

Evidence Chain Challenge

Build claims, link proof, name the location.

GRADE 7 • 7.DSR.C

7.DSR.C "When responding to text 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 Use a class text your group has already read.

2 Keep the text open so you can check details.

3 Play a card only after you use its starter honestly.

4 Name an exact page, paragraph, chapter, or section.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and place the matching class text in the middle.
2. Each player takes one Role card. In a group of three, set one Role card aside.
3. Use two cut-apart Move-card sets, shuffle them, and deal four cards to each player.
4. Talk about the topic. When you genuinely use a card's starter, place that card in the middle.
5. End the round when every dealt card is played, then complete the reflection.

AFTER THE ROUND Check what you did

☐ I made a clear claim or inference.

☐ I used several details from the text.

☐ I quoted or paraphrased the text accurately.

☐ I named where my evidence appears in the text.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Character Choice Using a class text your group has already read, what does one character's choice reveal about that character? Build a claim with at least three details, and name the exact location of each detail.	Growing Idea What central idea grows across a class text your group has already read? Use at least three details from different places, and name each detail's exact location.	Changing Viewpoint How does a character, speaker, or narrator change in a class text your group has already read? Support your inference with at least three details and their exact locations.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Source Scout Listen for every evidence detail and ask for its page, paragraph, chapter, or section.	Quote Guard Check that quotations match the text and paraphrases keep the text's meaning.	Claim Captain Keep the group focused on answering the Topic card with a clear claim or inference.	Link Builder Listen for connections and ask how each detail supports the group's thinking.

MOVE CARDS · deal 4 to each player

MOVE CARD MAKE CLAIM “My claim is that ____.”	MOVE CARD MAKE CLAIM “I think ____ because the text shows ____.”	MOVE CARD QUOTE TEXT “In ____, the text says, “ ____.””	MOVE CARD QUOTE TEXT “On page ____, the text says, “ ____.””
MOVE CARD PARAPHRASE DETAIL “The text explains that ____.”	MOVE CARD EXPLAIN LINK “This detail supports my claim because ____.”	MOVE CARD DRAW INFERENCE “From these details, I infer that ____.”	MOVE CARD CHECK LOCATION “Which page, paragraph, chapter, or section shows ____?”

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

RUNNING THE ROUNDS

Give each group a familiar class text and one Topic card, then run rounds for about eight minutes. Require players to verify quotations and locations in the open text before playing cards. For uneven participation, give the quietest player the first turn in the next round and rotate Role cards.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	My claim is that Mrs. Luella Bates Washington Jones responds to Roger with firm kindness.
Eli	In the paragraph beginning "When she got to her door" in "Thank You, Ma'am," the text says, "she dragged the boy inside."
Sofia	In the paragraph beginning "I were young once" in "Thank You, Ma'am," the text says, "I wanted things I could not get."
Jordan	In the paragraph beginning "Eat some more, son" in "Thank You, Ma'am," the text says, "Eat some more, son."
Maya	From these details, I infer that Mrs. Jones understands Roger's need and chooses to guide him instead of only punishing him.

LISTEN FOR

- A specific claim or inference that answers the topic
- Three or more relevant details drawn from the text
- Accurate quotations or paraphrases paired with exact locations
- Explanations of how evidence supports the group's conclusion

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