

Waste Into Soil

Track how transitions link reasons, limits, and solutions in an argument.

8W1.d "Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each bold transition, then write one code above it: O for ordered point, E for example, R for result, A for added point, L for limitation, S for solution, or C for conclusion.

A Cafeteria Composting Plan

- ① Our school should place compost bins in the cafeteria. **First**, composting keeps food scraps, napkins, and yard waste out of landfills, where buried waste can produce methane, a heat-trapping gas. **For example**, students could scrape banana peels and leftover salad into a clearly labeled bin after lunch. **As a result**, fewer usable organic materials would be sent away with the trash. The finished compost could later enrich soil in school garden beds during science classes.
- ② **In addition**, a compost program can teach students how daily choices affect local waste systems. Science classes could measure the mass of scraps collected each week and compare it with the cafeteria's remaining trash. **However**, bins alone may become contaminated if students toss in plastic wrappers or drink cartons. **Instead**, the school should post clear word labels near each bin and assign trained student volunteers to answer questions during lunch. **Consequently**, more students could sort their waste correctly.
- ③ **Finally**, composting can support the garden already used by several classes. Cafeteria workers would need sturdy containers, and students would need a short lesson before the program begins. These steps require planning, but they are manageable. **Therefore**, the principal should begin a small, supervised composting trial in one lunch period. If the trial produces clean compostable scraps, the school can expand the program to every lunch period next semester after staff review of the results.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What general idea comes before **For example**, and what specific action comes after it?

2 How does **However** change the direction of the paragraph?

3 What solution follows **Instead**, and what problem does that solution address?

4 Why does **Therefore** lead to a recommendation for a small trial instead of an immediate schoolwide program?

3 YOUR TURN _____ Your own words

Write a five-sentence argument about one improvement your school should make. Use at least four transitions that show an ordered point, an added point, a limitation, and a conclusion.

PART 1 • READ AND MARK

Underline each bold transition, then write one code above it: O for ordered point, E for example, R for result, A for added point, L for limitation, S for solution, or C for conclusion. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What general idea comes before For example , and what specific action comes after it?	The general idea is that composting keeps organic waste out of landfills. The example is students scraping banana peels and leftover salad into a labeled bin.
2	How does However change the direction of the paragraph?	It shifts from benefits of the compost program, including learning and measuring waste, to a limitation: bins can be contaminated by plastic wrappers or drink cartons.
3	What solution follows Instead , and what problem does that solution address?	The school should post clear word labels and use trained student volunteers. This addresses contamination caused when students put noncompostable items in the bins.
4	Why does Therefore lead to a recommendation for a small trial instead of an immediate schoolwide program?	The program needs containers and student instruction, so a supervised trial can test whether students produce clean compostable scraps before the school expands it.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our school should add a covered bike rack near the main entrance. **First**, a roof would keep bicycles drier during rain, so seats and handlebars would be more comfortable after school. **In addition**, a rack near the entrance could make bicycle parking more orderly. **However**, the project would cost money. **Therefore**, the school should compare prices and begin with one small covered rack.

Accept equivalent descriptions of each transition's relationship when they match the passage. For the open response, accept varied transitions if they clearly show the required relationships and support a school-improvement claim.