

Evidence Card Circle

Build an idea together, one text move at a time.

GRADE 3 • 3.DSR

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

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Use a shared text your group remembers.

2 Say where each detail came from.

3 Play a card only when it truly fits.

4 Listen while each player finishes speaking.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic Card and name the story, article, or read-aloud you will discuss.
2. Each player takes a different Role Card. Shuffle two copies of the Move Cards and deal four cards to each player.
3. Take turns talking about the topic. Use a starter from one card, then place that card in the middle.
4. Use your role job as the group talks. If meaning is unclear, use a question or reread move.
5. End the round when every player has played all four cards. Check the reflection statements.

AFTER THE ROUND Check what you did

☐ I used details from a shared text.

☐ I said where a detail was found.

☐ I asked a question or reread when meaning was unclear.

☐ I explained a text detail in my own words or made an inference.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Story Lesson Choose a story your group knows. What lesson does it teach? Use at least two details from the story.	Article Main Idea Choose an article or informational read-aloud your group knows. What is its main idea? Use at least two details from it.	Character Change Choose a story your group knows. How does one character change because of an event? Use at least two details from the story.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Detail Tracker Listen for details from the text and ask speakers where they found each detail.	Meaning Maker Listen for ideas said in new words and inferences that match the text.	Reread Ranger When meaning is unclear, ask the group to reread or say the part again slowly.	Text Mapper Listen for page, paragraph, section, or story-part locations and repeat them to the group.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
MAKE A CLAIM “My claim is that ____.”	GIVE EVIDENCE “One part that supports it is ____.”	FIND THE SPOT “I found that part in ____.”	SAY IT SIMPLY “In my own words, that means ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
MAKE INFERENCE “This makes me think ____.”	ASK A QUESTION “I am wondering why ____.”	REREAD TOGETHER “Let's reread the part about ____.”	ADD EVIDENCE “Another detail is ____.”

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

RUNNING THE ROUNDS

Use a familiar class text for each round, and provide the text if students need to check a detail or reread a part. For groups of three, make two copies of the Move Cards and set aside the four unused cards. If one student speaks much more than others, pause the round and require that student to listen while each other player uses one card.

WHAT A STRONG ROUND SOUNDS LIKE

Mia	My claim is that coral reefs need protection.
Noah	One part that supports it is that pollution can make coral sick.
Ava	I found that part in the last section, called "Pollution."
Leo	In my own words, that means dirty water can harm a reef.
Mia	Another detail is that broken coral leaves fish with fewer places to hide.

LISTEN FOR

- Claims followed by two accurate text details
- Locations named by page, paragraph, section, or story part
- Paraphrases that keep the source meaning
- Questions, self-corrections, and meaningful rereading when meaning breaks down

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