Room for Everyone

Trace how speakers use evidence and respond to one another.

8.CC "Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each proposal, circle the evidence used to support it, and number one place where a speaker responds to someone else's idea. Use your marks to follow how the discussion develops.

The Library at Lunch

1. At Cedar Middle School, the library opens during lunch for students who need a place to work. Last month, librarian Ms. Ortiz watched a five-day trial of open seating. On a typical day, she counted 18 students working alone and 12 working with partners. Twice during the trial, students at tables beside group projects asked those groups to speak more softly. At the next student council meeting, Ms. Ortiz shared these observations and asked: How can the library serve both kinds of learners without becoming too loud?

2. Maya suggested making the entire library a quiet zone at lunch. She said she had struggled to read a chapter while a group rehearsed a presentation nearby. Eli disagreed, but first restated her concern: students reading alone need a place where they can concentrate. He argued that groups should still be allowed to meet because some students ride buses home and cannot work together after school. He pointed to Ms. Ortiz's count of 12 partner workers as evidence that a quiet-only rule would affect more than a few people.

3. Ms. Ortiz proposed reserving the back tables for silent work and the front tables for group work. She reasoned that moving groups away from readers could reduce interruptions while keeping room for both activities. Maya accepted that Eli's bus riders needed meeting time, but questioned whether voices from the front would still carry. Eli agreed that the plan should be tested, not assumed to work. The council decided to try the zones for a week and ask students at the back tables whether they could focus.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which detail supports Maya's concern about noise, and how does it support her proposal?

2. How does Eli show that he listened to Maya before disagreeing? What evidence does he use to support keeping group work?

3. What is Ms. Ortiz's reason for proposing separate zones? Which earlier observation supports her reasoning?

4. How does Maya challenge the zones plan? What will the council find out before deciding whether it works?

3 YOUR TURN

Your own words

Write three or four sentences proposing a lunch-library plan that is different from the quiet-only rule and the front/back zones. Use two specific details from the passage, fairly name a concern someone else might have, and explain how your plan addresses it.

ANSWER KEY # Room for Everyone

PART 1 · READ AND MARK

Underline each proposal, circle the evidence used to support it, and number one place where a speaker responds to someone else's idea. Use your marks to follow how the discussion develops. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which detail supports Maya's concern about noise, and how does it support her proposal?	**Maya struggled to read while a group rehearsed nearby. That experience supports her proposal for a quiet library where readers can concentrate.**
2	How does Eli show that he listened to Maya before disagreeing? What evidence does he use to support keeping group work?	**Eli restates Maya's concern that readers need a place to concentrate. He notes that some students cannot meet after school because they ride buses, and he cites the count of 12 partner workers.**
3	What is Ms. Ortiz's reason for proposing separate zones? Which earlier observation supports her reasoning?	**She thinks moving groups away from readers could reduce interruptions while allowing both activities. Students beside group projects had asked those groups to speak more softly.**
4	How does Maya challenge the zones plan? What will the council find out before deciding whether it works?	**Maya questions whether voices from the front tables will still carry. The council will ask students at the back tables whether they could focus during the trial.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I propose quiet library days on Monday, Wednesday, and Friday, with group work allowed on Tuesday and Thursday. Ms. Ortiz counted 18 students working alone and 12 with partners on a typical day, so both groups need planned time. Students who ride buses might worry that they cannot meet after school. This plan gives them two lunch periods to work together, and the council could ask whether that is enough.

Accept accurate paraphrases supported by passage details. For Part 3, accept a distinct, workable plan that uses two specific details and responds fairly to a concern.