

Evidence and Revision Review Cards

A03 · v0.1.2 · Learner review cards and recording sheet

Read each short situation, question, and first draft. Improve the draft using details printed on the card. Use the recording sheet to note your revision and why it fits. You may write, dictate, or use your usual response method. Wait to use the teacher key until practice is complete. Remove unsupported statements that conflict with your revision. Use extra paper if needed.

Card 01 of 16 — The Garden Rota

Read this fictional scene, question, and first draft. Record your revision and why it fits; correct unsupported statements that conflict with it. Use extra paper, dictation, or your usual response method if needed.

The garden crew asked whether its watering rota was easy to follow. The first draft used green dots, but two learners could not tell which day each dot meant. Tavi added a weekday name beside every dot. During the next check, four learners matched their assigned day without asking. Student draft: "Tavi made the rota better. It had green dots."

Task: Question: What change helped someone follow the watering rota? Revise the draft with one precise detail from the passage and explain how that detail supports your answer.

Card 02 of 16 — Return Bins

Read this fictional scene, question, and first draft. Record your revision and why it fits; correct unsupported statements that conflict with it. Use extra paper, dictation, or your usual response method if needed.

At the club library, returned books were left on one long table. Helpers sorted by title, but two books went to the wrong shelf because the labels were hard to see. Rina put a letter on each return bin and repeated that letter on the shelf map. In the next round, helpers placed seven books into matching bins. Student draft: "Rina's bins looked bright."

Task: Question: What change helped books reach the correct shelf? Revise the draft with a specific detail and explain why it answers the question.

Cards 3–4 · print and cut apart

Card 03 of 16 — The Cardboard Bridge

Read this fictional scene, question, and first draft. Record your revision and why it fits; correct unsupported statements that conflict with it. Use extra paper, dictation, or your usual response method if needed.

The makers' group tested a cardboard bridge by setting the same block near one edge. On the first try, that side bent. Lee folded two narrow cardboard strips and taped them beneath the base. The group repeated the same test, and the edge stayed level. Student draft: "Lee was careful while building the bridge."

Task: Question: What change helped the bridge hold its shape in the test? Revise the draft with evidence from the passage and explain what the repeated test showed.

Card 04 of 16 — Lantern Directions

Read this fictional scene, question, and first draft. Record your revision and why it fits; correct unsupported statements that conflict with it. Use extra paper, dictation, or your usual response method if needed.

A pair of learners paused while assembling a paper lantern because the arrow on step three pointed away from the tab. Asha redrew the arrow toward the tab and numbered the steps in order. The next pair followed the page through the fold without asking where to begin. Student draft: "Asha made the page colorful."

Task: Question: What revision helped a new pair follow the lantern directions? Add one specific piece of evidence and explain how it relates to the question.

Cards 5–6 · print and cut apart

Card 05 of 16 — The Talk Token

Read this fictional scene, question, and first draft. Record your revision and why it fits; correct unsupported statements that conflict with it. Use extra paper, dictation, or your usual response method if needed.

The design club wanted each person to share one idea before anyone spoke a second time. The group placed a wooden token in the middle after each turn. When a learner finished, the next person picked it up. In a trial round, all four members shared once before a second turn began. Student draft: “The group used one token. It worked fairly.”

Task: Question: How did the token routine help the group take turns? Keep the relevant detail in the draft and add a sentence that explains how it supports the claim.

Card 06 of 16 — Measure Before Cutting

Read this fictional scene, question, and first draft. Record your revision and why it fits; correct unsupported statements that conflict with it. Use extra paper, dictation, or your usual response method if needed.

Jun needed a strip of paper to cover a shelf label. Instead of cutting right away, Jun measured the shelf with a paper strip and checked the width twice. The first paper cut fit across the label, and the remaining paper stayed in the supply box. Student draft: “Jun measured twice. The paper strip matched the shelf.”

Task: Question: How did measuring first help Jun? Add a sentence that connects the relevant detail to the result in the passage.

Cards 7–8 · print and cut apart

Card 07 of 16 — Prop Table Diagram

Read this fictional scene, question, and first draft. Record your revision and why it fits; correct unsupported statements that conflict with it. Use extra paper, dictation, or your usual response method if needed.

The stage crew kept the original prop diagram by the auditorium door. Crew members had to walk there to check where each item belonged. Mina posted a second copy beside the prop table. At the next rehearsal, the crew checked the nearby copy and returned the props to the marked spots. Student draft: “Mina put another diagram near the props. The crew returned the items.”

Task: Question: Why did placing a second diagram by the prop table help? Explain how the detail in the draft supports the crew’s action.

Card 08 of 16 — Station Sign-Up

Read this fictional scene, question, and first draft. Record your revision and why it fits; correct unsupported statements that conflict with it. Use extra paper, dictation, or your usual response method if needed.

The science club had three build stations and eight learners. At first, two groups arrived at the same station while another was empty. Salma added a sign-up sheet with a group name beside each station and time slot. On the next round, each group went to the slot it had chosen. Student draft: “There were three stations and two marker colors.”

Task: Question: How did Salma’s sign-up sheet help the groups use the stations? Add an explanation that links a specific detail to the result.

Cards 9–10 · print and cut apart

Card 09 of 16 — Heading Preference Check

Read this fictional scene, question, and first draft. Record your revision and why it fits; correct unsupported statements that conflict with it. Use extra paper, dictation, or your usual response method if needed.

One class tried two versions of a short club notice. Eight learners read both versions and marked which layout they preferred. Five chose the version with section headings, and three chose the version without them. No reading-speed measure was taken. Student draft: “Everyone reads faster when a notice has headings.”

Task: Question: What can the class report from this check? Rewrite the draft so the claim matches the evidence and include one accurate detail.

Card 10 of 16 — Paper Glider Trial

Read this fictional scene, question, and first draft. Record your revision and why it fits; correct unsupported statements that conflict with it. Use extra paper, dictation, or your usual response method if needed.

For a paper-glider club trial, Noor folded a wider nose on one glider. In one toss of each design in the same hallway, the original traveled three meters and the revised one traveled four and a half meters. The group wrote down both distances but did not repeat the tosses. Student draft: “The wider fold makes any glider travel farther.”

Task: Question: What conclusion fits the trial described? Revise the draft to match the number and scope of the tests, using one measured detail.

Cards 11–12 · print and cut apart

Card 11 of 16 — Garden Label Check

Read this fictional scene, question, and first draft. Record your revision and why it fits; correct unsupported statements that conflict with it. Use extra paper, dictation, or your usual response method if needed.

After the morning watering, a club checked five labels placed beside its garden beds. Four labels could still be read, and one had a blurred word. The group recorded this one check before deciding whether to change its marker. Student draft: “Our labels never wash off.”

Task: Question: What does this check show about the labels? Rewrite the draft so it matches the number of labels and the time observed.

Card 12 of 16 — Four-Card Routine Trial

Read this fictional scene, question, and first draft. Record your revision and why it fits; correct unsupported statements that conflict with it. Use extra paper, dictation, or your usual response method if needed.

During one afternoon, eight groups tried a new routine that used four review cards. Six groups finished their chosen cards within ten minutes. The teacher recorded the time and asked groups to keep the same number of cards for the trial. Student draft: “This routine always saves every group time.”

Task: Question: What can the teacher conclude from this one trial? Narrow the draft and include the count or time that supports your revision.

Cards 13–14 · print and cut apart

Card 13 of 16 — The Family Fair Schedule

Read this fictional scene, question, and first draft. Record your revision and why it fits; correct unsupported statements that conflict with it. Use extra paper, dictation, or your usual response method if needed.

The fair schedule listed a start time beside each activity and gave every activity a room name. Two families asked the organizer where the puppet show would be. The organizer added a room number next to that show. On the next visit, both families went to the listed room. Student draft: “The blue and gold schedule made everyone excited.”

Task: Question: What information helped families find the puppet show? Remove the unsupported idea and replace it with a detail that answers the question.

Card 14 of 16 — Reading Nook Location

Read this fictional scene, question, and first draft. Record your revision and why it fits; correct unsupported statements that conflict with it. Use extra paper, dictation, or your usual response method if needed.

The book club compared two places for its reading nook. The mural wall had bright paint, but there was no room to sit nearby. The quiet corner had three chairs and space to open books. The club chose the quiet corner so members could sit while they read together. Student draft: “They picked the nook because the mural was pretty and everyone liked it.”

Task: Question: Why did the club choose the quiet corner? Remove the unsupported reason and replace it with the detail that supports the decision.

Cards 15–16 · print and cut apart

Card 15 of 16 — Supply Map

Read this fictional scene, question, and first draft. Record your revision and why it fits; correct unsupported statements that conflict with it. Use extra paper, dictation, or your usual response method if needed.

The art room stored glue, rulers, and scissors in three labeled bins. A small map by the doorway showed the bins and used arrows from the entrance. Before the map was posted, learners often asked where the scissors were. On the next work day, fewer learners asked. Student draft: “The map was put up on Friday because it was new.”

Task: Question: What feature of the map helped learners find the scissors? Remove the unrelated timing detail and use a detail that explains the result.

Card 16 of 16 — Ramp Test

Read this fictional scene, question, and first draft. Record your revision and why it fits; correct unsupported statements that conflict with it. Use extra paper, dictation, or your usual response method if needed.

The makers' group rolled a wooden bead down a small model ramp. On the first try, the bead rolled off at the side. The group attached two low rails along the ramp. In the next try, the bead stayed on the ramp to the end. Student draft: “The purple paint looked exciting, so the rails were a great choice.”

Task: Question: What test evidence supports the choice to add rails? Remove the unsupported paint comment and replace it with the before-and-after observations and what they show in this test.

Revision recording sheet · Cards 1–4

For each card, circle the revision move, write or dictate your change, and name the printed detail that supports it. Explain why the detail fits the question. Use extra paper if needed; a clear combined sentence may give both the revision and its explanation.

Card 01

Revision move (circle): add evidence / explain link / narrow claim / remove or replace off-topic material

My revision:

Evidence and why it fits:

Card 02

Revision move (circle): add evidence / explain link / narrow claim / remove or replace off-topic material

My revision:

Evidence and why it fits:

Card 03

Revision move (circle): add evidence / explain link / narrow claim / remove or replace off-topic material

My revision:

Evidence and why it fits:

Card 04

Revision move (circle): add evidence / explain link / narrow claim / remove or replace off-topic material

My revision:

Evidence and why it fits:

Revision recording sheet · Cards 5–8

For each card, circle the revision move, write or dictate your change, and name the printed detail that supports it. Explain why the detail fits the question. Use extra paper if needed; a clear combined sentence may give both the revision and its explanation.

Card 05

Revision move (circle): add evidence / explain link / narrow claim / remove or replace off-topic material

My revision:

Evidence and why it fits:

Card 06

Revision move (circle): add evidence / explain link / narrow claim / remove or replace off-topic material

My revision:

Evidence and why it fits:

Card 07

Revision move (circle): add evidence / explain link / narrow claim / remove or replace off-topic material

My revision:

Evidence and why it fits:

Card 08

Revision move (circle): add evidence / explain link / narrow claim / remove or replace off-topic material

My revision:

Evidence and why it fits:

Revision recording sheet · Cards 9–12

For each card, circle the revision move, write or dictate your change, and name the printed detail that supports it. Explain why the detail fits the question. Use extra paper if needed; a clear combined sentence may give both the revision and its explanation.

Card 09

Revision move (circle): add evidence / explain link / narrow claim / remove or replace off-topic material

My revision:

Evidence and why it fits:

Card 10

Revision move (circle): add evidence / explain link / narrow claim / remove or replace off-topic material

My revision:

Evidence and why it fits:

Card 11

Revision move (circle): add evidence / explain link / narrow claim / remove or replace off-topic material

My revision:

Evidence and why it fits:

Card 12

Revision move (circle): add evidence / explain link / narrow claim / remove or replace off-topic material

My revision:

Evidence and why it fits:

Revision recording sheet · Cards 13–16

For each card, circle the revision move, write or dictate your change, and name the printed detail that supports it. Explain why the detail fits the question. Use extra paper if needed; a clear combined sentence may give both the revision and its explanation.

Card 13

Revision move (circle): add evidence / explain link / narrow claim / remove or replace off-topic material

My revision:

Evidence and why it fits:

Card 14

Revision move (circle): add evidence / explain link / narrow claim / remove or replace off-topic material

My revision:

Evidence and why it fits:

Card 15

Revision move (circle): add evidence / explain link / narrow claim / remove or replace off-topic material

My revision:

Evidence and why it fits:

Card 16

Revision move (circle): add evidence / explain link / narrow claim / remove or replace off-topic material

My revision:

Evidence and why it fits:
