Compost Plan Map

Trace how a clear claim guides each paragraph.

7.W.2.A.ii "Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes: Establishing a central idea that aligns with the thesis and maintains an organized structure to..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the sentence that states the writer's claim. Then write 1, 2, or 3 in the margin beside the sentence that gives the main focus of each paragraph, so you can trace how the ideas are organized.

A Small Composting Program

1 At lunchtime, much of the food left on trays goes into one trash bin. Our school should begin a small composting program because it can turn some cafeteria scraps into useful material while teaching students how waste systems work. The program would start with fruit peels, vegetable scraps, and napkins that contain no plastic. Meat, dairy products, and plastic wrappers would still go into regular waste bins. Beginning with a limited list would make the new routine clear and manageable for students and staff.

2 First, the program needs a simple collection routine. Near the tray-return area, labeled bins could show which items belong in compost and which do not. Student volunteers could help during the first weeks, while cafeteria workers check the bins before scraps are moved outside. Clear signs and a short lunchroom demonstration would prevent many mistakes. With this routine, students and staff could sort materials quickly and keep the lunchroom moving at a steady pace each day.

3 Next, composting can show students that discarded organic material has another use. In a compost pile, microorganisms break down suitable scraps over time. The finished compost can help improve soil by adding organic matter, so a school garden could use it when available. The project could also give science classes a local example for studying decomposition and nutrient cycles. By starting small and teaching the routine carefully, the school can make a practical change that connects daily choices to the campus garden.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is the writer's thesis, or main claim?

2. What is the main focus of paragraph 2? Explain how it supports the thesis.

3. How does the writer organize the three paragraphs? Name the job of each paragraph.

4. Which sentence in paragraph 3 gives a science-learning benefit? Explain why it belongs in that paragraph instead of the routine paragraph.

3 YOUR TURN

Your own words

Plan a three-paragraph proposal for a different improvement at your school. Write a one-sentence thesis, then write one topic sentence and one supporting detail for each paragraph. Make each topic sentence support your thesis.

ANSWER KEY

Compost Plan Map

GRADE 7 · 7.W.2.A.ii

PART 1 · READ AND MARK

Underline the sentence that states the writer's claim. Then write 1, 2, or 3 in the margin beside the sentence that gives the main focus of each paragraph, so you can trace how the ideas are organized. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is the writer's thesis, or main claim?	**Our school should begin a small composting program because it can turn some cafeteria scraps into useful material while teaching students how waste systems work.**
2	What is the main focus of paragraph 2? Explain how it supports the thesis.	**Paragraph 2 explains the collection routine, including labeled bins, volunteers, and signs. It supports the thesis by showing how the composting program could work.**
3	How does the writer organize the three paragraphs? Name the job of each paragraph.	**Paragraph 1 states the claim and limits which materials can be composted. Paragraph 2 explains how the program would operate. Paragraph 3 explains benefits for the garden and science learning.**
4	Which sentence in paragraph 3 gives a science-learning benefit? Explain why it belongs in that paragraph instead of the routine paragraph.	**"The project could also give science classes a local example for studying decomposition and nutrient cycles." It belongs in paragraph 3 because that paragraph explains benefits, while paragraph 2 explains the collection routine.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Thesis: Our school should add a shaded outdoor seating area near the library because students need a comfortable place to read and work. Paragraph 1 topic sentence: The seating area would give students a quiet outdoor place to read during free time. Detail: Benches under shade could make the space more comfortable on sunny days. Paragraph 2 topic sentence: The area could also support small-group schoolwork. Detail: Students could meet there to discuss assignments before or after class. Paragraph 3 topic sentence: Adding the area would improve an unused part of campus. Detail: The school could place the benches beside existing trees and keep a clear walkway.

Accept equivalent wording when students correctly identify the claim, each paragraph's focus, and the reason the order makes sense. For the open task, look for a clear thesis and three topic sentences that all support it, with relevant details.