

Compost Clues

Study how a model proposal builds an idea with organized evidence.

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 Underline the sentence in each paragraph that states its main point, circle facts or examples that support it, and write 1, 2, or 3 beside the supporting details in each paragraph.

A Garden Starts with Compost

- ① At Jefferson Middle School, a new garden bed sits beside the basketball court. The bed will grow lettuce and beans, but its success depends on healthy soil. Compost can help. Compost is a mixture of decayed food scraps, leaves, and other plant materials. As these materials break down, they add nutrients to soil. For this reason, the garden team plans to collect fruit peels and dry leaves instead of sending every scrap to the trash. Composting gives the garden a useful starting point.
- ② First, the team will layer brown materials, such as fallen leaves, with green materials, such as vegetable peels. This mix matters because brown materials provide carbon, while green materials provide nitrogen. Tiny organisms use these materials as they break them down. The students will also keep the pile damp and turn it with a shovel every few weeks. Turning moves air into the pile, and many decomposers need oxygen. These steps support the team's goal of making dark, crumbly compost for the garden beds.
- ③ Composting also changes how the school handles waste. Rather than treating every apple core as garbage, students can see it as a resource for next season's plants. Garden captain Maya Ortiz explains, "When we return nutrients to the soil, we are planning for the plants we have not planted yet." The team will post a chart near the cafeteria that shows which scraps belong in the collection bin. With clear directions, careful mixing, and regular turning, the compost pile can become one part of a stronger school garden.

2 ANSWER WITH EVIDENCE Use the passage

1 What central idea does the passage develop? Give one detail that supports your answer.

2 How does paragraph 1 introduce and develop the topic?

3 Identify two details from paragraph 2 that explain how the team will make compost successfully.

4 How does Maya Ortiz's quotation support the idea in paragraph 3?

3 YOUR TURN Your own words

Plan and draft a three-paragraph proposal for one improvement at your school, such as a quiet reading space or a water-refill station. State your idea in paragraph 1, develop it with at least three relevant facts, definitions, details, or examples across paragraphs 2 and 3, then revise and edit for clear organization and complete sentences.

PART 1 • READ AND MARK

Underline the sentence in each paragraph that states its main point, circle facts or examples that support it, and write 1, 2, or 3 beside the supporting details in each paragraph. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What central idea does the passage develop? Give one detail that supports your answer.	The passage explains that composting can help a school garden by improving soil and reducing waste. One supporting detail is that decayed plant materials add nutrients to soil.
2	How does paragraph 1 introduce and develop the topic?	It introduces the new garden bed and its need for healthy soil, then defines compost and explains that it adds nutrients to soil.
3	Identify two details from paragraph 2 that explain how the team will make compost successfully.	The team will layer brown materials with green materials, and it will keep the pile damp and turn it regularly to move air into it.
4	How does Maya Ortiz's quotation support the idea in paragraph 3?	Her quotation explains that returning nutrients to the soil helps prepare for future plants, supporting the idea that scraps can be a useful resource.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our school should create a quiet reading corner in the library. A reading corner is a small area set aside for reading without conversation or games. This space would give students a place to focus when the cafeteria and hallways are noisy. The corner could use two shelves, four chairs, and a sign that asks readers to use low voices. The librarian could place graphic novels, biographies, and magazines there, so students could choose texts that interest them. For example, a student waiting for an after-school ride could read there instead of standing in a crowded hallway. Students could help keep the area organized by returning books to labeled bins. The principal could ask the student council to survey students about the best location and furniture. A quiet reading corner would make the library more useful throughout the day.

Accept equivalent wording when students identify the passage's central idea, paragraph roles, and supporting evidence. For the open response, accept varied school-improvement ideas if the writing has three organized paragraphs, a clear proposal, and at least three relevant supporting details.