Compost Writing Clues

Notice how each kind of writing is built for a purpose.

3.W.1.A "Recognize different forms of writing (narrative, expository, and opinion) have distinctive patterns of organization to support their purpose."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Read the three paragraphs. In the margin, write N, E, or O for the form you think each paragraph uses, then underline one sentence in each paragraph that gave you a clue.

The Compost Bin

1. Yesterday, Maya carried apple cores from lunch to the school compost bin. First, she lifted the lid and added the scraps. Next, she covered them with dry leaves. A week later, Maya helped turn the pile with a garden fork. The scraps were beginning to break down. Maya smiled because the compost would help the class grow flowers in spring.

2. Compost is a dark, crumbly material made from things that once grew, such as leaves, fruit peels, and grass clippings. Tiny living things help break these materials into smaller pieces. Air and water also help the process. Gardeners mix finished compost into soil because it can help plants get nutrients and can make soil hold water better.

3. Our school should place a compost bin near the cafeteria. It would give students an easy place to put fruit peels and other plant scraps. The bin could also provide compost for our garden, so the class would not need to buy as much compost each year. A compost bin is a useful choice for our school.

2 ANSWER WITH EVIDENCE

Use the passage

1. What form of writing is Paragraph 1? Name two phrases that show how its events are organized.

2. What form of writing is Paragraph 2, and how is it organized to teach the reader?

3. What is the writer's claim in Paragraph 3? Give two reasons the writer gives, and tell how the last sentence supports the claim.

4. How is Paragraph 1 organized differently from Paragraph 3?

3 YOUR TURN

Your own words

Choose a school topic. Write three labeled, two-sentence mini-pieces: a narrative with events in order, an expository piece with facts, and an opinion piece with a claim and reasons.

ANSWER KEY

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GRADE 3 · 3.W.1.A

PART 1 · READ AND MARK

Read the three paragraphs. In the margin, write N, E, or O for the form you think each paragraph uses, then underline one sentence in each paragraph that gave you a clue. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What form of writing is Paragraph 1? Name two phrases that show how its events are organized.	**Narrative. Possible phrases include "First," "Next," and "A week later."**
2	What form of writing is Paragraph 2, and how is it organized to teach the reader?	**Expository. It tells what compost is, explains how it breaks down, and gives facts about how gardeners use it.**
3	What is the writer's claim in Paragraph 3? Give two reasons the writer gives, and tell how the last sentence supports the claim.	**The claim is that the school should place a compost bin near the cafeteria. Reasons include that students could put plant scraps there and the garden could use the compost. The last sentence restates that a compost bin is useful for the school.**
4	How is Paragraph 1 organized differently from Paragraph 3?	**Paragraph 1 tells events in time order. Paragraph 3 states an opinion, gives reasons, and ends by supporting the opinion.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Narrative: On Tuesday, I filled the bird feeder. Later, three sparrows ate the seeds. Expository: Bird feeders hold seeds for birds. Different feeders can hang from a branch or stand on a pole. Opinion: Our class should hang a bird feeder outside the window. We could watch birds quietly, and the feeder would help birds find seeds.

Expected paragraph labels are N, E, O. Accept different underlined sentences when they reasonably help identify the writing form, and accept open responses that clearly use the required organization for each form.