

Evidence Card Circuit

Build an interpretation with several accurate pieces of evidence.

GRADE 10 • 10.DSR.C

10.DSR.C "When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Distinguish what the narrator says from what events show.

2 Quote exactly; paraphrase in your own words.

3 Name paragraph locations and explain relevance.

4 Revise claims when evidence complicates them.

HOW TO PLAY Teams of 3 or 4

1. Groups of 3-4: print two sets of Topic, Role and Move Cards; one story and Evidence Record per learner. Read the complete story and choose one topic.
2. Assign all four roles; combine two for three learners. Pool Move Cards from both copies; deal four each, set extras aside. Individually prepare a claim and three supporting details.
3. Discuss for 15 minutes. Each learner presents three distinct details with paragraph locations, including an exact quotation and an accurate paraphrase. Explain how each supports the claim.
4. Test a peer's interpretation with a complicating detail. Use or adapt helpful prompts; reuse, exchange or leave cards unused. Revise your claim or explain why it still holds.
5. Complete your own Evidence Record and reflection checks. Submit one defensible conclusion supported by three explained pieces; group discussion alone does not complete the task.

AFTER THE ROUND Check what you did

☐ I used three distinct, relevant details with paragraph locations.

☐ My quotation is exact and my paraphrase preserves meaning.

☐ I explained how each detail supports my conclusion.

☐ I tested a complication and revised or defended my claim.

TOPIC CARDS · Choose one question for a sustained, evidence-based discussion.

TOPIC	TOPIC	TOPIC
Narrator Trust How far should readers trust the narrator's account of being a fair editor? Develop a qualified conclusion using three details from different moments.	Choice Under Pressure What most strongly influences the narrator's choices, and what changes? Support an inference about motives using three distinct details.	Theme Trail What idea about responsibility does the story develop? Trace it through three details, including the ending, rather than simply naming a topic.

ROLE CARDS · Assign all four jobs; combine two in a group of three.

ROLE	ROLE	ROLE	ROLE
Thread Keeper Keep claims tied to the chosen question and invite explanation.	Evidence Checker Check quoted wording, paraphrases and paragraph locations.	Alternative Finder Ask whether a detail supports another plausible interpretation.	Participation Coach Ensure every learner presents and explains three distinct details.

MOVE CARDS · Deal four from two sets; adapt, reuse or exchange. Unused cards are allowed.

MOVE CARD LOCATE EVIDENCE "In paragraph ____, the narrator says ____."	MOVE CARD LOCATE EVIDENCE "Paraphrasing paragraph ____, ____."	MOVE CARD EXPLAIN SUPPORT "This supports my claim because ____."	MOVE CARD EXPLAIN SUPPORT "The connection between these details is ____."
MOVE CARD TEST A CLAIM "How does the detail ____ fit your interpretation?"	MOVE CARD TEST A CLAIM "Could ____ also suggest ____?"	MOVE CARD REFINE THINKING "I would qualify my claim by adding ____."	MOVE CARD REFINE THINKING "My claim still holds because the contrary detail ____."

Print 2 copies of this card sheet per team of 3 or 4. Use one set of topic and role cards; combine the move cards, deal 4 per player, and set extras aside. Cards last longer on thick paper.

Complete original classroom fiction. Read all four numbered paragraphs. Use their labels to locate evidence; interpret the narrator's choices without assuming every self-description is reliable.

Paragraph 1

By Thursday, the petition covered three clipboard pages, and my editorial was already titled "A Unanimous Yes." The town wanted to turn our library's evening study room into equipment storage. At the newspaper club meeting, I had passed the clipboard around before anyone left. Every person signed. I liked the word unanimous. It made our small paper sound like something the council ought to fear. When our adviser asked how we had reached students outside the club, I said the petition had been available to anyone. Technically, the door had stood open.

Paragraph 2

Ruth found me beside the printer. She had missed the meeting because she collected her brother after school. "Did you ask what happens to the equipment?" she said. Her robotics team stored unfinished projects on a teacher's floor. I showed her the three pages. She ran a finger down the names, recognizing nearly all of them. "I use the study room too," she said, "but a signature isn't a plan for both." She wrote a proposal for dividing the room, then waited while I looked for somewhere to put it.

Paragraph 3

There was room beneath my editorial if I cut the photograph of our club holding the petition. The deadline was ten minutes away. I told Ruth the margin was too narrow, folded her proposal and slid it beneath my keyboard. After she left, the printer jammed. While the adviser worked on it, I read my opening again: "Students have spoken with one voice." Ruth's folded note lifted one corner of the keyboard. I could have flattened it. Instead, I deleted "unanimous," described where we had gathered signatures, and made the photograph smaller. Her proposal fitted underneath.

Paragraph 4

On Friday, the council clerk asked for a count of all students consulted, including those who disagreed. I sent the number of signers and admitted we had not counted everyone approached. Then I wrote a correction for our website: the petition showed the club's support, not the view of the whole school. Ruth read it without congratulating me. I wanted her to notice. At the next meeting, I set two empty columns on the screen: what we knew, and what we still needed to ask. The second stayed longer than the first. For once, I left it that way.

Make concise individual notes. Include an exact quotation and an accurate paraphrase among your three details. Continue on notebook paper if needed.

My claim and first piece

State a qualified conclusion. Give a first detail and explain its support.

Topic/claim; detail 1, paragraph and explanation:

Two more supporting pieces

Add two distinct details from other moments. Explain how each supports your claim.

Details 2 and 3: quotation/paraphrase, paragraph and explanation:

Test and refine

Address a complication; revise or defend your claim. Check all four reflection requirements.

Complication, paragraph and response; final claim:

RUNNING THE ROUNDS

Allow about 45 minutes for reading, preparation, discussion and individual writing. The complete story is original classroom fiction. The five-turn model demonstrates a qualified inference, three distinct details and a complication; it is not the full discussion. Check every learner's written evidence, not just the group's talk. Accept supported alternatives, but correct inaccurate quotations, invented events and unsupported motives. No outside literary work is required.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	The narrator grows more accountable but still wants credit. Paragraph 1 says "I liked the word unanimous." That reveals an attraction to a strong headline before checking who was heard.
Jordan	Could the ending show complete honesty instead? The narrator writes a correction for the website.
Maya	In paragraph 3, paraphrasing, the narrator first blames the narrow margin and hides Ruth's proposal beneath the keyboard. That earlier excuse makes the correction a meaningful change, not proof of lifelong fairness.
Alex	What keeps your conclusion qualified at the end?
Maya	Paragraph 4 says "I wanted her to notice." The narrator still desires praise but gives Ruth's objection space anyway. Those details support improvement with mixed motives.

LISTEN FOR

- An arguable claim, conclusion or inference tied to the chosen topic
- Three distinct, relevant pieces with correct paragraph locations
- At least one exact quotation and one accurate paraphrase among three details, with an explanation for each detail
- A supported response to complicating evidence, not automatic agreement

Assess each learner's conclusion and three explained details. Require accurate quotation/paraphrase and paragraph locations. A different interpretation is valid when its evidence and reasoning hold up.