

# Xeriscaping: Landscaping to Xcape the Drought

**Grade Level or Special Area:** Fourth Grade

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**Length of Unit:** Eight lessons (approximately 12 days, one day = 45 minutes)

## I. ABSTRACT

This unit is an entertaining way to incorporate writing and research into an issue that affects the vast majority of the country that has been stricken by drought. In this unit, students will practice writing to explain, inform, and persuade. Once the students have completed their research on Xeriscaping (a form of landscaping using water efficient plants and rocks), they will use their research to write for the above purposes. Students will not only learn how to do research and write for a variety of purposes, but they will gain knowledge that will help to conserve our most precious resource.

## II. OVERVIEW

### A. Concept Objectives

1. Students understand how to write and speak for a variety of purposes and audiences. (adapted from *Colorado Model Content Standards for Reading and Writing*, Standard 2, Fourth Grade)
2. Students will recognize how to apply thinking skills to their reading and writing. (adapted from *Colorado Model Content Standards for Reading and Writing*, Standard 4, Fourth Grade)
3. Students will understand how to read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. (adapted from *Colorado Model Content Standards for Reading and Writing*, Standard 5, Fourth Grade)

### B. Content from the *Core Knowledge Sequence*

1. Fourth Grade Language Arts: Writing, Grammar, and Usage (p. 87)
  - a. Writing and Research
    - i. Produce a variety of types of writing- including stories, reports, summaries, descriptions, poems, letters- with a coherent structure or story line.
    - ii. Know how to gather information from different sources (such as an encyclopedia, magazines, interviews, observations, atlas, on-line), and write short reports presenting the information in his or her own words, with attention to the following:
      - a) understanding the purpose and audience of the writing
      - b) defining a main idea and sticking to it
      - c) providing an introduction and conclusion
      - d) organizing material in a coherent paragraphs
      - e) documenting sources in a rudimentary bibliography
    - iii. Organize material in paragraphs and understand:
      - a) how to use a topic sentence
      - b) how to develop a paragraph with examples and details
      - c) that each new paragraph is indented

### C. Skill Objectives

1. Students will indent when beginning a new paragraph.
2. Students will identify and implement a topic sentence in a paragraph.
3. Students will identify and implement details in a paragraph.
4. Students will identify and implement a concluding statement in a paragraph.

5. Students will list events in the planning stage of creating a written piece.
6. Students will write an informative paragraph with correct indenting, spelling, punctuation, capitalization, and grammar.
7. Students will complete a plan for writing an explanatory paragraph.
8. Students will write an explanatory paragraph with correct indenting, spelling, punctuation, capitalization, and grammar.
9. Students will create an organized list of arguments and counter-arguments in the planning stage of creating a written piece.
10. Students will write a persuasive paragraph with correct indenting, spelling, punctuation, capitalization, and grammar.
11. Students will document sources in a rudimentary bibliography.
12. Students will visit websites to answer questions and do further research on how to inform what xeriscaping is.
13. Students will write an informative passage about what xeriscaping is.
14. Students will visit websites to answer questions and do further research on how to explain how to xeriscape.
15. Students will write an explanatory passage about how to xeriscape.
16. Students will visit websites to answer questions and do further research on persuading someone to xeriscape.
17. Students will write a persuasive passage about the benefits of xeriscaping.

### **III. BACKGROUND KNOWLEDGE**

#### **A. For Teachers**

1. <http://www.nwrel.org/assessment/pdf/rubrics/6plus1traits.pdf> (if you plan to use the rubrics in this unit and you would like further guidance)
2. <http://www.xeriscape.org/index.html>
3. <http://www.csu.org/xeri>
4. <http://www.cabq.gov/waterconservation/xeric.html>

#### **B. For Students**

1. Third Grade Language Arts: Reading and Writing: Writing
  - a. Produce a variety of types of writing- such as stories, reports, poems, letters, descriptions- and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
  - b. Know how to gather information from basic print sources (such as a children's encyclopedia), and write a short report presenting the information in his or her own words.
  - c. Know how to use established conventions when writing a friendly letter: heading, salutation (greeting), closing, and signature.
  - d. Produce written work with a beginning, middle, and end.
  - e. Organize material in paragraphs and understand:
    - i. how to use a topic sentence
    - ii. how to develop a paragraph with examples and details
    - iii. that each new paragraph is indented
  - f. In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.

### **IV. RESOURCES**

- A. <http://www.xeriscape.org/index.html> (Lessons Six-Eight)

- B. <http://www.csu.org/xeri> (Lessons Six-Eight)
- C. <http://www.cabq.gov/waterconservation/xeric.html> (Lessons Six-Eight)

## V. LESSONS

### Lesson One: Before We Get Started (approximately one 45 minute period)

#### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will recognize how to apply thinking skills to their reading and writing.
2. Lesson Content
  - a. Organize material in paragraphs and understand
    - i. how to use a topic sentence
    - ii. how to develop a paragraph with examples and details
    - iii. that each new paragraph is indented
3. Skill Objective(s)
  - a. Students will indent when beginning a new paragraph.
  - b. Students will identify a topic sentence in a paragraph.
  - c. Students will identify details in a paragraph.
  - d. Students will identify a concluding statement in a paragraph.

#### B. *Materials*

1. Transparency of Appendix A, page 1 (one for the teacher)
2. Appendix A, page 2 (one for each student)
3. Transparency of Appendix A, page 2 (one for the teacher)
4. Red, blue, and green coloring utensils (one set for each student)
5. Red, blue, and green transparency markers (one set for the teacher)
6. Overhead projector

#### C. *Key Vocabulary*

1. Topic sentence - a sentence that states what the entire paragraph is about
2. Details/examples - sentences that help support the topic sentence
3. Concluding statement - a sentence that restates what the entire paragraph was about

#### D. *Procedures/Activities*

1. Begin by asking the students if they know the three important parts of a paragraph (topic sentence, details/examples, and concluding statement). If you get blank stares, ask them if anyone has ever heard of a topic sentence. If someone knows, ask him or her to tell you why a topic sentence is so important. Emphasize that a well-developed paragraph should have a topic sentence so that the reader knows what the paragraph is about. Continue this pattern by asking why details are important. Emphasize that details are important because they give extra information and help support the topic sentence. Finally, explain that a concluding statement is a sentence that restates what the paragraph was about. (Duration: 5 minutes)
2. Explain that it's important to have sentences in the correct order and that sometimes it's kind of like putting a puzzle together. Tell them that you need their help putting the sentences on Appendix A, page 1 in order. Power up the overhead projector and display the pieces on the screen so that they are out of order. Tell the students that it is their job to identify which pieces are the topic sentence, details, and concluding statement. Read the sentences out of order. Ask for volunteers to organize one piece at a time. They must say which kind of sentence it is and why they think that. When the puzzle is in the correct order,

- read it again and ask them if it sounds better the correct way. (Duration: 10-15 minutes)
3. Pass out Appendix A, page 2. Instruct the students that they are going to identify the different parts of the story by underlining the parts in blue, green, and red. Read the directions to the students (or have a volunteer do it) and ask if anybody has questions. Once everybody is clear on what is expected, allow them to work on it. (Duration: 10-15 minutes)
  4. Once everybody has finished the page, display Appendix A, page 3 on the overhead projector. Ask for volunteers to identify the separate parts of the paragraph by underlining them with the colored transparency markers. They must also explain why they think the way they do. (Duration: 10 minutes)
- E. *Assessment/Evaluation*
1. Teacher will circulate around the room while the students are working on Appendix A, page 2.
  2. Teacher will collect and grade Appendix A, page 2 to check for understanding.

**Lesson Two: Writing to Inform (approximately one 45 minute period)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students understand how to write and speak for a variety of purposes and audiences.
    - b. Students will recognize how to apply thinking skills to their reading and writing.
  2. Lesson Content
    - a. Produce a variety of types of writing- including stories, reports, summaries, descriptions, poems, letters- with a coherent structure or story line.
    - b. Organize material in paragraphs and understand
      - i. how to use a topic sentence
      - ii. how to develop a paragraph with examples and details
      - iii. that each new paragraph is indented
  3. Skill Objective(s)
    - a. Students will indent when beginning a new paragraph.
    - b. Students will implement a topic sentence in a paragraph.
    - c. Students will implement details in a paragraph.
    - d. Students will implement a concluding statement in a paragraph.
    - e. Students will list events in the planning stage of creating a written piece.
    - f. Students will write an informative paragraph with correct indenting, spelling, punctuation, capitalization, and grammar.
- B. *Materials*
1. Appendix B, pages 1 and 2 (one for each student)
  2. 3' X 5' piece of light colored butcher paper {optional} (one for the class)
- C. *Key Vocabulary*
1. Writing to inform - to write for the purpose to give information to a person/people that may not know about the topic
- D. *Procedures/Activities*
1. Begin the lesson by asking the students if they can list different reasons to read. Write all of the reasons on the board (or butcher paper if you want to keep it for display during the unit; optional) categorizing them into four parts; informing, explaining, persuading, and other. Obviously there are more reasons but for the purpose of this unit, let's stick to informing, explaining, and persuading. Explain

to the students why you separated them into different categories. Say, “For today, we are going to focus on Writing to Inform.” Explain to them that writing to inform means that you write for the purpose of giving information. Ask if anybody can think of topics that you could write about to give information. This is important because they need to know exactly what the purpose of writing to inform is. If they give an incorrect answer, have a class discussion to see what purpose that would be. (Duration: 10-15 minutes)

2. After the discussion and you get 5-10 good examples, pass out Appendix B, pages 1 and 2. Read or have a volunteer read the directions on Appendix B, page 1. Ask if everybody understands what is expected. Once they are clear, repeat this step with Appendix B, page 2. Tell the class that they are to complete Appendix B, page 1 then bring it to you so that you can check the quality. After you approve the first page, they may continue with the second page. Remind them that they are to use all of the components of a well-developed paragraph (indenting, topic sentence, details, and concluding statement). Check for last minute questions. Allow them to work on this for the remainder of the day. (Duration: 30 minutes)

E. *Assessment/Evaluation*

1. Teacher will circulate around the room while the students are working on Appendix B, pages 1 and 2.
2. Teacher will approve Appendix B, page 1 before the students are allowed to begin Appendix B, page 2.
3. Teacher will collect and grade Appendix B, page 2 to check for understanding.

**Lesson Three: Writing to Explain (approximately one 45 minute period)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand how to write and speak for a variety of purposes and audiences.
  - b. Students will recognize how to apply thinking skills to their reading and writing.
2. Lesson Content
  - a. Produce a variety of types of writing- including stories, reports, summaries, descriptions, poems, letters- with a coherent structure or story line.
  - b. Organize material in paragraphs and understand
    - i. how to use a topic sentence
    - ii. how to develop a paragraph with examples and details
    - iii. that each new paragraph is indented
3. Skill Objective(s)
  - a. Students will indent when beginning a new paragraph.
  - b. Students will implement a topic sentence in a paragraph.
  - c. Students will implement details in a paragraph.
  - d. Students will implement a concluding statement in a paragraph.
  - e. Students will complete a plan for writing an explaining paragraph.
  - f. Students will write an explanatory paragraph with correct indenting, spelling, punctuation, capitalization, and grammar.

B. *Materials*

1. Appendix C, pages 1 and 2 (one for each student)
2. Butcher paper from previous lesson (if you selected this option)

- C. *Key Vocabulary*
1. Writing to Explain - to write for the purpose of describing, giving directions, or telling what something does
- D. *Procedures/Activities*
1. Begin the lesson by referring to the list of purposes of writing that the class created in the previous lesson. Say, "For today, we are going to focus on Writing to Explain." Explain to them that writing to explain means that you write for the purpose of describing how something works, what it does, or what it looks like. Ask if anybody can think of topics that you could write about to explain what something is, what it does, or what it looks like. This is important because they need to know exactly what the purpose of writing to explain is. If they give an incorrect answer, have a class discussion to see what purpose that would be. (Duration: 10-15 minutes)
  2. After the discussion and you get 5-10 good examples, pass out Appendix C, pages 1 and 2. Read or have a volunteer read the directions on Appendix C, page 1. Ask if everybody understands what is expected. Once they are clear, repeat this step with Appendix C, page 2. Tell the class that they are to complete Appendix C, page 1 then bring it to you so that you can check the quality. After you approve the first page, they may continue with the second page. Remind them that they are to use all of the components of a well-developed paragraph (indenting, topic sentence, details, and concluding statement). Check for last minute questions. Allow them to work on this for the remainder of the day. (Duration: 30 minutes)
- E. *Assessment/Evaluation*
1. Teacher will circulate around the room while the students are working on Appendix C, pages 1 and 2.
  2. Teacher will approve Appendix C, page 1 before the students are allowed to begin Appendix C, page 2.
  3. Teacher will collect and grade Appendix C, page 2 to check for understanding.

**Lesson Four: Writing to Persuade (approximately one 45 minute period)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students understand how to write and speak for a variety of purposes and audiences.
    - b. Students will recognize how to apply thinking skills to their reading and writing.
  2. Lesson Content
    - a. Produce a variety of types of writing- including stories, reports, summaries, descriptions, poems, letters- with a coherent structure or story line.
    - b. Organize material in paragraphs and understand
      - i. how to use a topic sentence
      - ii. how to develop a paragraph with examples and details
      - iii. that each new paragraph is indented
  3. Skill Objective(s)
    - a. Students will indent when beginning a new paragraph.
    - b. Students will implement a topic sentence in a paragraph.
    - c. Students will implement details in a paragraph.
    - d. Students will implement a concluding statement in a paragraph.

- e. Students will create an organized list of arguments and counter-arguments in the planning stage of creating a written piece.
  - f. Students will write a persuasive paragraph with correct indenting, spelling, punctuation, capitalization, and grammar.
- B. *Materials*
- 1. Appendix D, pages 1 and 2 (one for each student)
- C. *Key Vocabulary*
- 1. Writing to Persuade - to write for the purpose of convincing someone to believe or act in a certain way
- D. *Procedures/Activities*
- 1. Begin the lesson by referring to the list of purposes of writing that the class created in the previous two lessons. Say, "For today, we are going to focus on Writing to Persuade." Explain to them that writing to persuade means that you write for the purpose of convincing somebody to believe or act in a certain way. Ask if anybody can think of topics that you could write about to persuade somebody to believe or act in a certain way. This is important because they need to know exactly what the purpose of writing to persuade is. If they give an incorrect answer, have a class discussion to see what purpose that would be. (Duration: 10-15 minutes)
  - 2. After the discussion and you get 5-10 good examples, pass out Appendix D, pages 1 and 2. Read or have a volunteer read the directions on Appendix D, page 1. Ask if everybody understands what is expected. Once they are clear, repeat this step with Appendix D, page 2. Tell the class that they are to complete Appendix D, page 1 then bring it to you so that you can check the quality. After you approve the first page, they may continue with the second page. Remind them that they are to use all of the components of a well-developed paragraph (indenting, topic sentence, details, and concluding statement). Check for last minute questions. Allow them to work on this for the remainder of the day. (Duration: 30 minutes)
- E. *Assessment/Evaluation*
- 1. Teacher will circulate around the room while the students are working on Appendix D, pages 1 and 2.
  - 2. Teacher will approve Appendix D, page 1 before the students are allowed to begin Appendix D, page 2.
  - 3. Teacher will collect and grade Appendix D, page 2 to check for understanding.

**Lesson Five: Writing a Bibliography (approximately one 45 minute period)**

- A. *Daily Objectives*
- 1. Concept Objective(s)
    - a. Students will understand how to read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.
  - 2. Lesson Content
    - a. Know how to gather information from different sources (such as encyclopedia, magazines, interviews, observations, atlas, on-line), with attention to the following:
      - i. documenting sources in a rudimentary bibliography
  - 3. Skill Objective(s)
    - a. Students will document sources in a rudimentary bibliography.
- B. *Materials*
- 1. Appendix E, pages 1 and 2 (one for each student)

2. Computer with printing capabilities (one for each student)
- C. *Key Vocabulary*
1. Bibliography - a list of sources used during the research process; used to give credit to those who gave information
- D. *Procedures/Activities*
1. Begin lesson by taking things from the students (pencils, books, their chair etc.). After you have several different items, ask them how they feel when somebody steals from them. Tell them to pretend that they just finished a ten-page research project and they worked very hard on it for two weeks. Then, a kid from another class who's researching the same topic, steals their ideas. That student gets an A but didn't do any of the work. How would that make them feel? Explain that they are going to be researching a topic and that they need to borrow information from different people/sources. In order for us not to "steal" other people's ideas, we need to give credit to them. To give credit, we have to write a Bibliography. A bibliography is a list of sources used during the research process. It is used to give credit to those from whom we borrowed information. Remind them that it is very important to write a bibliography every time we use information so that it doesn't look like we stole it. (Duration: 5-10 minutes)
  2. Pass out Appendix E, pages 1 and 2. On page one, tell them that they have to look very carefully at how to write it properly. They MUST have ALL of the periods, commas, italics, quotation marks, etc. in the right place. Remind them that you are going to be very picky when grading their papers. Explain that the class is going to work on a computer and write a bibliography with the information given on Appendix E, page 2. Ask if anybody needs clarification. Once everybody understands what is expected, allow them to start working on the computers for the rest of the period. When they are finished, staple their bibliography to Appendix E, page 2. Note: they may need help while they are typing (locating the quotation marks, italics, printing, etc.) (Duration: 30 minutes)
- E. *Assessment/Evaluation*
1. Teacher will circulate around the room while the students are working on their bibliographies.
  2. Teacher will collect and grade the students' bibliographies to check for understanding.

**Lesson Six: Researching Xeriscaping to Inform (approximately two 45 minute periods)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students understand how to write and speak for a variety of purposes and audiences.
    - b. Students will recognize how to apply thinking skills to their reading and writing.
    - c. Students will understand how to read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.
  2. Lesson Content
    - a. Produce a variety of types of writing- including stories, reports, summaries, descriptions, poems, letters- with a coherent structure or story line.

- b. Know how to gather information from different sources (such as encyclopedia, magazines, interviews, observations, atlas, on-line), with attention to the following:
    - i. understanding the purpose and audience of writing
    - ii. defining the main idea and sticking to it
    - iii. providing an introduction and conclusion
    - iv. organizing material in coherent paragraphs
    - v. documenting sources in a rudimentary bibliography
  - c. Organize material in paragraphs and understand
    - i. how to use a topic sentence
    - ii. how to develop a paragraph with examples and details
    - iii. that each paragraph is indented
3. Skill Objective(s)
- a. Students will indent when beginning a new paragraph.
  - b. Students will identify and implement a topic sentence in a paragraph.
  - c. Students will identify and implement details in a paragraph.
  - d. Students will identify and implement a concluding statement in a paragraph.
  - e. Students will document sources in a rudimentary bibliography.
  - f. Students will visit websites to answer questions and do further research on how to inform what xeriscaping is.
  - g. Students will write an informative passage about what xeriscaping is.

B. *Materials*

- 1. Appendix F, page 1 (one for each student)
- 2. Appendix G, page 1 (one for each student)
- 3. Appendix H, pages 1, 2, and 3 (one for each student)
- 4. Computer with internet and printing capabilities (one for each student)
- 5. Diskette {optional, or the students can save their work to the computer}(one for each student)

C. *Key Vocabulary*

- 1. Landscaping - arranging a lawn/garden so that it looks pleasing and taking care of it
- 2. Xeriscaping - a type a landscaping that uses plants that require very little water to keep alive

D. *Procedures/Activities*

- 1. Begin the lesson by asking the students if they have ever helped out by doing the lawn work or gardening. What are some of the things that are important when helping to care for the lawn (make sure “watering” comes up). Ask, “What if there was a way to have a beautiful lawn/garden but you didn’t have to water it very much?” Tell them that this kind of landscaping is called, “Xeriscaping.” The class is going to spend the next six days researching Xeriscaping.
- 2. The first part of the research will be to gather information about Xeriscaping for the purpose of informing somebody about it. Have a short reminder discussion about writing to inform.
- 3. The first day will be used for gathering information on the internet and answering the questions on Appendix G, page 1. Remind them that they must write down the sources they use because they have to write a bibliography for each assignment. Encourage them to do research from encyclopedias, books, and any other useful source (you could offer extra credit for more resources). Check to make sure the students are answering the questions correctly and that their work is meeting your expectations. (Duration: 45 minutes)

4. The second day will be used for last-minute information gathering and to begin the writing assignment on Appendix H, pages 1 and 2. Allow the students the entire period to finish their writing assignment. Check to make sure the students are meeting your expectations. (Duration: 45 minutes)
- E. *Assessment/Evaluation*
1. Teacher will circulate around the room checking the students' progress and making sure they understand what they are doing.
  2. Teacher will collect and grade Appendix H, pages 1 and 2 to check for understanding.

**Lesson Seven: Researching Xeriscaping to Explain (approximately two 45 minute periods)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand how to write and speak for a variety of purposes and audiences.
  - b. Students will recognize how to apply thinking skills to their reading and writing.
  - c. Students will understand how to read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.
2. Lesson Content
  - a. Produce a variety of types of writing- including stories, reports, summaries, descriptions, poems, letters- with a coherent structure or story line.
  - b. Know how to gather information from different sources (such as encyclopedia, magazines, interviews, observations, atlas, on-line), with attention to the following:
    - i. understanding the purpose and audience of writing
    - ii. defining the main idea and sticking to it
    - iii. providing an introduction and conclusion
    - iv. organizing material in coherent paragraphs
    - v. documenting sources in a rudimentary bibliography
  - c. Organize material in paragraphs and understand
    - i. how to use a topic sentence
    - ii. how to develop a paragraph with examples and details
    - iii. that each paragraph is indented
3. Skill Objective(s)
  - a. Students will indent when beginning a new paragraph.
  - b. Students will identify and implement a topic sentence in a paragraph.
  - c. Students will identify and implement details in a paragraph.
  - d. Students will identify and implement a concluding statement in a paragraph.
  - e. Students will document sources in a rudimentary bibliography.
  - f. Students will visit websites to answer questions and do further research on how to explain how to xeriscape.
  - g. Students will write an explanatory passage about how to xeriscape.

B. *Materials*

1. Appendix I, page 1 (one for each student)
2. Appendix J, page 1 (one for each student)
3. Appendix H, pages 1, 2, and 3 (one for each student)
4. Computer with internet and printing capabilities (one for each student)

5. The diskette the students are saving their work to {unless they are saving their work to the computer}
- C. *Key Vocabulary*  
No new vocabulary for this lesson
- D. *Procedures/Activities*
1. The second part of the research will be to gather information about Xeriscaping for the purpose of explaining how it create a xeriscape lawn/garden. Have a short reminder discussion about writing to explain.
  2. The third day will be used for gathering information on the internet and answering the questions on Appendix I, page 1. Remind them that they must write down the sources they use because they have to write a bibliography for each assignment. Encourage them to do research from encyclopedias, books, and any other useful source (you could offer extra credit for more resources). Check to make sure the students are answering the questions correctly and that their work is meeting your expectations. (Duration: 45 minutes)
  3. The fourth day will be used for last-minute information gathering and to begin the writing assignment on Appendix J, pages 1 and 2. Allow the students the entire period to finish their writing assignment. Check to make sure the students are meeting your expectations. (Duration: 45 minutes)
- E. *Assessment/Evaluation*
1. Teacher will circulate around the room checking the students' progress and making sure they understand what they are doing.
  2. Teacher will collect and grade Appendix J, pages 1 and 2 to check for understanding.

**Lesson Eight: Researching Xeriscaping to Persuade (approximately two 45 minute periods)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students understand how to write and speak for a variety of purposes and audiences.
    - b. Students will recognize how to apply thinking skills to their reading and writing.
    - c. Students will understand how to read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.
  2. Lesson Content
    - a. Produce a variety of types of writing- including stories, reports, summaries, descriptions, poems, letters- with a coherent structure or story line.
    - b. Know how to gather information from different sources (such as encyclopedia, magazines, interviews, observations, atlas, on-line), with attention to the following:
      - i. understanding the purpose and audience of writing
      - ii. defining the main idea and sticking to it
      - iii. providing an introduction and conclusion
      - iv. organizing material in coherent paragraphs
      - v. documenting sources in a rudimentary bibliography
    - c. Organize material in paragraphs and understand
      - i. how to use a topic sentence
      - ii. how to develop a paragraph with examples and details

- iii. that each paragraph is indented
  - 3. Skill Objective(s)
    - a. Students will indent when beginning a new paragraph.
    - b. Students will identify and implement a topic sentence in a paragraph.
    - c. Students will identify and implement details in a paragraph.
    - d. Students will identify and implement a concluding statement in a paragraph.
    - e. Students will document sources in a rudimentary bibliography.
    - f. Students will visit websites to answer questions and do further research on persuading someone to xeriscape.
    - g. Students will write a persuasive passage about the benefits of xeriscaping.
- B. *Materials*
  - 1. Appendix J, page 1
  - 2. Appendix K, page 1
  - 3. Appendix L, pages 1, 2, and 3
  - 4. Computer with internet and printing capabilities (one for each student)
  - 5. The diskette the students are saving their work to {unless they are saving their work to the computer}
- C. *Key Vocabulary*  
No new vocabulary for this lesson
- D. *Procedures/Activities*
  - 1. The third part of the research will be to gather information about Xeriscaping for the purpose of persuading someone to create a xeriscape lawn/garden. Have a short reminder discussion about writing to persuade.
  - 2. The fifth day will be used for gathering information on the internet and answering the questions on Appendix K, page 1. Remind them that they must write down the sources they use because they have to write a bibliography for each assignment. Encourage them to do research from encyclopedias, books, and any other useful source (you could offer extra credit for more resources). Check to make sure the students are answering the questions correctly and that their work is meeting your expectations. (Duration: 45 minutes)
  - 3. The sixth day will be used for last-minute information gathering and to begin the writing assignment on Appendix L, pages 1 and 2. Allow the students the entire period to finish their writing assignment. Check to make sure the students are meeting your expectations. (Duration: 45 minutes)
- E. *Assessment/Evaluation*
  - 1. Teacher will circulate around the room checking the students' progress and making sure they understand what they are doing.
  - 2. Teacher will collect and grade Appendix L, pages 1 and 2 to check for understanding.

## VI. CULMINATING ACTIVITY

- A. *Materials*
  - 1. Appendix M, pages 1 and 2
  - 2. Computer with internet and printing capabilities (one for each student)
  - 3. Large tag board {approximately 2' X 3'} (one for each student)
  - 4. Any other materials the students may want to use to make a creative poster {i.e.: crayons, markers, colored pencils, glitter, glue, etc.} (enough for the entire class)

- B. Procedures
  - 1. Students will create an advertising poster about xeriscaping. They will use all of the knowledge that they gained to create a poster that informs, explains, and persuades. Students will also print pictures and use “catchy” words and phrases to make their poster more creative. Copy Appendix M, pages 1 and 2 back to back so that the students will be able to see an example and know what they will be graded on. They will return the sheet when the poster is turned in for grading.
- C. Assessment
  - 1. Teacher will circulate around the room to check on students’ progress and understanding.
  - 2. Teacher will use the rubric on Appendix M, page 2 to grade and check for understanding.

**VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Basics of Writing a Paragraph
- B. Appendix B: Practicing Writing to Inform
- C. Appendix C: Practicing Writing to Explain
- D. Appendix D: Practicing Writing to Persuade
- E. Appendix E: How to Write a Bibliography
- F. Appendix F: How to do some things on your Computer
- G. Appendix G: Websites and Questions to Inform
- H. Appendix H: Writing to Inform about Xeriscaping
- I. Appendix I: Websites and Questions to Explain
- J. Appendix J: Writing to Explain What Xeriscaping Is.
- K. Appendix K: Websites and Questions to Persuade
- L. Appendix L: Writing to Persuade to Xeriscape
- M. Appendix M: Advertising Poster and Rubric

**VIII. BIBLIOGRAPHY**

- A. <http://www.xeriscape.org/index.html>
- B. <http://www.csu.org/xeri>
- C. <http://www.cabq.gov/waterconservation/xeric.html>
- D. <http://www.nwrel.org/assessment/pdfrubrics/6plus1traits.pdf>

Appendix A, page 1

## Dissecting a Paragraph

Teacher: Below is a paragraph that has a topic sentence, details, and a concluding statement. Before the lesson, copy this page onto a transparency and cut out the separate sentences. For the lesson, the students will have to organize the pieces in the proper order and identify which sentences are the topic sentence, details, and concluding statement. The story as you see it below is in the correct order.

The American Revolutionary War was the culminating event that occurred following several disputes between the Colonists and the British.

The colonists were starting to get tired of being bossed around by the British King and they hated having to pay taxes without being able to have a say in what happened in their home land. They called this, "Taxation without Representation.

Eventually, the tension was so great between the Colonists and the British soldiers that the Colonists started a fight. A colonist threw a snowball at a group of soldiers. After quite a bit of arguing, shot were fired. When the smoke cleared, eleven colonists were wounded or killed. The event is called, "The Boston Massacre."

A group of colonists were so angry about having to pay taxes on tea and several other items, that they dressed up as Indians and sneaked aboard a British ship. Once on board, they dumped all of the tea barrels into the Boston Harbor. This event is known as "The Boston Tea Party."

Eventually, the colonists decided that they wanted to be free from England's rule. Several leaders gathered together and wrote The Declaration of Independence.

One night, Paul Revere and two other men were charged with the duty of warning the Colonists if the British were coming by land or by sea. If one lantern was lit, the soldiers were attacking from land and if two lanterns were lit, they were attacking from the sea.

That night, the American Revolutionary War began. All of these events led up to one of the most important wars in American History.

## Basics of Writing a Paragraph

Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Score: 4 points = Fully Accomplished**  
**2 points = Partially Accomplished**

**3 points = Mostly Accomplished**  
**1 point = Unsatisfactory**

### *Before We Get Started!*


First things first. ALL paragraphs have to be indented. Indenting means that you give yourself some space on a line (between ½ inch to 1 inch) before you start your first word. Indenting helps the reader know that a new paragraph has begun. If you begin a new paragraph, make sure you indent first.

Next, your paragraph should have a topic sentence. The topic sentence is the writer's way to let the reader know what the paragraph is about in ONE sentence. Usually, the topic sentence is the first sentence but sometimes it isn't. That's okay, just make sure you have one.

Furthermore, it is very important to have details and/or examples to support your topic sentence. If your details/examples don't have anything to do with your topic sentence, then you need to change something. Usually you should have at least two or three details/examples in your paragraph but be careful not to have too many.

Finally, your paragraph should have a concluding statement. A concluding statement is a sentence that retells what the entire paragraph was about. Sometimes it looks like a topic sentence. Sure, it does the same thing, but make sure you write it with different words.

### *Now Let's Practice.*

Below is a paragraph about Brian's day when his school was cancelled because of a blizzard. Your assignment is to make sure Brian indented at the right times. If Brian needs to indent, put an arrow  where the paragraph should be indented. Also, underline the **topic sentences in blue**, underline the **details in green**, and underline the **concluding statement in red**.

This morning, my mom came into my room and gave me the best news EVER! "School's been cancelled because of the blizzard!" Mom said. I jumped out of bed and rushed over to the window. Sure enough, FOUR FEET of snow on the front lawn! I was so excited about having the day off that I put on some warm clothes and rushed out the front door. Unfortunately, I slipped on the icy stairs, landed on my backside, and slid to the end of the sidewalk! When I finally stopped, I stood up and thought, "Sledding! Now that's a great idea!" I ran as quickly as I could to my friend's house. When I got there, I knocked on the door and there stood David, all ready to go play. I asked him if he wanted to go sledding and he thought that would be fun. He rushed past me, slipped on the frozen stairs, and slid all the way to the end of the sidewalk. Laughing hysterically I said, "Where do you think I got the idea from?" Very cautiously, we walked to the highest hill in town with a sled in our hands. We zoomed down the hill at least a million times that day. When the day was over, we drank hot cocoa and thought to ourselves, "This was the best Snow-Day ever!"



## Answer Key for Appendix A, page 1

This morning, my mom came into my room and gave me the best news EVER! “School’s been cancelled because of the blizzard!” Mom said. I jumped out of bed and rushed over to the window. Sure enough, FOUR FEET of snow on the front lawn! I was so excited about having the day off that I put on some warm clothes and rushed out the front door. Unfortunately, I slipped on the icy stairs, landed on my backside, and slid to the end of the sidewalk! When I finally stopped, I stood up and thought, “Sledding! Now that’s a great idea!” I ran as quickly as I could to my friend’s house. When I got there, I knocked on the door and there stood David, all ready to go play. I asked him if he wanted to go sledding and he thought that would be fun. He rushed past me, slipped on the frozen stairs, and slid all the way to the end of the sidewalk. Laughing hysterically I said, “Where do you think I got the idea from?” Very cautiously, we walked to the highest hill in town with a sled in our hands. We zoomed down the hill at least a million times that day. When the day was over, we drank hot cocoa and thought to ourselves, “This was the best Snow-Day ever!”

### Teacher:

- The student should receive 4 points if: They completed all four aspects the paragraph (identifying where to indent, underlining the topic sentence, most or all of the details, and concluding statement correctly).
- The student should receive 3 points if: All but one of the above aspects is completed correctly.
- The student should receive 2 points if: Some of the above aspects have been completed correctly.
- The student should receive 1 point if: None or one of the above aspects is completed correctly.



Appendix B, page 1

## Practice Writing to Inform

Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Score: \_\_\_\_Advanced

\_\_\_\_Proficient

\_\_\_\_Partially Proficient

\_\_\_\_Unsatisfactory

Writing to inform means that you are giving information about a certain topic to somebody that probably doesn't know anything about it. You might write a letter to a third grader informing him/her what it is like to be in fourth grade.

Directions: Pretend that you are an alien from the planet Xeros. One day you decided to take a trip to the planet Earth. When you got there, you liked it so much that you decided to stay for a few years. List three things that you saw on Earth that made you want to stay longer. Make sure to use complete sentences and check for grammar, spelling, and punctuation.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Appendix B, page 3

## Practice Writing to Inform Rubric

Below is a rubric that is based on the 6 + 1 Trait Writing Model. This is a preferred style of assessing students' writing because it assesses their ability to write creatively and put a lot of feeling into their work. However, if you have a different type of grading rubric that you like more, you may use that instead. Highlight each section to indicate points earned. (Staple to Appendix B, pages 1 and 2.)

	One Point	Two Points	Three Points	Four Points	Five Points
<b>Ideas and Content (Development)</b>	As yet, the paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details.		The writer is beginning to define the topic, even though development is still basic or general.		This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.
<b>Organization</b>	The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion: there is no identifiable internal structure.		The organizational structure is strong enough to move the reader through the text without too much confusion.		The organization enhances and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text.
<b>Voice</b>	The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience.		The writer seems sincere but not fully engaged or involved. The result is pleasant or even personable, but not compelling.		The writer speaks directly to the reader in a way that is individual, compelling, and engaging. The writer crafts the writing with an awareness and respect for the audience and the purpose of writing.
<b>Word Choice</b>	The writer demonstrates a limited vocabulary or has not searched for words to convey specific meaning.		The language is functional, even if it lacks much energy. It is easy to figure out the writer's meaning on a general level.		Words convey the intended message in a precise, interesting, and natural way. The words are powerful and engaging.
<b>Sentence Fluency</b>	The reader has to practice quite a bit in order to give this paper a fair interpretive reading.		The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical, more mechanical than fluid.		The writing has an easy flow, rhythm, and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.
<b>Conventions</b>	Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read.		The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.		The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively to enhance readability. Errors tend to be so few that just minor touch-ups would get this piece ready to publish.
<b>Presentation</b>	The reader receives a garbled message due to problems relating to the presentation of the text.		The writer's message is understandable in this format.		The form and presentation of the text enhances the ability for the reader to understand and connect with the message. It is pleasing to the eye.
<b>Total Points</b>					_____ out of 30 = _____%

(adapted from: <http://www.nwrel.org/assessment/pdf/rubrics/6plus1traits.pdf>)



Appendix C, page 1  
**Practice Writing to Explain**

Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Score: \_\_\_\_Advanced  
\_\_\_\_Proficient  
\_\_\_\_Partially Proficient  
\_\_\_\_Unsatisfactory

Writing to explain means that you are describing what something looks like, what something does, or how to do something. You might write a passage explaining what your chores at home are and how you do them.

Directions: You are a world famous inventor and you have been invited to the “Convention of Science Nerds.” At this meeting, you are to explain your latest invention. Be sure to follow the steps below while you plan your explanation.

**Step 1:** Draw your invention in the space below.

**Step 2:** Explain your invention.

1. What is it called? \_\_\_\_\_

2. What does it do? \_\_\_\_\_

3. Describe its appearance. \_\_\_\_\_

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Appendix C, page 3

**Practice Writing to Explain Rubric**

Below is a rubric that is based on the 6 + 1 Trait Writing Model. This is a preferred style of assessing students' writing because it assesses their ability to write creatively and put a lot of feeling into their work. However, if you have a different type of grading rubric that you like more, you may use that instead. Highlight each section to indicate points earned. (Staple to Appendix C, pages 1 and 2.)

	One Point	Two Points	Three Points	Four Points	Five Points
Ideas and Content (Development)	As yet, the paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details.		The writer is beginning to define the topic, even though development is still basic or general.		This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.
Organization	The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion: there is no identifiable internal structure.		The organizational structure is strong enough to move the reader through the text without too much confusion.		The organization enhances and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text.
Voice	The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience.		The writer seems sincere but not fully engaged or involved. The result is pleasant or even personable, but not compelling.		The writer speaks directly to the reader in a way that is individual, compelling, and engaging. The writer crafts the writing with an awareness and respect for the audience and the purpose of writing.
Word Choice	The writer demonstrates a limited vocabulary or has not searched for words to convey specific meaning.		The language is functional, even if it lacks much energy. It is easy to figure out the writer's meaning on a general level.		Words convey the intended message in a precise, interesting, and natural way. The words are powerful and engaging.
Sentence Fluency	The reader has to practice quite a bit in order to give this paper a fair interpretive reading.		The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical, more mechanical than fluid.		The writing has an easy flow, rhythm, and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.
Conventions	Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read.		The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.		The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively to enhance readability. Errors tend to be so few that just minor touch-ups would get this piece ready to publish.
Presentation	The reader receives a garbled message due to problems relating to the presentation of the text.		The writer's message is understandable in this format.		The form and presentation of the text enhances the ability for the reader to understand and connect with the message. It is pleasing to the eye.
Total Points					_____ out of 30 = _____%

(adapted from: <http://www.nwrel.org/assessment/pdf/rubrics/6plus1traits.pdf>)



Appendix D, page 1  
**Practice Writing to Persuade**

Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Score: \_\_\_\_\_Advanced  
 \_\_\_\_\_Proficient  
 \_\_\_\_\_Partially Proficient  
 \_\_\_\_\_Unsatisfactory

Writing to persuade means that you are trying to convince somebody that you are right, that somebody should do something, or maybe to allow something to happen. You might write a letter to your parents persuading them to allow you to go to the amusement park with your friends.

Directions: One rainy afternoon while walking home from school, you find a tiny puppy hiding under a newspaper. The poor thing is so skinny that it looks like it hasn't eaten in days. It's shivering and soaking wet. Use the spaces below to help you persuade your parents to keep the puppy. Examples have been done for you.

<i>Why you should be able to keep the puppy.</i>	<i>Possible reasons that your parents might not think it's a good idea.</i>	<i>Your explanation that their reasons are wrong.</i>
Because you have been asking for a new puppy for months.	The last puppy had to be given away because you didn't take care of it.	The last puppy was years ago. Now, you are older and more responsible. You promise to take care of it.



**Appendix D, page 3**  
**Practice Writing to Persuade Rubric**

Below is a rubric that is based on the 6 + 1 Trait Writing Model. This is a preferred style of assessing students' writing because it assesses their ability to write creatively and put a lot of feeling into their work. However, if you have a different type of grading rubric that you like more, you may use that instead. Highlight each section to indicate points earned. (Staple to Appendix D, pages 1 and 2.)

	One Point	Two Points	Three Points	Four Points	Five Points
<b>Ideas and Content (Development)</b>	As yet, the paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details.		The writer is beginning to define the topic, even though development is still basic or general.		This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.
<b>Organization</b>	The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion: there is no identifiable internal structure.		The organizational structure is strong enough to move the reader through the text without too much confusion.		The organization enhances and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text.
<b>Voice</b>	The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience.		The writer seems sincere but not fully engaged or involved. The result is pleasant or even personable, but not compelling.		The writer speaks directly to the reader in a way that is individual, compelling, and engaging. The writer crafts the writing with an awareness and respect for the audience and the purpose of writing.
<b>Word Choice</b>	The writer demonstrates a limited vocabulary or has not searched for words to convey specific meaning.		The language is functional, even if it lacks much energy. It is easy to figure out the writer's meaning on a general level.		Words convey the intended message in a precise, interesting, and natural way. The words are powerful and engaging.
<b>Sentence Fluency</b>	The reader has to practice quite a bit in order to give this paper a fair interpretive reading.		The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical, more mechanical than fluid.		The writing has an easy flow, rhythm, and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.
<b>Conventions</b>	Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read.		The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.		The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively to enhance readability. Errors tend to be so few that just minor touch-ups would get this piece ready to publish.
<b>Presentation</b>	The reader receives a garbled message due to problems relating to the presentation of the text.		The writer's message is understandable in this format.		The form and presentation of the text enhances the ability for the reader to understand and connect with the message. It is pleasing to the eye.
<b>Total Points</b>					_____ out of 30 = _____%

(adapted from: <http://www.nwrel.org/assessment/pdf/rubrics/6plus1traits.pdf>)

Appendix E, page 1  
**How to Write a Bibliography**

When we do research, we usually use websites, encyclopedias, books, magazines, and other resources. If we use the information found in these sources, we have to give credit to the place where we got the information. If we don't, the people who read our reports think we did all the work. Just think, if you spent a lot of time working on something, you wouldn't want someone taking credit for your work. Therefore, we have to create a bibliography that lists the resources we used to help us on our projects. Below are examples of how you should write your bibliography for different resources.

Most of the information you need for your bibliography can usually be found within the first couple of pages. Also, your bibliography must be exactly (*italics*, quotation marks, commas, periods, etc.) as you see it below.

**How ALL References should look:**

Last name, Initials. "Title," *book/publication title*. City of Publisher, State: name of publishing company, year. ISBN Number.

**Examples for books:**

Williams, S. T. *Going the Extra Mile*. Boston, MA: Eagle Publishing Firm, 2001. 963-258741-159.

**Examples for Articles:**

Forrester, J. K. "Exploring the Depths of the Ocean." *Oceanography Journal*. Seattle, WA: Henderson-Whately, 1965. X-147-2589-630-0.

(For magazine articles, it's the same format only,  
you don't have to write the ISBN # if there isn't one.)

**Example for On-line Materials:**

Johnson, B. Q. "Hiking Mount Everest," *Whatsit* [On-line]. Available URL: [http://www.hikingmounteverest.com/whatwasi thinking.html](http://www.hikingmounteverest.com/whatwasi%20thinking.html), 1982.

Keep this page while doing your research because you can use it for a guide when you write your own bibliography.

Appendix E, page 2  
**Practicing Bibliographies**

**Now It's Your Turn!**

Name: \_\_\_\_\_  
Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Score: \_\_\_\_ out of \_\_\_\_ = \_\_\_\_%

Now that you have seen what a bibliography should look like, it's your turn to try it! Below are some different make-believe resources. The information is given to you and you must write it in the proper format. You will have to use a computer to complete this assignment. Remember to include all the periods, commas, quotation marks, italics, EVERYTHING! Staple this page to the page you type and return them to your teacher. (You will receive up to four points for each resource.)

**Books:**

Author's Last Name: Dinkleberry  
Author's Initials: I. M.  
Book Title: Book of Weird Names  
City of Publisher: Dallas  
State of Publisher: Texas  
Name of Publishing Company: Tetra  
Year: 2004  
ISBN Number: 357-9510-258-X

Author's Last Name: Thompson  
Author's Initials: W. E.  
Book Title: Roughing it Outdoors  
City of Publisher: Vail  
State of Publisher: Colorado  
Name of Publishing Company: Arial  
Year: 1976  
ISBN Number: 1-8546-3971-0

**Articles:**

Author's Last Name: Pauley  
Author's Initials: S. A.  
Article Title: Surviving the Terrible Twos  
City of Publisher: Salt Lake City  
State of Publisher: Utah  
Name of Publishing Company: Action  
Year: 1954  
ISBN Number: X-324-35461-643

Author's Last Name: Arnold  
Author's Initials: D. M.  
Article Title: Trouble in Paradise  
City of Publisher: Ft. Lauderdale  
State of Publisher: Florida  
Name of Publishing Company: University  
Year: 1974  
ISBN Number: 613-87375-7831

**On-Line Materials:**

Author's Last Name: Carlson  
Author's Initials: M. D.  
Title: Traveling from Here to There  
Name of Publishing Company: Swordfish  
Year: 1962  
URL: <http://www.aroundtheworld.com/asia.html>

Author's Last Name: Cecil  
Author's Initials: D. K.  
Title: Coming from There to Here  
Name of Publishing Company: Territory  
Year: 2001  
URL: <http://www.inthetown.com/aspen.html>

Appendix E, page 3  
**Answer Key for Appendix E, page 2**

Teacher: The students will type their answers on the computer. Staple Appendix E, page 2 to the paper they type. Below are the proper formats for citing resources.

**Books:**

Dinkleberry, I. M. *Book of Weird Names*. Dallas, TX: Tetra, 2004. 357-9510-258-X.

Thompson, W.E. *Roughing it Outdoors*. Vail, CO: Arial, 1976. 18546-3971-0

**Articles:**

Pauley, S. A. "Surviving the Terrible Twos." Salt Lake City, UT: Action, 1954. X-324-35461-643

Arnold, D. M. "Trouble in Paradise." Ft. Lauderdale, FL: University, 1974. 613-87375-7831.

**On-Line Materials:**

Carlson, M.D. "Traveling from Here to There." *Swordfish* [On-line]. Available URL: <http://www.aroundtheworld.com/asia.html>

Cecil, D. K. "Coming from There to Here." *Territory* [On-line]. Available URL: <http://www.inthetown.com/aspen.html>

Use this rubric to grade Appendix E, page 2

<u><b>Rubric for Each Resource</b></u>	One Point	Two Points	Three Points	Four Points
	The resource was not written at all, or it is written completely wrong.	The majority of the resource is incorrect but parts of it are completed correctly.	The majority of the resource is correct but there are still a couple of mistakes.	The resource is written perfectly.

**Appendix F, page 1**  
**How to do Some Things on Your Computer**

While you are doing your research on the internet, there are a few things that will help you. This appendix will be a guide of how to do certain functions that will make your project easier. Check with your teacher if you don't know if you are using a PC or a Macintosh.

Function	How to do it with a regular PC	How to do it with a Macintosh
How to save your work to a disk. (Make sure you save your work once every 5 to 10 minutes. Also, when it is time to stop working, don't forget to save.)	Click on "File" at the top of your screen. Scroll down to "Save As." A new box will appear. Click where it says, "Save In:" and make sure it says, "3 1/2 Floppy (A:)" Where it says, "File Name," write in your name (Or whatever title you want.). You must do this ONLY the first time. After that, just click on the tiny picture of the disk.	You can't save your work to a disk on most Macintoshes.
How to save to the computer. (Make sure you save your work once every 5 to 10 minutes.)	Same as above except instead of selecting "3 1/2 Floppy (A:)," you will select "My Documents."	Click "File" at the top of your screen. Scroll down to "Save As." A new box will appear. In the bar next to "Save As," type in your name (Or whatever title you want.) You must do this the first time. After that, just click on "File" then "Save."
How to copy text to word processing. (Do this if you know that you'll use the information but you want to keep it and read it later. While writing your assignments, you CAN NOT copy word for word.)	First, click the left button where you want to start and hold it down. Move the cursor to where you want to stop. (This is called "Clicking and Dragging.") The text that you want to copy should be highlighted. Second, click on "Edit" and scroll to "Copy." Next, open up the file you created. When that is open, go to "Edit" and scroll to "Paste." The text you wanted should appear on the screen.	Same as PC.
How to copy a picture to your work.	Click on the picture with the RIGHT button. A box will appear. Click on "Copy." Open up your file, and click "Paste." Your picture should appear. You can click on it and move it around where ever you want and even change the size.	Click on the picture and hold it down. A new box will appear. Click on "Copy." Open up your file, and click "Paste." Your picture should appear. You can click on it and move it around where ever you want and even change the size.
How to print. (Only print what you KNOW you want and only print once until your work has been printed.)	Click on "File" then "Print." Make sure that the right printer is selected (Your teacher can help you with that). Click on the button that says, "Print." Wait for your paper to print.	Same as PC.
Changing fonts, text colors, and size of print.	First way- Click on Format at the top of the screen. Then scroll down to Font. From there you change your text and start typing. Second way- (After you've typed something) highlight the text you want to change. Then follow the steps in the first way.	Same as PC.

If you are unsure of how to do something, ask your teacher for help. It's better to ask for help than it is to make a serious mistake and mess up your entire project.

Appendix G, page 1  
**Websites and Questions to Inform**

Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Score: \_\_\_\_Advanced  
\_\_\_\_Proficient  
\_\_\_\_Partially Proficient  
\_\_\_\_Unsatisfactory

Here is a list of questions that will help you with your research and the websites that you can go to for the answers. However, you should get more information than what is listed here. Feel free to look through encyclopedias, books, and (with your parents' permission) you can even get information from your local garden nursery. Any further information that you find should answer the question, "What is Xeriscaping?" If it doesn't help answer that question, maybe it will be useful in one of the other papers. You can write any notes that you want on the back of this sheet.

**Writing to Inform Questions**  
*The answers to these questions can be found at the website.*

<http://www.csu.org/xeri/>

Where does the word "Xeriscape" come from? \_\_\_\_\_

What is an easy way to describe xeriscaping? \_\_\_\_\_

How is xeriscaping different from normal landscaping? \_\_\_\_\_

*The answers to these questions can be found at the website:  
<http://www.cabq.gov/waterconservation/xeric.html>*

Who coined the term "xeriscaping"? \_\_\_\_\_

What was the goal of xeriscaping? \_\_\_\_\_

*The answer to this question can be found at the website:  
<http://www.xeriscape.org/index.html>*

Does xeriscaping involve only native plants? \_\_\_\_\_

Appendix G, page 2

## Answer Key for Appendix G, page 1

Teacher: Here are some reasonable answers to the questions on Appendix G, page 1. Students' answers will vary but they should be similar to the ones below. There isn't a serious need to give a grade for Appendix G, page 1. The main reason for writing the notes is to help the student plan out their writing. If the answer is sufficient for the question, they should get full credit.

Furthermore, you may want to check the student's notes on the back of Appendix G, page 1 to make sure the notes are staying on topic.

*The answers to these questions can be found at the website:*

<http://www.csu.org/xeri/>

Where does the word "Xeriscape" come from? **Xeriscape is a word derived from the combination of a Greek word "Xeros" meaning dry and "scape" from the word "landscape."**

What is an easy way to describe xeriscaping? **Xeriscape is a landscape that is water wise – using water conservatively in the landscape without wasting.**

How is xeriscaping different from normal landscaping? **Xeriscaping is a method of landscaping, not a style of landscaping. It differs from conventional landscaping primarily in the way irrigation water is used in the landscape. By grouping plants with similar water needs together into watering zones, each plant receives the amount of water it needs to be healthy - not too much and not too little. This is the basic hydrozone concept. If plants native to this area are used extensively, the water savings will be greater. Many conventional landscapes are based on the assumption that enough rain will fall over the entire landscape to meet the needs of high water-use plants that are not suited to this area. Xeriscape restricts these higher water-use plants, including bluegrass, to areas where it will serve a purpose.**

*The answers to these questions can be found at the website:*

<http://www.cabq.gov/waterconservation/xeric.html>

Who coined the term "xeriscaping?" **The term was coined by the Front Range Xeriscape Task Force of the Denver Water Department in 1981.**

What was the goal of xeriscaping? **The goal of a xeriscape is to create a visually attractive landscape that uses plants selected for their water efficiency.**

*The answer to this question can be found at the website:*

<http://www.xeriscape.org/index.html>

Does xeriscaping involve only native plants? **Although there are vast arrays of wonderful plants indigenous to all regions, non-invasive introduced plants, that are well-adapted to the local regional climate, are wonderful additions to landscaping that uses water frugally. For example, many iris, tulips, and even roses are examples of introduced plants that are well adapted to nonirrigated landscaping in the Rocky Mountain region.**





Appendix H, page 3  
**Writing to Inform about Xeriscaping Rubric**

Below is a rubric that is based on the Six Traits Writing Model. This is a preferred style of assessing students' writing because it assesses their ability to write creatively and put a lot of feeling into their work. However, if you have a different type of grading rubric that you like more, you may use that instead. Highlight each section to indicate points earned. (Staple to Appendix H, pages 1 and 2.)

	One Point	Two Points	Three Points	Four Points	Five Points
<b>Ideas and Content (Development)</b>	As yet, the paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details.		The writer is beginning to define the topic, even though development is still basic or general.		This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.
<b>Organization</b>	The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion: there is no identifiable internal structure.		The organizational structure is strong enough to move the reader through the text without too much confusion.		The organization enhances and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text.
<b>Voice</b>	The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience.		The writer seems sincere but not fully engaged or involved. The result is pleasant or even personable, but not compelling.		The writer speaks directly to the reader in a way that is individual, compelling, and engaging. The writer crafts the writing with an awareness and respect for the audience and the purpose of writing.
<b>Word Choice</b>	The writer demonstrates a limited vocabulary or has not searched for words to convey specific meaning.		The language is functional, even if it lacks much energy. It is easy to figure out the writer's meaning on a general level.		Words convey the intended message in a precise, interesting, and natural way. The words are powerful and engaging.
<b>Sentence Fluency</b>	The reader has to practice quite a bit in order to give this paper a fair interpretive reading.		The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical, more mechanical than fluid.		The writing has an easy flow, rhythm, and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.
<b>Conventions</b>	Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read.		The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.		The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively to enhance readability. Errors tend to be so few that just minor touch-ups would get this piece ready to publish.
<b>Presentation</b>					_____ out of 30 = _____%

(adapted from: <http://www.nwrel.org/assessment/pdf/rubrics/6plus1traits.pdf>)

Appendix I, page 1  
**Websites and Questions to Explain**

Name: \_\_\_\_\_  
Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Score: \_\_\_\_Advanced  
      \_\_\_\_Proficient  
      \_\_\_\_Partially Proficient  
      \_\_\_\_Unsatisfactory

Here is a list of questions that will help you with your research and the websites that you can go to for the answers. However, you should get more information than what is listed here. Feel free to look through encyclopedias, books, and (with your parents' permission) you can even get information from your local garden nursery. Any further information that you find should answer the question, **"How do I do Xeriscaping?"** If it doesn't help answer that question, maybe it will be useful in one of the other papers. You can write any notes that you want on the back of this sheet.

**Writing to Explain Questions**

*The answers to these questions can be found at the website:  
<http://www.xeriscape.org/index.html>*

What are the Seven Xeriscape Fundamentals?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

*The answers to these questions can be found at the website:  
<http://www.csu.org/xeri/>*

Why should you draw a picture of what you want your Xeriscape landscape to look like?

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*The answers to these questions can be found at the website:  
<http://www.cabq.gov/waterconservation/xeric.html>*

What are four considerations that you should think about when planning a Xeriscape garden?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Appendix I, page 2

# Answer Key for Appendix I, page 1

Teacher: Here are some reasonable answers to the questions on Appendix I, page 1. Students' answers will vary but they should be similar to the ones below. There isn't a serious need to give a grade for Appendix I, page 1. The main reason for writing the notes is to help the student plan out their writing. If the answer is sufficient for the question, they should get full credit. Furthermore, you may want to check the student's notes on the back of Appendix I, page 1 to make sure the notes are staying on topic.

*The answers to these questions can be found at the website:*

<http://www.xeriscape.org/index.html>

What are the Seven Xeriscaping Fundamentals?

- **PLANNING AND DESIGN...** for water conservation and beauty from the start.
- **CREATE PRACTICAL TURF AREAS...** of manageable sizes, shapes, and appropriate grasses.
- **SELECT LOW WATER REQUIRING PLANTS...** and group plants of similar water needs together. Then experiment to determine how much and how often to water the plants.
- **USE SOIL AMENDMENTS...** like compost or manure as needed by the site and the type of plants used.
- **USE MULCHES...** such as woodchips, to reduce evaporation and to keep the soil cool.
- **IRRIGATE EFFICIENTLY...** with properly designed systems (including hose-end equipment) and by applying the right amount of water at the right time.
- **MAINTAIN THE LANDSCAPE PROPERLY...** by mowing, weeding, pruning and fertilizing properly.

*The answers to these questions can be found at the website:*

<http://www.csu.org/xeri/>

Why should you draw a picture of what you want your landscape to look like after Xeriscaping?

A good design affects how nice the landscape looks, as well as how much water is saved and how much maintenance is required.

*The answers to these questions can be found at the website:*

<http://www.cabq.gov/waterconservation/xeric.html>

What are four considerations that you should think about when planning a Xeriscape garden?

- **Sun:** What portions of the property receive hot, afternoon sun? What portions receive morning sun and afternoon shade? The amount and time of sun will affect the types of plants you choose.
- **Function:** Do you need an outdoor living area? If so, consider expanding the patio area with additional shade structures and low-water-use trees to provide privacy.
- **Views:** Are there views you want to protect or screen? Know the mature size of the plants you select to ensure the views and screening you desire.
- **Time:** How much time do you plan to spend maintaining your landscape? If you would rather enjoy your yard than work on it, choose low-maintenance plants.





**Appendix J, page 3**  
**Writing to Explain Xeriscaping Rubric**

Below is a rubric that is based on the Six Traits Writing Model. This is a preferred style of assessing students' writing because it assesses their ability to write creatively and put a lot of feeling into their work. However, if you have a different type of grading rubric that you like more, you may use that instead. Highlight each section to indicate points earned. (Staple to Appendix J, pages 1 and 2.)

	<b>One Point</b>	<b>Two Points</b>	<b>Three Points</b>	<b>Four Points</b>	<b>Five Points</b>
<b>Ideas and Content (Development)</b>	As yet, the paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details.		The writer is beginning to define the topic, even though development is still basic or general.		This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.
<b>Organization</b>	The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion: there is no identifiable internal structure.		The organizational structure is strong enough to move the reader through the text without too much confusion.		The organization enhances and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text.
<b>Voice</b>	The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience.		The writer seems sincere but not fully engaged or involved. The result is pleasant or even personable, but not compelling.		The writer speaks directly to the reader in a way that is individual, compelling, and engaging. The writer crafts the writing with an awareness and respect for the audience and the purpose of writing.
<b>Word Choice</b>	The writer demonstrates a limited vocabulary or has not searched for words to convey specific meaning.		The language is functional, even if it lacks much energy. It is easy to figure out the writer's meaning on a general level.		Words convey the intended message in a precise, interesting, and natural way. The words are powerful and engaging.
<b>Sentence Fluency</b>	The reader has to practice quite a bit in order to give this paper a fair interpretive reading.		The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical, more mechanical than fluid.		The writing has an easy flow, rhythm, and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.
<b>Conventions</b>	Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read.		The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.		The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively to enhance readability. Errors tend to be so few that just minor touch-ups would get this piece ready to publish.
<b>Presentation</b>					_____ out of 30 = _____%

(adapted from: <http://www.nwrel.org/assessment/pdf/rubrics/6plus1traits.pdf>)

Appendix K, page 1  
**Websites and Questions to Persuade**

Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Score: \_\_\_\_Advanced  
\_\_\_\_Proficient  
\_\_\_\_Partially Proficient  
\_\_\_\_Unsatisfactory

Here is a list of questions that will help you with your research and the websites that you can go to for the answers. However, you should get more information than what is listed here. Feel free to look through encyclopedias, books, and (with your parents' permission) you can even get information from your local garden nursery. Any further information that you find should answer the question, **"Why should I do Xeriscaping?"** If it doesn't help answer that question, maybe it will be useful in one of the other papers. You can write any notes that you want on the back of this sheet.

**Writing to Persuade Questions**

*The answers to these questions can be found at the website:*

<http://www.cabq.gov/waterconservation/xeric.html>

How can Xeriscaping save time? \_\_\_\_\_

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How can Xeriscaping save money?

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<http://www.csu.org/environment/conservation/xeriscape/about/page3857.html>

How much water can be saved by Xeriscaping? \_\_\_\_\_

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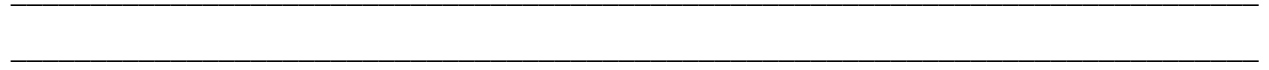
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What is the cost benefit of Xeriscaping over several years? \_\_\_\_\_

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Write an opinion statement about the beauty of Xeriscaping. \_\_\_\_\_



**Appendix K, page 2**  
**Answer Key for Appendix K, page 1**

Teacher: Here are some reasonable answers to the questions on Appendix K, page 1. Students' answers will vary but they should be similar to the ones below. There isn't a serious need to give a grade for Appendix K, page 1. The main reason for writing the notes is to help the student plan out their writing. If the answer is sufficient for the question, they should get full credit. Furthermore, you may want to check the student's notes on the back of Appendix K, page 1 to make sure the notes are staying on topic.

*The answers to these questions can be found at the website:*  
*<http://www.cabq.gov/waterconservation/xeric.html>*

How can Xeriscaping save time? *It de-emphasizes the use of bluegrass lawns and other thirsty plants. This common-sense approach can reduce the time you spend watering, fertilizing and mowing.*

How can Xeriscaping save money? *Reducing water use can lower your water bill. Xeriscaping can also reduce maintenance costs and increase the beauty and value of your property.*

*<http://www.csu.org/environment/conservation/xeriscape/about/page3857.html>*

How much water can be saved by Xeriscaping? *How much water you can save depends on your previous water use habits in your landscape. A 25 percent to 50 percent savings in outdoor water use is a reasonable expectation.*

What is the cost benefit of Xeriscaping over several years? *The initial costs for Xeriscape will probably be slightly higher, primarily due to the higher cost of plant materials. The savings in irrigation and maintenance makes it very cost-effective after the first few years.*

Write an opinion statement about the beauty of Xeriscaping. *Answers will vary.*





Appendix L, page 3

## Writing to Persuade Rubric

Below is a rubric that is based on the Six Traits Writing Model. This is a preferred style of assessing students' writing because it assesses their ability to write creatively and put a lot of feeling into their work. However, if you have a different type of grading rubric that you like more, you may use that instead. Highlight each section to indicate points earned. (Staple to Appendix L, pages 1 and 2.)

	One Point	Two Points	Three Points	Four Points	Five Points
Ideas and Content (Development)	As yet, the paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details.		The writer is beginning to define the topic, even though development is still basic or general.		This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.
Organization	The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion: there is no identifiable internal structure.		The organizational structure is strong enough to move the reader through the text without too much confusion.		The organization enhances and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text.
Voice	The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience.		The writer seems sincere but not fully engaged or involved. The result is pleasant or even personable, but not compelling.		The writer speaks directly to the reader in a way that is individual, compelling, and engaging. The writer crafts the writing with an awareness and respect for the audience and the purpose of writing.
Word Choice	The writer demonstrates a limited vocabulary or has not searched for words to convey specific meaning.		The language is functional, even if it lacks much energy. It is easy to figure out the writer's meaning on a general level.		Words convey the intended message in a precise, interesting, and natural way. The words are powerful and engaging.
Sentence Fluency	The reader has to practice quite a bit in order to give this paper a fair interpretive reading.		The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical, more mechanical than fluid.		The writing has an easy flow, rhythm, and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.
Conventions	Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read.		The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.		The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively to enhance readability. Errors tend to be so few that just minor touch-ups would get this piece ready to publish.
Presentation					_____ out of 30 = _____%

(adapted from: <http://www.nwrel.org/assessment/pdf/rubrics/6plus1traits.pdf>)

Appendix M  
**Culminating Activity**

You are the manager of a garden nursery and you've decided to start selling xeriscape plants and materials. Your assignment is to create a poster using the paper that your teacher gives you, advertising xeriscaping. In your poster, you must write phrases that inform, explain, and persuade. Remember to make it interesting, informative, and exciting. Use fancy fonts, creative-writing techniques and pictures (go to <http://www.csu.org/csu/xeri/xeriscape.jsp> and click on the different types of plants at the bottom of the page). Below is an example of a poster. You can type what you want and get pictures on the computer then cut and paste onto your poster.

# Xeriscaping, Landscaping for the Future!

*Try this innovative style of landscaping and save BIG*

*Create beautiful gardens using plants that need very little water.*

*25-50%  
reduction on your  
water bills!*



*See our xeriscaping specialist for ideas on how to design your water efficient garden.*



## *Seven Easy Steps to Gorgeous and Water-Preserving Landscaping*

- **PLANNING AND DESIGN**
- **CREATE PRACTICAL TURF AREAS**
- **SELECT LOW WATER REQUIRING PLANTS**
- **USE SOIL AMENDMENTS**
- **USE MULCHES**
- **IRRIGATE EFFICIENTLY**
- **MAINTAIN THE LANDSCAPE PROPERLY**



Appendix M, page 2

## Rubric for Culminating Activity

Teacher: Copy this rubric to the back of Appendix M, page 1 so that the students will know exactly what they'll be graded on. When this sheet and their poster are turned in for grading, highlight each section to indicate points that the student has received.

Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

	<u>One Point</u>	<u>Two Points</u>	<u>Three Points</u>	<u>Four Points</u>
<u>Statement(s) to Inform</u> Points Multiplied by: <b><u>2</u></b>	The student did not include a statement that informs what xeriscaping is.	The student included a statement that was vaguely informative.	The student included an informative statement but it lacked great effort.	The student included a (some) very informative statement(s) and it was obvious the student tried hard.
<u>Statement(s) to Explain</u> Points Multiplied by: <b><u>2</u></b>	The student did not include a statement that explains how to xeriscape.	The student included a statement that vaguely explained how to xeriscape.	The student included a statement explaining how to xeriscape but it lacked great effort.	The student included a (some) very explanatory statement(s) and it was obvious the student tried hard.
<u>Statement(s) to Persuade</u> Points Multiplied by: <b><u>2</u></b>	The student did not include a statement that tries to persuade people to xeriscape.	The student included a statement that vaguely persuaded people to xeriscape.	The student included a statement persuading people to xeriscape but it lacked great effort.	The student included a (some) very persuasive statement(s) and it was obvious the student tried hard.
<u>Accuracy of Statements</u> Points Multiplied by: <b><u>3</u></b>	The student's statements were wrong, misleading, and seemed as though little knowledge was used from the research.	Some of the student's statements were incorrect or misleading but some statements were correct and accurate.	Most of the student's statements were correct and accurate even if a couple of them could have been more clear.	All of the statements were correct, accurate, and easy to understand. It was obvious that the student used knowledge gained from their research.
<u>Creativity</u> (pictures, font style, font, size, font, color etc.)	The student did not exhibit much if any creativity.	The student exhibited some creativity but the student could have tried harder.	The student exhibited a lot of creativity but still could have had a little extra effort.	The project was very creative, colorful, and it was obvious that a lot of effort and care went into this poster.
<b>Total</b>		_____ out of a possible 40 = _____ %		

Comments by the teacher: \_\_\_\_\_

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