Compost Claims Challenge

Spot claims, evidence, and responses to opposing views.

6.T.T.3 "Argumentative Techniques: Analyze and apply argumentative techniques."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the writer's claim and each reason or piece of evidence. Circle the counterclaim, then number the response to it 1 and the rhetorical question 2.

A Bin for Food Scraps

1 Our school should place compost bins beside every cafeteria trash can. Each lunch, students throw away banana peels, apple cores, and other food scraps that could become useful soil. Composting keeps these scraps out of landfills, where rotting food produces methane, a gas that warms the planet. A bin near the trash can would make the better choice easy. If we can sort paper for recycling, why should food scraps be treated like garbage every day?

2 Some people say compost bins would be messy or confusing. That concern makes sense, but clear picture labels can show what belongs in each bin. Many cities and schools already use labeled compost containers, and workers collect the material regularly. Our garden club could use finished compost in the courtyard planters. Imagine tomatoes growing from soil made with yesterday's lunch scraps. This is not just a cleaner lunchroom. It is a practical way for students to see how small choices can help our school and community.

3 The principal can begin with a four-week compost trial for sixth grade. During the trial, student volunteers can stand near the bins for the first few days and answer questions. At the end, the school can compare how much food waste went into trash bags before and during the trial. If the bins reduce trash and stay orderly, the principal can add them to all lunch periods. Starting small costs less than changing the whole cafeteria at once, yet it gives us real results to guide the decision.

2 ANSWER WITH EVIDENCE

Use the passage

1 What is the writer's main claim?

2 What evidence does the writer give about landfills, and how does it support the claim?

3 What concern does the writer acknowledge, and what response does the writer give?

4 Copy the rhetorical question from paragraph 1. What does it encourage readers to think about?

3 YOUR TURN

Your own words

Write a three-sentence argument supporting a school change. Include a clear claim, a reason with a specific fact or example, and a concern followed by a response.

ANSWER KEY

Compost Claims Challenge

GRADE 6 · 6.T.T.3

PART 1 · READ AND MARK

Underline the writer's claim and each reason or piece of evidence. Circle the counterclaim, then number the response to it 1 and the rhetorical question 2. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is the writer's main claim?	**The school should place compost bins beside every cafeteria trash can.**
2	What evidence does the writer give about landfills, and how does it support the claim?	**The writer says rotting food in landfills produces methane, a gas that warms the planet. This supports composting food scraps instead of throwing them away.**
3	What concern does the writer acknowledge, and what response does the writer give?	**The concern is that compost bins would be messy or confusing. The writer responds that clear picture labels can show what belongs in each bin.**
4	Copy the rhetorical question from paragraph 1. What does it encourage readers to think about?	**"If we can sort paper for recycling, why should food scraps be treated like garbage every day?" It encourages readers to question why food scraps are thrown away instead of composted.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should add a water bottle filling station near the gym. Students who bring reusable bottles could refill them after practice instead of throwing away single-use plastic bottles. Although installation costs money, the station can serve students for many years, spreading that cost over time.

Accept equivalent wording for the claim, evidence, counterclaim, response, and rhetorical-question effect when it is supported by the passage. For Part 3, look for all three required sentences and an understandable use of claim, support, and response to a concern.