

Evidence Changes Plans

Track how new evidence shapes a decision.

6.6.I "reflect on and adjust responses as new evidence is presented."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each piece of evidence that changes the principal's thinking. Number 1, 2, and 3 beside each version of her response so you can track how she adjusts her decision.

A Garden Decision

- ① Lincoln Middle School's ecology club proposed planting a native-pollinator garden beside the soccer field. At first, some students supported the idea because native flowers can provide nectar and pollen for local insects. Others worried that the garden would cost too much to maintain. The club's first budget estimated \$2,400 for plants, mulch, tools, and a drip hose. Based on that estimate, the principal said the school would need outside funding before beginning the project in spring.
- ② A week later, the city parks department offered the club free compost and loaned tools from its community shed. A local nursery also agreed to donate 60 native plants that were left from its spring sale. The club revised its budget to \$1,350, with the drip hose as the largest purchase. This new evidence changed the principal's view. She said outside funding might not be necessary, but she wanted to know whether the garden could be watered without raising the school's water bill.
- ③ Then the school custodian measured the nearest outdoor faucet and found that it was 180 feet from the proposed garden. Extending a water line would add \$900, which would raise the project cost to \$2,250. In response, the club investigated rain barrels. Weather records showed that the area usually receives little rain in July and August, when young plants need regular water. After reviewing this evidence, the principal approved the garden only if volunteers created a summer watering schedule and the club found a safe way to carry water.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What was the principal's first response to the garden plan? Which evidence led to that response?

2 What new evidence caused the principal to reconsider the need for outside funding? Explain how she adjusted her response.

3 What later evidence created a new concern about the project?

4 How did the principal adjust her final decision after reviewing the later evidence?

3 YOUR TURN _____ Your own words

Imagine your school is deciding whether to install a reusable water-bottle station. Write exactly three sentences. State an initial response, add new evidence, and explain how that evidence changes or strengthens your response.

PART 1 • READ AND MARK

Underline each piece of evidence that changes the principal's thinking. Number 1, 2, and 3 beside each version of her response so you can track how she adjusts her decision. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What was the principal's first response to the garden plan? Which evidence led to that response?	She said the school would need outside funding because the first budget estimated a cost of \$2,400.
2	What new evidence caused the principal to reconsider the need for outside funding? Explain how she adjusted her response.	Free compost and loaned tools, plus 60 donated plants, lowered the budget to \$1,350. She said outside funding might not be necessary.
3	What later evidence created a new concern about the project?	The faucet was 180 feet away, and extending a water line would add \$900. Weather records also showed little rain in July and August, when young plants need regular water.
4	How did the principal adjust her final decision after reviewing the later evidence?	She approved the garden only if volunteers made a summer watering schedule and the club found a safe way to carry water.

PART 3 • YOUR TURN (SAMPLE ANSWER)

At first, I would support the station because students often use disposable bottles. Then I learned that installation would cost \$3,000, but a local business offered to pay half. I would still support the station, while asking the school to plan for the remaining cost.

Accept equivalent descriptions of the principal's changing response when they connect each response to evidence in the passage. For Part 3, accept any three-sentence response that gives an initial view, relevant new evidence, and a logical adjusted or strengthened view.