

Evidence Path Cards

Use text memories to make, support, and check ideas.

GRADE 8 • 8.DSR

8.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 a text your group has already read or heard in class.

2 Name a title and a location when you can.

3 Say the whole sentence starter before you play a card.

4 Build on an idea or respectfully correct it.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic Card and talk about a shared class text that fits it.
2. Each player takes one different Role Card.
3. Use two copies of the Move Cards, then deal four cards to each player.
4. Take turns using one card's starter in a real response, then place that card in the middle.
5. Keep talking until every dealt card is in the middle, while each role does its job.

AFTER THE ROUND Check what you did

☐ I made a claim about a text.

☐ I used or located more than one relevant detail.

☐ I paraphrased a detail accurately in my own words.

☐ I named a rereading or self-checking strategy I could use.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Text Trail Think of a challenging literary or informational text your group has read in class. Which claim or central idea can you support, and where would you return to find evidence?	Reread Route Think of a difficult paragraph, scene, or section from a class text. What made it challenging, and which rereading strategy would help your group understand it?	Knowledge Link Think of two class texts or sources about a related topic. How did an idea or vocabulary word from one text help you understand the other?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Proof Hawk Ask speakers to name a title and a page, paragraph, section, or scene for each evidence detail.	Meaning Miner Ask the group to explain important details in its own words and separate paraphrases from exact words.	Map Maker Notice headings, sequence, cause and effect, comparison, or another text structure that helps locate an idea.	Fix-It Listen for confusion and ask which reading strategy could clear it up.

MOVE CARDS · deal 4 to each player

MOVE CARD MAKE A CLAIM “My claim about the text is ____.”	MOVE CARD ADD EVIDENCE “A detail that supports this claim is ____.”	MOVE CARD ADD EVIDENCE “Another detail that supports this claim is ____.”	MOVE CARD TRACE LOCATION “I would find that detail in ____.”
MOVE CARD TRACE LOCATION “A useful place to look back is ____.”	MOVE CARD PARAPHRASE IT “In my own words, that part means ____.”	MOVE CARD REPAIR MEANING “A part I need to check is ____, so I would ____.”	MOVE CARD REPAIR MEANING “To understand this section better, I would ____.”

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

RUNNING THE ROUNDS

Run one Topic Card per round, using a familiar shared class text, and print two sets of Move Cards so each player can receive four. For groups of three, deal 12 cards and set aside the extras. If participation is uneven, have the Proof Hawk call on a player whose card has not been used and have the Fix-It ask that player to connect a move to the group's idea.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	My claim about "The Tell-Tale Heart" is that guilt causes the narrator to confess.
Jose	A detail that supports this claim is that the narrator admits the murder after the police officers sit with him.
Nia	I would find that detail in the final scene, after the police officers arrive at the house.
Omar	In my own words, that part means the narrator cannot hide his guilt any longer.
Maya	A part I need to check is whether the officers hear a real heartbeat, so I would reread the final scene for what the officers say and do.

LISTEN FOR

- Claims linked to several relevant text details
- Accurate paraphrases and precise locations in a text
- Talk about headings, scenes, paragraphs, or text structure
- Self-correction through rereading, questioning, or reading aloud

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