

Evidence Card Circuit

Build claims with accurate, traceable proof.

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 Use evidence from a text your group knows.

2 Do not play a card until you say its starter.

3 Name a scene, chapter, page, or paragraph for each evidence piece.

4 Listen for evidence that strengthens or weakens the claim.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and a grade-level text your group has already read.
2. Each player takes one Role card.
3. Make enough copies of the eight Move cards so each player receives four cards.
4. Take turns speaking. When you genuinely use a card's starter, place that card in the middle.
5. End the round when every player has played all four cards, then complete the reflection.

AFTER THE ROUND Check what you did

☐ I made or helped refine a clear claim, conclusion, or inference.

☐ I quoted or paraphrased the text accurately.

☐ I named where my evidence appears in the text.

☐ I explained how more than one piece of evidence supports an idea.

TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
Narrator Trust Choose a grade-level complex text your group has read. Is its narrator trustworthy? Make a claim with at least three pieces of evidence and name where each piece appears.	Choice Pressure Choose a grade-level complex text your group has read. What pressure most shapes a character's important choice? Support your conclusion with at least three pieces of evidence and their locations.	Theme Trail Choose a grade-level complex text your group has read. What central message develops through a conflict in the text? Support your inference with at least three pieces of evidence and their locations.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Claim Captain Keep the group focused on answering the Topic card with one clear claim, conclusion, or inference.	Quote Keeper Check that quoted words match the text and that the speaker names where the quote appears.	Trail Guide Track each evidence piece and its location on paper as the group speaks.	Gap Finder Listen for weak or missing support and ask the group for another relevant piece of evidence.

MOVE CARDS · deal 4 to each player

MOVE CARD MAKE A CLAIM “My claim is that ____.”	MOVE CARD QUOTE EVIDENCE “In ____, the text says, “____.””	MOVE CARD QUOTE AGAIN “Another line from ____ says, “____.””	MOVE CARD PARAPHRASE SCENE “In ____, the text shows ____.”
MOVE CARD PARAPHRASE AGAIN “Another part, ____, shows ____.”	MOVE CARD TRACE LOCATION “This evidence is located in ____.”	MOVE CARD LINK PROOF “This evidence supports our claim because ____.”	MOVE CARD TEST RELEVANCE “Does ____ truly support our claim? I think ____.”

Print one card sheet per team. Cards last longer on thick paper.

RUNNING THE ROUNDS

Use texts students have already read and can access during the round so quotations and paraphrases can be checked. For uneven participation, require each student to play one card before anyone plays a second card, then repeat until all cards are played. If a student cannot use a card honestly, the group should return to the text and revise the claim or find relevant evidence.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	My claim is that the narrator of "The Tell-Tale Heart" is not trustworthy.
Luis	In the opening paragraph, the text says, "How, then, am I mad?"
Ari	Another line from the opening paragraph says, "I heard all things in the heaven and in the earth."
Nia	In the final paragraph, the text shows the narrator confessing after he believes he hears the dead man's heart.
Maya	This evidence supports our claim because the narrator's fear and guilt distort what he thinks is happening.

LISTEN FOR

- A clear claim followed by several relevant evidence pieces
- Exact quotations paired with a specific text location
- Accurate paraphrases that do not add events or ideas
- Explanation of how evidence supports or complicates a conclusion

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