

Evidence Card Circle

Build an idea with proof from a shared text.

GRADE 4 • 4.DSR.C

4.DSR.C "When responding to texts through discussion 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 Keep a class text you already read open.

2 Use at least three relevant details.

3 Name each detail's location.

4 Play a card only after you use its starter.

HOW TO PLAY Teams of 3 or 4

1. Choose a Topic card and open a class text you already read.
2. Each player takes one different Role card.
3. For 4 players, use two copies of each Move card. For 3 players, use one of each card plus a second copy of any four cards.
4. Shuffle, deal four Move cards to each player, and discuss the topic.
5. Play a card in the middle after you use its starter. The round ends when all dealt cards are played.

AFTER THE ROUND Check what you did

☐ I used at least three details from the text.

☐ I named where my evidence was located.

☐ I quoted or paraphrased the text accurately.

☐ I explained how evidence supported an idea.

TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
Brave Choice In a story your class has already read, what claim can you make about a character's choice? Support your claim with at least three relevant details and name where each detail is located.	Hidden Lesson In a story your class has already read, what lesson can your group infer? Support your inference with at least three relevant details and name where each detail is located.	Author's Reason In an article your class has already read, why do you think the author included one important part? Support your conclusion with at least three relevant details and name where each detail is located.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Evidence Scout Make sure the group uses at least three details that truly fit its idea.	Location Spotter Ask where each detail is found and help the group name the page, paragraph, or heading.	Word Checker Check that quotes match the text and paraphrases use the group's own words.	Link Maker Ask how each detail supports the group's claim, conclusion, or inference.

MOVE CARDS · deal 4 to each player

MOVE CARD QUOTE TEXT "It says, " ____."	MOVE CARD QUOTE MORE "Another line says, " ____."	MOVE CARD PARAPHRASE IT "In my own words, the text shows ____."	MOVE CARD PARAPHRASE MORE "Another part means that ____."
MOVE CARD FIND LOCATION "I found that on page ____, paragraph ____."	MOVE CARD POINT IT OUT "Look at page ____, paragraph ____, where ____."	MOVE CARD MAKE INFERENCE "This makes me think ____ because ____."	MOVE CARD LINK EVIDENCE "This detail supports our idea that ____."

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

RUNNING THE ROUNDS

Use a text students have already read closely, and require groups to keep it open as they talk. During the round, redirect a player who speaks without using a card starter, and have the Link Maker invite quieter players to use one of their cards before stronger speakers add another idea.

WHAT A STRONG ROUND SOUNDS LIKE

Mia	In The Garden Map, this makes me think the lesson is that asking for help can solve a problem.
Luis	It says, "Grandma, will you help me read this map?" I found that on page 6, paragraph 2.
Ava	In my own words, the text shows that Nia asks Mr. Chen which bridge is safe on page 8, paragraph 1.
Mia	Look at page 10, paragraph 3, where Nia follows the marked path Grandma and Mr. Chen identified.
Luis	This detail supports our idea that asking for help can solve a problem, and so do the other two details.

LISTEN FOR

- accurate quotation followed by a specific text location
- paraphrasing that keeps the original meaning
- three or more details that directly fit the group's idea
- clear explanations linking evidence to a claim, conclusion, or inference

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