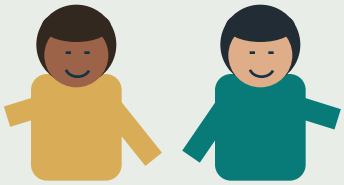
Evidence Detectives: The Garden Update

Grade 6 | 20 minutes | Visual learning | Four-page complete mini-lesson



A claim needs a reason.

Read. Locate evidence. Explain the connection.

Learning target

Support an explanation of explicit information and an inference with relevant textual evidence.

Materials and prerequisites

Print pages 2–3 for each student; pencils. Keep pages 1 and 4 for the educator. No devices or AI accounts required. Read a short informational passage; identify a paragraph; distinguish a fact from a conclusion.

20-minute teaching sequence

2 min: Model an unrelated example: a closed umbrella is not proof that it never rained. Explain claim, evidence, and inference.

4 min: Read the numbered notice on page 2. Explain vocabulary as needed.

7 min: Students complete all three questions on page 3 independently.

4 min: Partners compare paragraph evidence and revise one explanation.

3 min: Discuss the key and collect responses. Ask which claim remains uncertain.

Access support

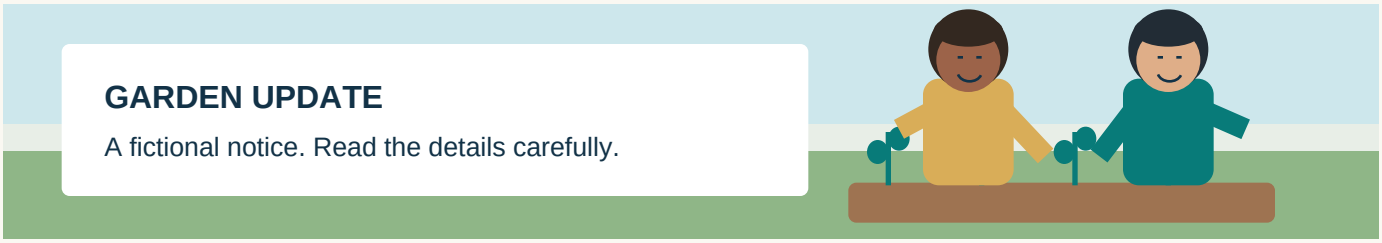
Read the passage aloud; allow students to rehearse orally; offer the frame: Paragraph __ says __. This supports __ because __. Keep the same reasoning target.

Extension: Write a cautious two-sentence announcement that separates the confirmed plan from what remains uncertain.

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Cedar Grove School Garden: Friday Access Notice

All people, school details, and events in this activity are fictional.



[1] The following notice was prepared by the fictional Cedar Grove School garden team. The garden has been closed since Monday because heavy rain left the path muddy. The team inspected the path again on Thursday. Most of it was firm, but a short section beside the gate was still soft.

[2] On Friday, the garden will open from 12:30 to 1:00 p.m. for one supervised group of twelve students. A teacher will meet the group outside the science room. Students must use the side entrance and stay on the marked path. The gate beside the soft section will remain locked.

[3] Volunteers have put twelve pairs of clean boots by the side entrance. They also placed a bench nearby so students can change shoes before returning to class. These preparations were completed even though the team has not yet decided whether to reopen the garden to everyone next week.

[4] The garden team will inspect the soft section again on Friday afternoon. If it has become firm, the team will consider wider access. Another inspection does not guarantee that the garden will reopen to everyone. A new notice will explain the decision. Until then, Friday's supervised visit is the only confirmed opening.

Vocabulary	Meaning
explicit	Stated directly in the text.
inference	A conclusion supported by evidence and reasoning.
evidence	A detail used to support an explanation.
supervised	Watched or guided by a responsible adult.
confirmed	Established as the current plan.
guarantee	A promise that something will happen.

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Read. Support. Explain.

Name: _____ Date: _____



What does the text support?

Point to a paragraph. Explain your thinking.

Use the reasoning map below for every response. Cite paragraph numbers and details from page 2.

CLAIM: what I conclude ■ **EVIDENCE: text detail** ■ **REASON: how it connects**

1. What access is confirmed for Friday? Explain the time, group limit, and supervision. Cite the paragraph that supports your answer.

2. Why can a reader infer that the team expects students' shoes might get dirty? Cite two details from paragraph 3 and explain how they support that inference.

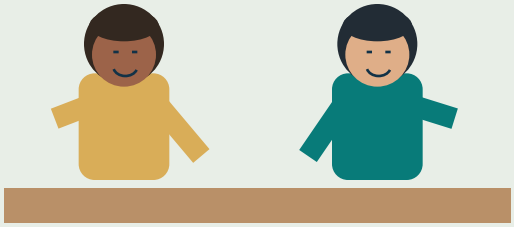
3. A student says, 'The garden will definitely open to everyone next week.' Is that conclusion supported? Use evidence from paragraphs 3 or 4 to explain what is known and what remains uncertain.

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Evidence, explanations, and scoring

Compare reasons, not just answers.

Look for evidence and a reasoned explanation.



1. One supervised group of twelve students may visit on Friday from 12:30 to 1:00 p.m. Paragraph 2 gives the time, limit, and teacher meeting point. Do not accept an unrestricted opening.

2. Paragraph 3 describes twelve pairs of boots at the side entrance and a bench for changing shoes before students return to class. Together, these preparations suggest the team anticipates dirty shoes and wants students to change. Accept equivalent explanations that connect both details to the inference.

3. The conclusion is not supported. Paragraph 3 says wider reopening has not been decided. Paragraph 4 makes it depend on an inspection, says it is not guaranteed, and promises another notice. Only the supervised Friday visit is confirmed. Accept relevant citations to either paragraph with a clear explanation of uncertainty.

Scoring guide | 8 points

Q1: 1 point accurate access/time/limit; 1 point relevant paragraph citation.

Q2: 1 point plausible inference; 1 point both preparation details; 1 point explanation connecting details to the inference.

Q3: 1 point rejects certainty; 1 point relevant textual evidence; 1 point distinguishes confirmed Friday access from uncertain wider access.

Reasoning-map example for Q2: CLAIM: dirty shoes are expected. EVIDENCE: boots and a changing bench (paragraph 3). REASON: these preparations help students change footwear before class.

Accept equivalent wording and defensible inferences supported by the supplied text. These points are feedback criteria, not a validated proficiency score.

Alignment reference: RI.6.1 | 2017 NC ELA SCOS; applicable 2026–27. Automated standards review; not educator approval or NCDPI endorsement.

Official source: NCDPI Grade 6 Quick Reference Guide (2025), p19. Link on freebie page.

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