

Evidence Relay

Build claims from details you can trace.

GRADE 11 • 11.DSR

11.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 Use texts everyone in your group knows.

2 Do not invent a quote or detail.

3 Name the text and location for each detail.

4 Play a card only after saying its full starter.

HOW TO PLAY Teams of 3 or 4

1. Choose a topic and the shared class text or texts it names.
2. Each player takes one role card.
3. Shuffle enough move-card copies for four cards per player.
4. Take turns. Finish one starter, then play that card in the middle.
5. When all cards are played, check the reflection.

AFTER THE ROUND Check what you did

☐ I made a claim or inference.

☐ I used accurate text details.

☐ I named where evidence appears.

☐ I used a strategy to repair confusion.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Meaning Repair Choose a hard passage your group knows. How did rereading, questions, or structure help you understand it?	Strong Conclusion Choose a class text. What conclusion can you support with two accurate details and their locations?	Across Texts Choose two related class texts. What shared idea do they develop, and what detail from each supports it?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Quote Guard Check that each quote or paraphrase matches the text and has a location.	Link Builder Ask how each detail supports the group's claim or inference.	Repair Scout Notice rereading, questions, or structure clues that cleared up confusion.	Turn Keeper Track turns and invite a player who has spoken less.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
STATE CLAIM “I think ____ because ____.”	BRING DETAIL “A detail from ____ supports this because ____.”	TRACE EVIDENCE “That detail appears in ____, where ____.”	INFER MEANING “This suggests ____ because ____.”
REREAD CHECK “I had to reread ____ because ____.”	ADD SUPPORT “Another detail that fits is ____.”		

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

RUNNING THE ROUNDS

Give groups 6 to 8 minutes per topic and provide enough duplicate move cards for four per student. If participation is uneven, the Turn Keeper pauses frequent speakers until others play a card. Do not accept invented quotations, and ask groups to identify a passage or scene for uncertain paraphrases.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I think Gatsby treats Daisy as an idealized dream because he tries to erase the parts of her past that do not fit his vision.
Jordan	A detail from <i>The Great Gatsby</i> supports this because Gatsby tells Tom that Daisy never loved him.
Lena	That detail appears in Chapter 7, during the Plaza Hotel argument, where Gatsby demands that Daisy deny loving Tom.
Noah	Another detail that fits is in Chapter 5, when Gatsby arranges Daisy's visit to Nick's cottage and shows her his mansion.
Maya	This suggests Gatsby wants Daisy to match his dream rather than speak honestly about her past because he insists she deny loving Tom.

LISTEN FOR

- claim followed by linked details
- accurate paraphrase with chapter, paragraph, or scene
- explanation connecting evidence to an inference
- rereading, questioning, or structure strategy named

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