

Compost in Action

Notice how a writer builds connected paragraphs with support.

6.W.2.A.iii "Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes: Elaborating and supporting ideas, using relevant facts, definitions, details, quotations..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read this fictional school account, informed by composting guidance. Underline each paragraph's main idea. Number one supporting fact, detail, definition, quotation or example per paragraph: 1, 2 and 3.

From Scraps to Soil

- ① At Brookside Middle School, lunch scraps once filled several trash cans each day. Now students collect fruit peels, vegetable ends, and shredded uncolored, nonglossy paper for the school compost bin. Compost is a mixture of decayed plant materials that can improve soil. This change gives the garden club a useful supply instead of sending every scrap to a landfill. The club's goal is simple: turn some cafeteria waste into material that helps plants grow well.
- ② To make compost, club members layer moist food scraps with dry leaves. The layers need air and water, so students turn the pile with a garden fork and add water when it is dry. Tiny organisms, such as bacteria and fungi, break down the materials over time. "We check the pile every Tuesday," says club member Inez. Her example shows that composting is not just tossing scraps into a bin. Regular care helps the pile change into dark, crumbly compost.
- ③ When the compost is ready, gardeners mix it into beds before planting. Compost can help soil hold moisture and supply nutrients, although it does not replace every plant need. Last spring, the club used its finished compost around bean seedlings and recorded what happened. The students noticed that the soil stayed less crusty after watering. By describing the goal, the steps, and one result, the club can explain why its compost project matters to the school.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What is the main idea of paragraph 2? Give two details that develop this idea.

2 Copy the definition of compost from paragraph 1. How does this definition help the reader understand the project?

3 What quotation does the writer include in paragraph 2? What point does the quotation help support?

4 How does paragraph 3 connect to the first two paragraphs? Include one result from the project.

3 YOUR TURN _____ Your own words

Plan two related main ideas for a school improvement, such as a refill station, a quieter lunch area, or a student garden. Then write two paragraphs, 75 to 100 words total. Give each paragraph a main idea and at least one factual detail, definition, example, or quotation. Make the second paragraph connect to the first. Keep a plan and first draft, then reread and write a separate revised and edited version. Record a revision and a before-and-after edit. Use supported observations or label imagined ones. Count only the final text toward the word range.

1. Plan

Plan two related main ideas and one supporting detail, definition, example or quotation for each.

2. First draft

Write your first version in the required paragraphs. Leave a blank line between paragraphs and keep this draft visible.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

3. Revise and edit

Reread for a clear main idea and relevant support in each paragraph. Write the final two connected paragraphs, 75-100 words total. Leave a blank line between paragraphs. Check sentence boundaries, capitals and punctuation.

4. Change record

Explain one detail or connection you improved. Show an actual before-and-after edit.

PART 1 • READ AND MARK

Read this fictional school account, informed by composting guidance. Underline each paragraph's main idea. Number one supporting fact, detail, definition, quotation or example per paragraph: 1, 2 and 3. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the main idea of paragraph 2? Give two details that develop this idea.	Paragraph 2 explains how students care for the compost pile. They layer moist scraps with dry leaves, turn the pile with a garden fork, add water when it is dry, and check it every Tuesday.
2	Copy the definition of compost from paragraph 1. How does this definition help the reader understand the project?	"Compost is a mixture of decayed plant materials that can improve soil." It explains what compost is and why the garden club can use it.
3	What quotation does the writer include in paragraph 2? What point does the quotation help support?	"We check the pile every Tuesday," says club member Inez. It supports the point that compost needs regular care.
4	How does paragraph 3 connect to the first two paragraphs? Include one result from the project.	Paragraph 3 explains how the finished compost is used and why the project matters, after paragraphs 1 and 2 introduce compost and explain its care. One result is that the soil stayed less crusty after watering.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan: Audience: principal. Main ideas: easier bottle filling and less disposable-bottle use. Support: station definition and an example of reusing bottles. The gym's fountain and student behavior are imagined.

First draft: our school should add a refill station near the gym. A refill station fills bottles. It could make filling easier.

The station could also reduce disposable bottle use. Students could reuse bottles. The student council could ask about it before choosing a place.

Rereading: The two main ideas connect. I will add the current fountain's limitation and explain reuse. I also need a capital letter at the start of the first sentence.

Revised text: Our school should add a refill station near the gym. A refill station is a drinking fountain designed to fill reusable bottles. After physical education, students sometimes wait at the existing fountain, which has one spout. Another filling point could offer easier access.

The station could also reduce disposable bottle use. Reusable bottles can be filled many times, so a student could refill one instead of buying another drink bottle. The student council could survey bottle use before choosing a location and compare it after a trial.

Changes made: I added the one-spout detail and a concrete reuse example. I corrected the opening "our school" to "Our school."

The schools, people, counts, quotes and local observations are invented classroom examples. Students must support real observations or label imagined scenarios. General composting background: US EPA, Composting at Home, <https://www.epa.gov/recycle/composting-home> . The passage is an account, not complete operating instructions. Suitable plant scraps and dry material need air and moisture; finished compost can help soil retain water and nutrients. Keep school observations and Inez's quotation distinct from EPA guidance. Accept a main-idea sentence or phrase in each paragraph plus one relevant support. Require two final paragraphs totaling 75-100 words, each with an idea and factual detail, definition, example or quotation, plus the plan, visible draft, completed revision and edit. The sample uses a definition and a hypothetical reuse example.