Plans Need Proof

Trace how an author builds a clear explanation with evidence and structure.

8.P.EICC.1.d "Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the sentence in each paragraph that gives its main idea. Circle one detail in each paragraph that develops that idea, then notice how the paragraphs build the explanation from testing to evidence to community feedback.

Testing a Bike Lane

1. Before a new bike lane opens, city planners often test its route with a temporary setup. Orange cones, paint, and signs show where riders would travel. On one street in Seattle, planners used this kind of test to observe traffic at busy intersections. They also asked residents, drivers, and cyclists to share what they noticed. A test route cannot predict every problem, but it gives planners evidence before they make an expensive, permanent change on that street.

2. The observations matter because a street serves people who travel in different ways. For example, a driver may need clear signs before turning across a bike lane, while a cyclist needs enough space to avoid a car door. Planners compare these needs with counts of cars, bikes, and pedestrians. This comparison helps them explain a choice, rather than simply announce one. As a result, a final design can include protected lanes, loading areas, or different signal timing.

3. Public feedback can change a plan, especially when comments describe a specific place and time. During a trial, a parent might report that afternoon traffic blocks a crosswalk near a school. That detail gives planners something to investigate. Still, one comment is not enough to prove a pattern. Planners look for repeated concerns and check them against their observations. By combining local experience with measured data, they can create a safer route and show the community how the decision was made.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which sentence in paragraph 1 best states the paragraph's main idea?

2. Which detail in paragraph 2 most directly shows that planners use evidence when making choices?

3. How does paragraph 3 build on the explanation in paragraphs 1 and 2?

4. What does the word "Still" signal in paragraph 3, and why does that choice strengthen the explanation?

3 YOUR TURN

Your own words

Write a 4 to 5 sentence explanatory paragraph about a change your school could test before making it permanent. State a main idea, include two concrete details, and use a transition that signals a limitation or result.

ANSWER KEY

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GRADE 8 · 8.P.EICC.1.d

PART 1 · READ AND MARK

Underline the sentence in each paragraph that gives its main idea. Circle one detail in each paragraph that develops that idea, then notice how the paragraphs build the explanation from testing to evidence to community feedback. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which sentence in paragraph 1 best states the paragraph's main idea?	**"A test route cannot predict every problem, but it gives planners evidence before they make an expensive, permanent change on that street."**
2	Which detail in paragraph 2 most directly shows that planners use evidence when making choices?	**They compare travel needs with counts of cars, bikes, and pedestrians.**
3	How does paragraph 3 build on the explanation in paragraphs 1 and 2?	**It adds public feedback as another source of evidence and explains that planners check comments against observations.**
4	What does the word "Still" signal in paragraph 3, and why does that choice strengthen the explanation?	**It signals a limitation, one comment cannot prove a pattern. This strengthens the explanation by showing that planners need repeated concerns and data.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A school could test a self-service checkout station in the library before buying several machines. During lunch, library helpers could record how long students wait and whether younger students can use the screen without help. However, one crowded day would not show the usual demand, so the school should collect notes for a week. Those details would help leaders decide whether the station solves a real problem.

Accept other reasonable main-idea sentences or supporting details when students explain how the selected text supports their choice. For the paragraph, look for a clear main idea, two relevant concrete details, and a transition used accurately to show a limitation or result.