

Evidence Path Cards

Read, trace evidence and repair understanding together.

GRADE 8 • 8.DSR

8.DSR "The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Keep the assigned texts open. Check every quotation and paraphrase against them.

2 Give the title and page, paragraph or section for each detail.

3 Everyone uses all four moves and actually rereads before claiming a repair.

4 Use supplied blank paper to record evidence and changes in understanding.

HOW TO PLAY Teams of 3 or 4

1. Read the assigned challenging text or related pair. Choose a Topic card. Keep all required texts open and note a question or confusing section.
2. Take different Role cards. With three players, all three jointly do the unused role and check its job after each turn. Prepare two printed card sheets per team.
3. Give each player one of each Move label; set extras aside. Take turns making a claim, supporting it, paraphrasing and repairing understanding. Continue beyond the cards if needed.
4. Each player rereads a short passage aloud with attention to meaning. Partners check words and phrasing against the text; reread again after feedback and explain any correction.
5. On blank paper, each player writes a final claim with three relevant details and locations, plus a before/after explanation of a strategy actually used. Share and check the record.

AFTER THE ROUND Check what you did

☐ I checked three relevant details and recorded their locations.

☐ I tested a paraphrase against the text and distinguished inference from fact.

☐ I reread aloud, used feedback and explained a correction or confirmed reading.

☐ I actually applied a strategy and explained its effect on my understanding.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Text Trail Use the assigned literary or informational text. Choose a claim or inference, then trace three supporting details in different places. Explain how their relationship supports your claim; revise if a detail challenges it.	Reread Route Choose a genuinely difficult section of the assigned text. Name what confused you. Apply a strategy such as tracing pronouns, mapping structure or summarizing. Compare your first and revised understanding using exact locations.	Knowledge Link Use the two assigned texts on a related topic. Explain how one text changes or deepens your understanding of the other. Discuss a shared idea or vocabulary term, citing at least one detail from each text in your three-detail record.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Proof Hawk Ask for exact locations and check whether details support each claim.	Meaning Miner Compare paraphrases with the text and separate what is stated from inference.	Map Maker Use headings, sequence or other structure to connect and locate ideas.	Fix-It Check that a strategy is performed and ask what changed in understanding.

MOVE CARDS · deal 4 to each player

MOVE CARD MAKE A CLAIM “My claim is ____; I need to test it against ____.”	MOVE CARD MAKE A CLAIM “After reading, I infer ____ because ____.”	MOVE CARD TRACE EVIDENCE “In ____ at ____, the detail ____ supports our claim by ____.”	MOVE CARD TRACE EVIDENCE “A second relevant detail at ____ changes or supports ____ because ____.”
MOVE CARD PARAPHRASE IT “In my own words, the part at ____ means ____.”	MOVE CARD PARAPHRASE IT “The text states ____; our inference goes further by ____.”	MOVE CARD REPAIR MEANING “I was unsure about _____. After I actually ____, I now understand ____.”	MOVE CARD REPAIR MEANING “Rereading ____ and checking ____ changed my understanding from ____ to ____.”

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.

RUNNING THE ROUNDS

Provide grade-appropriate complex texts with page or paragraph references and blank paper. Text Trail and Reread Route require one text; Knowledge Link requires two conceptually related texts. Use varied literary and informational readings across repeated sessions; one round cannot establish the whole ongoing reading standard. Print two card sheets per team (16 Move cards); distribute one of each label to each player, using 12 for a trio. Role labels do not exempt anyone from any required move. Check each individual evidence record against the actual text. The illustrative exchange gives no facts about an assigned source; replace its placeholders with source-specific modeling. A confirmed reading is acceptable if students explain what they checked, rather than inventing an error.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	Illustrative exchange: in our supplied text, I infer that the community's plan changed because its first trial failed.
Jose	Let us find the trial result and the later decision in the actual text, record their locations, and check for another possible cause.
Nia	Your paraphrase says everyone agreed. The sentence you pointed to only says the committee voted; we should keep those claims separate.
Omar	I reread the previous paragraph to identify who 'they' means. It refers to the committee, so I corrected my paraphrase.
Maya	Our final claim will be narrower. Each of us still needs three checked details, exact locations and a record of the strategy we used.

LISTEN FOR

- Actual sustained reading and successive oral rereading with feedback
- Several relevant, accurately quoted or paraphrased details with traceable locations
- Claims revised when the evidence does not support them
- A performed comprehension strategy and specific before/after explanation

There are no right answers to the topic cards. Score the moves students make, not their opinions.