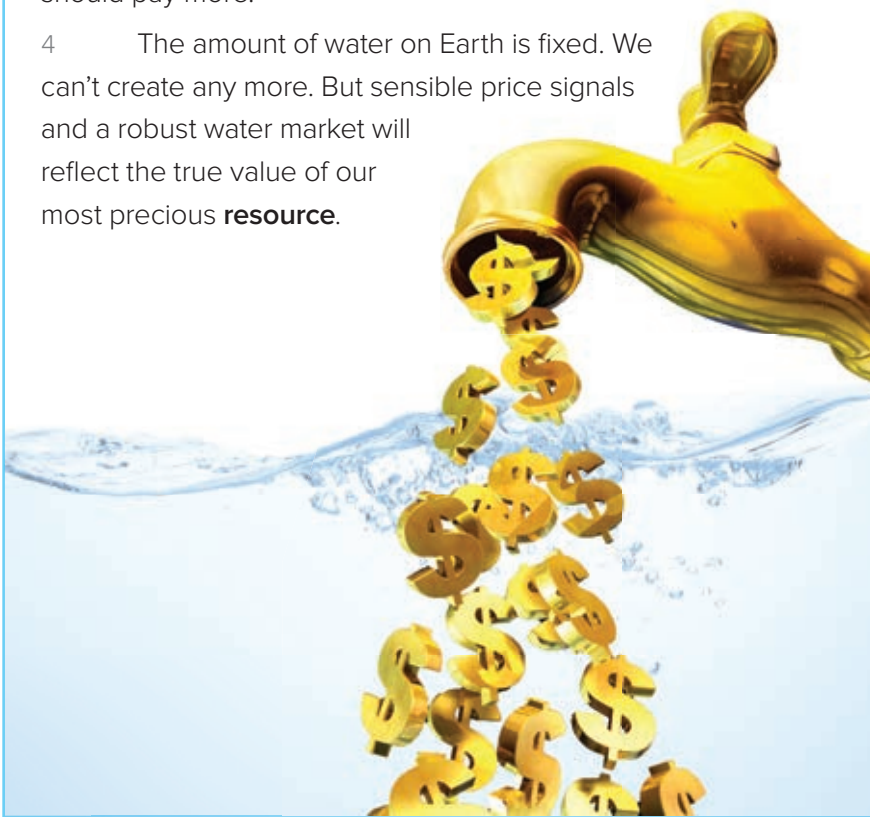
② Use More, Pay More

1 We Americans are lucky. When we wake up in the morning and turn on the faucet, we have access to a limitless amount of water for less than we pay for cell phone service. This has allowed most of us to think of water as we think about air: as infinite and inexhaustible.

2 But our water supply is fixed and finite: it's like a giant milk shake glass, filled with an endless number of straws, which represent the **demands** on the supply.

3 Because water is **essential** to life itself, we have a moral obligation to be good stewards by not overusing it. Quite simply, we need to price water appropriately: people who use more should pay more.

4 The amount of water on Earth is fixed. We can't create any more. But sensible price signals and a robust water market will reflect the true value of our most precious **resource**.



finite having bounds; limited

Thirsty? How would you like a glass of cool, clear . . . sewer water? Water-reuse expert **Melissa Meeker** argues that using reclaimed water can help us be less vulnerable to droughts.

3 Reuse It

1 In the face of global water supply shortages, recycled water has the potential to help us be more climate independent. And even though it seems novel, reused water is already cycled back into the supply. If you live in a community downstream of another one, chances are, you are reusing its water.

2 Recycled or reclaimed water is water that is used more than one time before it passes back into the natural water cycle. Treated wastewater, including sewage and water used for industrial processing, can be cleanly recycled for agricultural and landscape **irrigation**, industrial processes, toilet flushing, replenishing a groundwater basin, and even drinking water.

3 And the best part is there is huge potential for growth in using recycled water. Thirty-two billion gallons of municipal wastewater are produced every day in the United States, but less than 10 percent of that is intentionally reused.

4 But the amount of water intentionally reused in America is still quite low and it will stay that way as long as the public regards reuse as an emergency measure. ■

An environmentalist at a sewage treatment plant holds examples of water before (left) and after treatment.



intentionally done deliberately

Close Reading

Key Idea

What solutions to the water crisis do op-eds 2 and 3 propose?

Op-ed 2 proposes that _____

Op-ed 3 proposes that _____

Read Critically

The writers of “Use More, Pay More” and “Reuse It” propose different solutions to California’s water crisis. Identify one idea both writers share.

One idea both writers share is that _____

React and Write

Is Robert Glennon’s “Use More, Pay More” fair? Should people pay according to how much water they use?

It is fair because _____

It is not fair because _____



Academic Vocabulary

system

sys·tem (noun)

Infographic Introduction

Meaning

a _____ of related items

that _____ to do something

Example

What **system** does your school use to communicate with students?

The _____ my school uses to communicate with students is a

process

pro·cess (noun)

Step 3, page 109

Meaning

a series of _____

taken to _____

Example

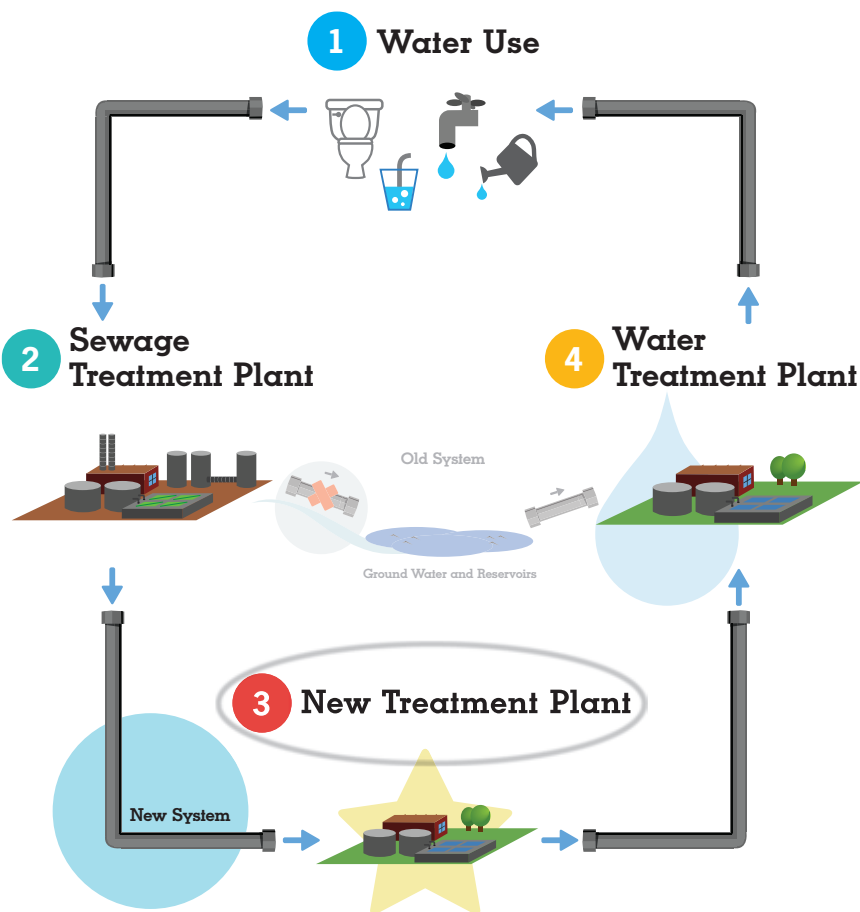
What is your **process** for making breakfast in the morning?

My _____ for making breakfast includes

Toilet to Tap

Recycled water is water that is used more than one time. In the United States, 32 billion gallons of municipal wastewater are produced every day. Less than 10 percent of that is recycled. Treated wastewater from sewers and factories can be reused for irrigation and to replenish **depleted** groundwater. It can even be used for drinking water. Here's how one "toilet to tap" program works.

The new "direct potable reuse" **system** in Big Spring, Texas, recovers 2 million gallons a day. That's about 40 percent of what the town consumes.



1 Water Use

About half goes to drinking, bathing, and other “indoor” uses—all of which heads to the sewer system.



The other half is used outdoors—watering lawns, washing cars—and evaporates.



2 Sewage Treatment

Raw sewage gets basic filtering and decontamination. Water used to get discharged to a creek.



3 New Treatment Plant

Processes include heavy-duty filtration, two decontamination processes, and lots of testing. What comes out is cleaner and more pure than water from a reservoir.



4 Drinking Water Treatment

Water from the new system gets mixed with reservoir water before a final round of treatment.



evaporates changes from a liquid into a gas or vapor
decontamination the removal of dirty or hazardous substances

Close Reading

Key Idea

What process does this infographic explain?

This infographic explains _____

Read Critically

What do the numbers, pipes, and arrows on the infographic indicate?

They indicate _____

On the infographic, circle the stage at which most of the cleaning processes happen. Underline three steps taken to make sure the water is clean.

React and Write

Your town is considering a toilet-to-tap program. Write a brief post for your community message board explaining why you are for or against this idea. Cite evidence in your post.

I _____ in favor of a toilet-to-tap program because _____

STRATEGY TOOLKIT

Reading Critically

As you read information in an infographic or a diagram, think about how the presentation adds to your understanding of the text.



Analyze a Model Argument Essay

An **argument essay** states a position, or claim, about an issue. The claim is supported with convincing reasons and evidence.

Read this student model to analyze the elements of an argument essay.

Writing Prompt

Write an essay that argues why drought is devastating. Choose two reasons and provide evidence from the text to support them.

The High Cost of Droughts

by Carlos Peña

Water is essential to human life. It is so important that a drought can have devastating effects. Drought is devastating because it causes the loss of jobs and the increase in prices of things like food and oil.

First, drought is devastating because it takes away jobs from people who depend on water to make their living. In the 1930s, droughts caused dust storms in the Great Plains. The dust made it impossible for things to grow. Many farmers were forced to abandon their homes and jobs. In addition, many had to move away. In California, a severe drought threatens the state's farms. There are restrictions about how much water people can use to keep their lawns green. In her article "Reuse It," Melissa Meeker proposes that sewage water "can be cleanly recycled for agricultural and landscape irrigation."

A second impact of drought is that it can cause prices to rise. For example, both Brazil and Spain suffered severe droughts in 2014. According to "Decade of Drought," this meant that Spanish "farmers did not have adequate water for their crops." In Brazil, coffee crops withered. Next, coffee prices rose because there was less available to buy. Also, olive trees in Spain died in the drought. As a result, world olive oil prices rose sharply. The economic effects of droughts in two countries spread to consumers around the globe.

Droughts result in economic hardships that have far-reaching effects. Unemployment and higher prices are devastating to drought victims. These economic costs may motivate people to take steps to lessen or delay harmful effects of drought. The cost of droughts is just too high!

TREE

- Thesis statement
- Reasons
- Evidence
- Ending

Language to Report

I will argue that ____.

I chose this because ____.

Mark and Evaluate Text Elements

Mark the following elements of an argument essay. Use the frames to discuss them with your partner.

T**Thesis Statement**

The **thesis statement** identifies the writer's claim and previews the reasons the writer will give to support this claim.

Put a **T** next to the thesis statement. Is this thesis statement effective?

This thesis statement is effective because it (identifies/describes/expresses) _____

R**Reasons**

Each supporting paragraph begins with a topic sentence. These sentences provide the **reasons** why the writer believes his or her claim is true.

Put an **R** next to the writer's reasons. Why is the writer making his or her claim?

The reasons the writer gives for his or her claim are _____

E**Evidence**

Evidence includes the facts, examples, and quotations that explain and support each reason.

Put an **E** next to four important pieces of evidence. Why are these pieces of evidence important?

The writer's evidence is important because it (supports/develops/provides) _____

E**Ending**

An argument essay **ends** with a conclusion. The conclusion restates the writer's claim and reasons. It ends with an interesting final thought.

Put an **E** next to this essay's conclusion. Is the conclusion effective?

This conclusion is effective because _____



Plan Your Essay

Writing Prompt

Write an essay and argue why drought is devastating. Choose two reasons and provide evidence from the text to support them.

POW!

PLAN

ORGANIZE

WRITE

Identify Prompt and Purpose

Break the prompt down into steps.

1. This prompt is asking me to choose _____
2. I will argue why drought is _____

Analyze Evidence

Consider an effect of drought. Discuss what the text evidence tells you about this effect.

Reason Why Drought Is Devastating	Text Evidence What the Text Says	Text Analysis What This Tells Me
<u>Hunger</u> (effect)	<u>"In 2011, more than 250,000</u> <u>people died during a famine in</u> <u>Somalia, in East Africa."</u> <u>("Drought Report")</u>	<u>Drought can cause starvation,</u> <u>resulting in many, many deaths.</u>

Select Evidence

Take notes in the chart below to gather reasons and evidence for your essay.

Language to Report

I will argue ____.

I chose this because____.

Reason Why Drought Is Devastating	Text Evidence What the Text Says	Text Analysis What This Tells Me
<div><div></div><div>(cause)</div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
Reason Why Drought Is Devastating	Text Evidence What the Text Says	Text Analysis What This Tells Me
<div><div></div><div>(effect)</div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>



Developing and Supporting a Claim

An **effective argument**

- States a clear claim in the opening paragraph.
- Develops and supports the claim in body paragraphs by providing evidence—facts, descriptions, examples, and quotations from experts or trusted sources.



Analyze Supporting Evidence

Reread this paragraph from the model essay.

A second impact of drought is that it can cause prices to rise. For example, both Brazil and Spain suffered severe droughts in 2014. According to “Decade of Drought,” this meant that Spanish “farmers did not have adequate water for their crops.” In Brazil, coffee crops withered. Next, coffee prices rose because there was less available to buy.

Underline one fact that the author uses to support the claim.

★ Star the quotation that the author uses to support the claim.

Draft and Support a Claim

Use the frames to draft a claim and two sentences that support this claim.

1. Drought is devastating because it causes _____
(noun phrase: decline in crop growth, lack of clean water)
and _____
(noun phrase: decline in water quality, food shortages)
2. _____ is devastating because it can _____
(verb: cause, lead to, result in)
3. A decline in crop growth is _____ because it can _____
(verb: cause, result in, ruin)

Organize Your Draft

Complete this outline with notes for your argument essay. Use extra paper as needed.

I. Introduction: Write a thesis statement that contains your claim.

A. Thesis statement: _____

II. Body: Write a topic sentence for each body paragraph that states your reasons. Then list two pieces of evidence that support your reasons.

A. Reason: _____

i. Evidence 1: _____

ii. Evidence 2: _____

B. Reason: _____

i. Evidence 1: _____

ii. Evidence 2: _____

III. Ending: Restate your thesis and add an interesting final thought.

TREE

T

Thesis Statement

Two reasons droughts are devastating are . . .

Serious droughts are devastating because . . .

R

Reasons

The first devastating effect of drought is . . .

Another devastating effect of drought is . . .

Drought damages . . .

Another effect to consider is . . .

E

Evidence

First, . . .

Also, . . .

In addition, . . .

Another . . .

E

Ending

Overall, . . .

In conclusion, . . .

It is important to remember that . . .

Write Your Draft

Type or write your draft on a separate piece of paper.



Using Transitions to Connect Ideas

Transition words and phrases can help the writer make clear connections between ideas in a text. In an argument, transition words help show how the evidence is connected to the claim, which helps readers follow the argument.

Use Transitions

Revise the paragraph below to include transitions. Use the Word Bank to help you.

Transitions That Connect Ideas

also	In addition	Next
Furthermore	First	Finally



The website Are You a Water Saver or a Water Hog? focuses on direct and indirect water use. _____ the site defines the term *water conservation*. It _____ defines direct water use by listing the many actions we do daily that require water. _____ the website explains indirect water use, which is the water involved in creating the products we consume regularly, such as paper and clothing. _____ the website makes a clear point by showing that such everyday objects as computers and jeans require thousands of gallons of water to make. _____ the site explains that water is used to raise the livestock needed to make our food. _____ the website concludes by listing some steps we can all take to reduce our indirect water use.

Correcting Run-On Sentences

A **run-on sentence** is made up of two or more complete thoughts joined incorrectly. Strong writers avoid using run-on sentences because they are difficult for readers to follow. For example:

There are several devastating effects of drought hunger and poor water quality are two.

To correct a run-on sentence, separate the complete thoughts into two complete sentences:

There are several devastating effects of drought. Hunger and poor water quality are two.

Another way to correct a run-on sentence is to add a comma and a conjunction like *and*, *but*, or *so*:

There are several devastating effects of drought, and hunger and poor water quality are two.

Identify Run-On Sentences

Write R next to the run-on sentences. Write C next to the complete sentences.

1. California is experiencing the worst drought in more than 100 years. There is only enough water to last another year. _____
2. In 2010, people in Madagascar were forced to drink from muddy puddles much illness was the result. _____
3. The drought in Somalia was the worst in 60 years it caused crops to wither. _____

Correct Run-On Sentences

Rewrite the run-on sentences below as complete sentences.

4. In the Dust Bowl, homes and farmland were ruined thousands of people were forced to move elsewhere. _____

5. Coffee crops died during the prolonged drought as a result coffee prices around the world soared.

Edit Your Draft

Look at your draft. Do you use transitions to make connections between ideas? Does your draft avoid run-on sentences?

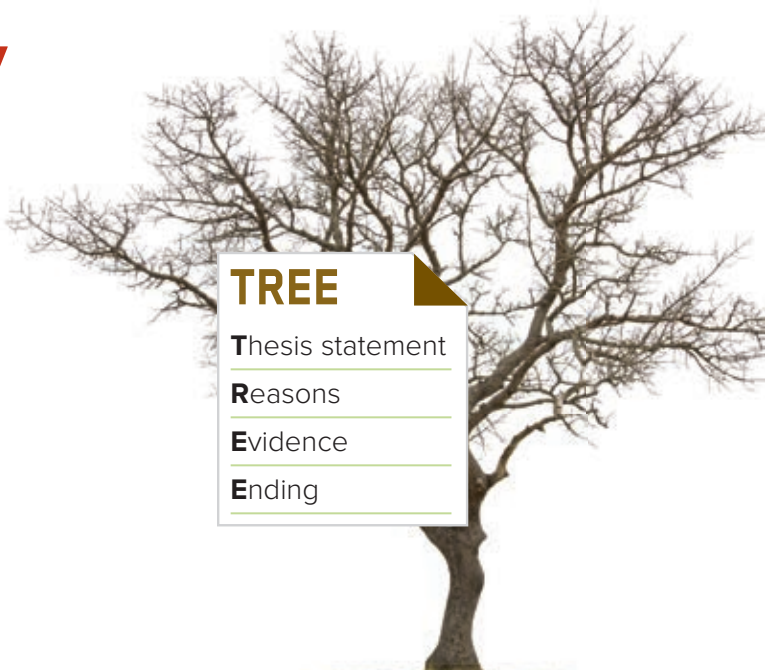


Rating Your Argument Essay

Assess Your Draft

Mark the argument elements. Then discuss them with your partner.

1. Put a **T** next to the **thesis statement**, or claim.
2. Put an **R** next to the **reasons** that support the claim.
3. Put an **E** next to four pieces of **evidence**.
4. Put an **E** next to the **ending**, or concluding, paragraph.
5. Underline three transition words or phrases.
6. Circle three complete sentences.



TREE

Thesis statement

Reasons

Evidence

Ending

Rate your argument essay. Then have a partner rate it.

Rate your argument essay. Then have a partner rate it.		Scoring				
		1 = Needs Improvement 3 = Good		2 = Average 4 = Excellent		
1	Does the thesis statement introduce the topic and clearly state a claim?	Self:	1	2	3	4
		Partner:	1	2	3	4
2	Do clear reasons support your claim?	Self:	1	2	3	4
		Partner:	1	2	3	4
3	Does relevant evidence —facts, examples, or quotations—support your reasons?	Self:	1	2	3	4
		Partner:	1	2	3	4
4	Is the end of the essay a conclusion that restates the claim and includes an interesting final thought?	Self:	1	2	3	4
		Partner:	1	2	3	4
5	Do transitions connect ideas?	Self:	1	2	3	4
		Partner:	1	2	3	4
6	Is the essay free of run-on sentences?	Self:	1	2	3	4
		Partner:	1	2	3	4

Reflect and Revise

Record specific priorities and suggestions to help you and your partner revise.

Partner
<p>Positive Feedback I appreciate how you (explained/used/included) _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Suggestion Your _____</p> <p>would be stronger if you (included/improved/ explained) _____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Self
<p>Priority I will revise my _____</p> <p>so that it (includes/develops/explains)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Priority I also need to (add/revise/check)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Check and Edit

Use this checklist to proofread and edit your essay.

- ☐ Did you use correct punctuation?
- ☐ Are all words spelled correctly?
- ☐ Is each sentence complete?

Publish and Submit

After you have revised and edited your essay, write or type your final essay. Read it again and correct any errors in spelling, word choice, or agreement before you submit it.



Water Protector

by Anne Capeci

Molli White

Water rights and water conservation are important issues for people in drought-affected areas. For Molli White, working to protect California's water is a passion as well as a career.



**Becoming a
Water Resources
Specialist**

A Job for You?

Skills: persuasion and determination ▪ **Passion:** saving the earth

Q What is your job?

A WHITE: My title is Operations Manager of the Karuk Tribe's Department of Natural Resources (DNR). It is the part of our tribal government responsible for the monitoring and protection of river and environmental health. The DNR runs a lot of different programs, like the Fisheries program. It monitors which species need protection the most. The Water Quality program monitors the health of the river. I do things like manage grants and budgets. This can include meetings with other government agencies like the US Forest Service or the Bureau of Indian Affairs.

Q What kinds of projects are you involved with?

A WHITE: A cool part of what I do is participate in the Klamath Justice Coalition. This group helps protect the [Klamath] river by campaigning to take out dams that are polluting the water. In 2002 we had a massive "fish-kill" where thousands of salmon died. Studies proved it was because of dams built years ago for crop irrigation and hydroelectric power. After that, the tribes and commercial fishermen and environmental groups got together to plan how we could fix the river.

Q How did you choose your career?

A WHITE: I am a Native American and a member of the Karuk Tribe. Our creation stories tell us that our people have resided on the Klamath River in Northern California since the beginning of time. We are raised to feel responsible for the protection of our ancestral homelands.



Molli White and local groups work to remove dams that pollute water.

So it was a natural fit for me to go to work for the DNR.

Q What's the hardest part of your job?

A WHITE: The hardest part is watching bad things happen to our river and the negative effects on our people. It can be upsetting, but it is what drives us to continue our work. In everything I do I have to consider how it will affect the next generation of tribal people, especially my own children. That can feel like a heavy burden.

Q What's the coolest thing about your job?

A WHITE: I have a job that allows me to provide for my family, and to protect the things that are important to my tribe, my family, and the earth.

Q What advice would you give someone who is interested in pursuing a career in the field of water conservation or water resources issues?

A WHITE: As we move into the future, we will have to come up with better, smarter, and cleaner ways to use the water we have. Find out about water resources near to you, and do everything you can to protect them! You don't have to be a grown-up to be active. ■

monitor to carefully watch a situation over time

campaigning taking action to achieve a goal

Upside: helping future generations ▪ **Downside:** when bad things happen to a good river



Create a Poster

Water resources specialists like Molli White know it's important to "make every drop count." They often use posters to educate the public and persuade people to conserve water. Now, you will create a poster.

1 | Launch the Project

You are a water resources specialist. Create a poster persuading your community to take steps to conserve water. List and explain four ways.

☐ **Option 1: A Community in the Workshop**

Which drought-stricken area from the Workshop could benefit from some water-saving advice?

☐ **Option 2: Your School Community**

What steps can your class or school take to conserve water?

☐ **Option 3: Your Town or State**

What can people in your town or state do to conserve water at home or in public places?

The community my poster will address is _____

2 | Analyze the Purpose and Format

A persuasive poster presents suggestions for accomplishing an important goal. Each tip helps people conserve water. And each idea is supported by evidence.

A A **title** tells _____

B The **body** of the poster offers _____

C **Facts, statistics,** and other **evidence**

D **Images and illustrations** _____

A Four Ways **YOU** Can Save Water at Home

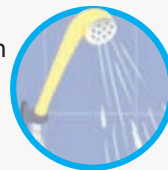
- B** 1. Turn off the tap when you brush your teeth. This can **save up to six gallons** of water per minute.



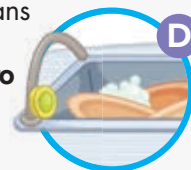
3. Fix your leaky faucets. One leaking faucet can waste more than **20 gallons** of water per day!



2. Take a shorter shower. Showers can use anywhere from **5 to 45 gallons** of water per minute!

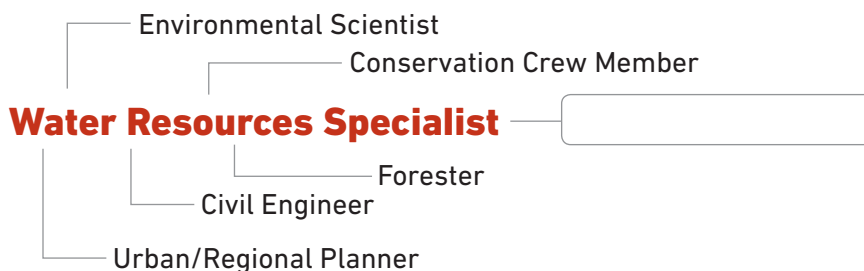


4. Doing dishes? Soak your pots and pans instead of running water while you scrape them clean. This will **save up to five gallons** of water per minute.



CAREER CONNECTIONS

A water resources specialist works to protect freshwater sources and manage water use. If this work interests you, you may want to consider one of these related career options.



3 | Plan and Write

You will need to organize information into your poster. Use the poster frame below. These tips will help you.

- What title will you give your poster? It should tell what the poster is about. It should also make people want to read the rest of the poster.
- What are the most important steps you want people to take to conserve water? Do you need more information? You may need to reread Workshop texts or do research. Take notes.
- What evidence supports each tip or suggestion? Use your notes to list evidence.
- Write the title, body, and evidence of your poster. Add images to reinforce your message.

4 | Revise and Present

Share your poster with a partner. Then revise based on your partner's feedback.

- ☐ The title tells what the poster is about and catches the reader's interest.
- ☐ The tips and suggestions present useful ideas for conserving water.
- ☐ Relevant evidence supports the tips.
- ☐ Images and illustrations enhance the information.

▶ GET THE WORD OUT

Handing out your poster in person can help you convince people to follow your suggestions. Here are some tips for getting your message across.

- | | |
|---|--|
| <input checked="" type="checkbox"/> Know your facts! | <input checked="" type="checkbox"/> Make eye contact. |
| <input checked="" type="checkbox"/> Use a strong and confident voice. | <input checked="" type="checkbox"/> Point to each tip or section of the poster as you read it. |

Title: _____

My Image Ideas

1. _____
2. _____
3. _____
4. _____

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Stand Up

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WORKSHOP 2

Water Fight

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WORKSHOP 3

Life in Dystopia

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The Hunt for Lincoln’s Killer

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“O Captain! My Captain!” by Walt Whitman, 1865.

WORKSHOP 5

Contagion

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WORKSHOP 6

No Ordinary Sport

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