

Compost Word Power

See how exact composting words strengthen an argument.

3W1.b "Use precise language and content-specific vocabulary."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the claim sentence, circle composting words or phrases, and write 1 beside the sentence that begins "First" and 2 beside the sentence that begins "Second" to mark the writer's two reasons.

A Bin for Food Scraps

- ① Our school should add a compost bin near the cafeteria. Composting turns food scraps, such as banana peels and apple cores, into nutrient-rich soil. Unlike a trash can, a compost bin keeps these scraps out of landfill bags. A lidded bin would give students a clear place to put approved leftovers after lunch each school day.
- ② First, compost can help our school garden grow. Decomposers, including tiny fungi and bacteria, break down scraps over time. The finished compost adds nutrients to soil and helps it hold water. Gardeners can mix this dark, crumbly material into planting beds, where vegetables and flowers need healthy soil to develop strong roots each spring and fall.
- ③ Second, a labeled compost station could reduce the amount of food waste placed in cafeteria trash cans. Students would place only fruit and vegetable scraps in the bin. They would not add meat, dairy, plastic wrappers, or liquids. Meat and dairy can cause odor, while wrappers and liquids do not belong in compost. Clear signs would guide sorting.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Copy the sentence that states the writer's claim.

2 What two specific food scraps does the writer name in paragraph 1?

3 Which content-specific word in paragraph 2 names the living things that break down scraps?

4 According to paragraph 3, what two food types should students not add to the compost bin?

3 YOUR TURN _____ Your own words

Write exactly three sentences that argue our class should start a seedling tray. State your claim, give a reason with a specific fact, and use at least two of these words: seedling, soil, roots, sunlight, moisture.

PART 1 • READ AND MARK

Underline the claim sentence, circle composting words or phrases, and write 1 beside the sentence that begins “First” and 2 beside the sentence that begins “Second” to mark the writer’s two reasons. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Copy the sentence that states the writer’s claim.	Our school should add a compost bin near the cafeteria.
2	What two specific food scraps does the writer name in paragraph 1?	banana peels and apple cores
3	Which content-specific word in paragraph 2 names the living things that break down scraps?	Decomposers
4	According to paragraph 3, what two food types should students not add to the compost bin?	meat and dairy

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our class should start a seedling tray by the window. Seedlings need sunlight and moisture to grow roots and leaves. We can move the strong plants into the school garden.

Accept equivalent claims and accurate, specific vocabulary in the student response. The response must have exactly three sentences, a claim, a factual reason, and at least two listed vocabulary words.