# Drama and Plays Close Reading Worksheet - Discuss with Evidence

Drama and Plays | Discuss with Evidence | Asset ID BOOK-10-02-04

**Purpose: This original printable close reading worksheet helps readers, book clubs, students, families and independent writers work with drama and plays while pursuing one defined outcome: support conversation with precise observation and fair listening. Its method is to locate, quote minimally, paraphrase and explain the relevance in original words. Use the pages as a working record, not as a substitute for the source text, edition details and qualified educational or rights guidance where those are needed.**

## Resource Map

The subject focus is to read a script as action, speech and staging rather than prose alone. The six working areas below define the scope for this specific resource. Complete only the rows that matter to the present reading session, and date any observation that may change.

| # | Working area | Current evidence | Next check |
|---|---|---|---|
| 1 | Scene Objective | Known / estimated / not checked | _____ |
| 2 | Spoken Language | Known / estimated / not checked | _____ |
| 3 | Stage Direction | Known / estimated / not checked | _____ |
| 4 | Entrance And Exit | Known / estimated / not checked | _____ |
| 5 | Conflict Beat | Known / estimated / not checked | _____ |
| 6 | Audience Knowledge | Known / estimated / not checked | _____ |

### Decision Quality Starting Brief

- Read: Which evidence separates scene objective from spoken language in this case? Read the context and identify the decision that is actually due.
- List: How does stage direction change the interpretation of entrance and exit? List realistic options, including pause or escalation.
- Weigh: What boundary on conflict beat must be checked before relying on audience knowledge? Weigh evidence, consequence and uncertainty.
- Choose: Which observation links spoken language to conflict beat, and what remains uncertain? Choose within the stated authority and boundary.
- Observe: What alternative explanation could account for both entrance and exit and scene objective? Observe the immediate consequence without rewriting the rationale.
- Edition success means: make one claim, one evidence link and one respectful response

## Close Reading Worksheet

This format is designed to capture selective observations before forming an interpretation. For drama and plays, apply the method in a deliberate sequence: locate, quote minimally, paraphrase and explain the relevance in original words. The edition target is discuss with evidence, so each entry should show what was noticed, what was tried and what changed.

| Working step | What to record | Evidence or source | Status |
|---|---|---|---|
| Read Scene Objective | Which evidence separates scene objective from spoken language in this case? | Decision point / date | Open / checked |
| List Spoken Language | How does stage direction change the interpretation of entrance and exit? | Options / date | Open / checked |
| Weigh Stage Direction | What boundary on conflict beat must be checked before relying on audience knowledge? | Trade-off / date | Open / checked |
| Choose Entrance And Exit | Which observation links spoken language to conflict beat, and what remains uncertain? | Choice / date | Open / checked |
| Observe Conflict Beat | What alternative explanation could account for both entrance and exit and scene objective? | Outcome / date | Open / checked |
| Explain Audience Knowledge | What next check on audience knowledge would make the record about stage direction more useful? | Decision review / date | Open / checked |

### Completion Standard

- Keep the work tied to drama and plays, not to a vague general intention.
- Apply this adjustment: ask where an interpretation comes from and invite another reading
- Was the choice reasonable from the information available at the decision point?
- Expose this outcome risk if it appears: the outcome rewrites the original rationale.
- Use original notes and explanations; quote only when necessary, lawful and properly attributed.
- Ask a reader, educator, librarian, editor or rights adviser to challenge one material assumption where appropriate.
- Close with one decision and one follow-up rather than an unranked list of ideas.

### Working Note

Edition BOOK-10-02-04 pairs close reading worksheet with the outcome 'Discuss with Evidence'. That pairing is the boundary for this workbook: material that does not help that outcome belongs in a separate record.

## Evidence x Decision Quality Focused Practice Lab

This lab pairs a evidence method with a decision quality outcome lens. Work through the six actions to turn the subject focus - read a script as action, speech and staging rather than prose alone - into evidence for discuss with evidence. Preserve any gap that prevents a supported conclusion.

| # | Action | Constraint | Record |
|---|---|---|---|
| 1 | Collect / Read conflict beat | Which evidence separates scene objective from spoken language in this case? Read the context and identify the decision that is actually due. | Evidence list / Decision point |
| 2 | Classify / List audience knowledge | How does stage direction change the interpretation of entrance and exit? List realistic options, including pause or escalation. | Source / Options |
| 3 | Trace / Weigh scene objective | What boundary on conflict beat must be checked before relying on audience knowledge? Weigh evidence, consequence and uncertainty. | Trace / Trade-off |
| 4 | Verify / Choose spoken language | Which observation links spoken language to conflict beat, and what remains uncertain? Choose within the stated authority and boundary. | Verification / Choice |
| 5 | Reconcile / Observe stage direction | What alternative explanation could account for both entrance and exit and scene objective? Observe the immediate consequence without rewriting the rationale. | Exception / Outcome |
| 6 | Approve / Explain entrance and exit | What next check on audience knowledge would make the record about stage direction more useful? Explain whether the choice should be repeated or revised. | Sign-off / Decision review |

### Common Failure Modes

- For conflict beat, watch for the source has no date together with the wrong decision is framed.
- For audience knowledge, watch for the evidence is second-hand together with a realistic option is omitted.
- For scene objective, watch for two records disagree together with confidence is mistaken for evidence.
- For spoken language, watch for a value lacks units together with authority or safety limits are crossed.
- For stage direction, watch for the context has changed together with the outcome rewrites the original rationale.

### Independent Review Question

Format question: Which source is strongest for this decision, and what limitation remains? Outcome question: Was the choice reasonable from the information available at the decision point? Ask a reader, educator, librarian, editor or rights adviser where appropriate, then answer before the next reading session: _____

## Reading Session Plan for Discuss with Evidence

Use one defined reading session to test the outcome rather than attempting every possible task. This edition pairs evidence with decision quality to pursue this objective: support conversation with precise observation and fair listening. Preserve the starting condition and both evidence trails.

| Plan field | Entry |
|---|---|
| Purpose | Discuss with Evidence |
| Starting condition | _____ |
| Chosen working area | _____ |
| Choice | ask where an interpretation comes from and invite another reading |
| Evidence to capture | _____ |
| Stop or review condition | _____ |

### Thirty Minute Reading Shape

| Stage | Action | Evidence |
|---|---|---|
| 0-5 min | Which evidence separates scene objective from spoken language in this case? Identify the evidence required. | Evidence list / Decision point |
| 5-10 min | How does stage direction change the interpretation of entrance and exit? Collect one traceable record. | Source / Options |
| 10-18 min | What boundary on conflict beat must be checked before relying on audience knowledge? Label its date, owner and context. | Trace / Trade-off |
| 18-24 min | Which observation links spoken language to conflict beat, and what remains uncertain? Cross-check the material independently. | Verification / Choice |
| 24-27 min | What alternative explanation could account for both entrance and exit and scene objective? Resolve or expose one gap. | Exception / Outcome |
| 27-30 min | What next check on audience knowledge would make the record about stage direction more useful? Record the supported conclusion. | Sign-off / Decision review |

### Evidence Record Log

| Evidence Record | Condition | Observation | Decision |
|---|---|---|---|
| 1 | Same / changed | _____ | Keep / change / check |
| 2 | Same / changed | _____ | Keep / change / check |
| 3 | Same / changed | _____ | Keep / change / check |
| 4 | Same / changed | _____ | Keep / change / check |
| 5 | Same / changed | _____ | Keep / change / check |

## Source and Evidence Reconciliation - Decision Quality Lens

This comparison tests drama and plays against discuss with evidence through two independent questions. Format: Which source is strongest for this decision, and what limitation remains? Outcome: Was the choice reasonable from the information available at the decision point? Record material setting differences instead of averaging them away.

| Evidence area | Baseline | Alternative | Interpretation prompt |
|---|---|---|---|
| Stage Direction | _____ | _____ | Which evidence separates scene objective from spoken language in this case? |
| Entrance And Exit | _____ | _____ | How does stage direction change the interpretation of entrance and exit? |
| Conflict Beat | _____ | _____ | What boundary on conflict beat must be checked before relying on audience knowledge? |
| Audience Knowledge | _____ | _____ | Which observation links spoken language to conflict beat, and what remains uncertain? |
| Scene Objective | _____ | _____ | What alternative explanation could account for both entrance and exit and scene objective? |
| Spoken Language | _____ | _____ | What next check on audience knowledge would make the record about stage direction more useful? |

### Format Decision Test

| Field | Record |
|---|---|
| Review question | Which source is strongest for this decision, and what limitation remains? |
| Outcome question | Was the choice reasonable from the information available at the decision point? |
| Acceptance lens | make one claim, one evidence link and one respectful response |
| Conditions held steady | _____ |
| Evidence supporting the choice | _____ |
| Evidence against the choice | _____ |

### Evidence Confidence Check

- Decision point: what was actually seen, heard, measured or read?
- Format evidence: which record best demonstrates exceptions resolved?
- Outcome evidence: which record best demonstrates consequences observed?
- Challenge: could confidence is mistaken for evidence explain the result?
- Subject boundary: what does this comparison leave unresolved about scene objective?

## Evidence x Decision Quality Scenario Cards

Use these paired scenarios to rehearse judgement for discuss with evidence. Each card joins a evidence failure mode to an outcome-specific risk. State what remains open and which evidence named in the final column should be collected next.

| # | Situation | Review question | Decision |
|---|---|---|---|
| 1 | Scene Objective: the context has changed. | Which evidence separates scene objective from spoken language in this case? | Decision point |
| 2 | Spoken Language: approval is missing. | How does stage direction change the interpretation of entrance and exit? | Options |
| 3 | Stage Direction: the source has no date. | What boundary on conflict beat must be checked before relying on audience knowledge? | Trade-off |
| 4 | Entrance And Exit: the evidence is second-hand. | Which observation links spoken language to conflict beat, and what remains uncertain? | Choice |
| 5 | Conflict Beat: two records disagree. | What alternative explanation could account for both entrance and exit and scene objective? | Outcome |
| 6 | Audience Knowledge: a value lacks units. | What next check on audience knowledge would make the record about stage direction more useful? | Decision review |

### Decision Record

| Field | Notes |
|---|---|
| Chosen format scenario | _____ |
| Outcome lens | Was the choice reasonable from the information available at the decision point? |
| Evidence available | _____ |
| Evidence missing | _____ |
| Controlled next step | _____ |
| Person / review date | _____ |

## Eight Evidence and Decision Quality Evidence Tracker

Track discuss with evidence across eight reading sessions using the evidence method and the decision quality outcome lens. Keep conditions visible and use this review question: Was the choice reasonable from the information available at the decision point?

| # | Focus | Condition | Result | Next action |
|---|---|---|---|---|
| 1 | Entrance And Exit | _____ | _____ | _____ |
| 2 | Conflict Beat | _____ | _____ | _____ |
| 3 | Audience Knowledge | _____ | _____ | _____ |
| 4 | Scene Objective | _____ | _____ | _____ |
| 5 | Spoken Language | _____ | _____ | _____ |
| 6 | Stage Direction | _____ | _____ | _____ |
| 7 | Entrance And Exit | _____ | _____ | _____ |
| 8 | Conflict Beat | _____ | _____ | _____ |

### Evidence Evidence Dashboard

| Measure | Baseline | Current | Evidence location |
|---|---|---|---|
| Scene Objective: Sources Identified / Decision Points Framed | _____ | _____ | _____ |
| Spoken Language: Dates Captured / Options Listed | _____ | _____ | _____ |
| Stage Direction: Records Traced / Trade-Offs Recorded | _____ | _____ | _____ |
| Entrance And Exit: Cross-Checks Completed / Bounded Choices Made | _____ | _____ | _____ |
| Conflict Beat: Exceptions Resolved / Consequences Observed | _____ | _____ | _____ |
| Audience Knowledge: Conclusions Supported / Decisions Explained | _____ | _____ | _____ |

### Interpret the Trend

- I preserved the information and reasoning available when the decision was made.
- I judged the process separately from whether the outcome happened to be favourable.
- Keep the method only when the evidence for discuss with evidence improves without hiding confidence is mistaken for evidence.
- What alternative explanation could account for both entrance and exit and scene objective?
- Use a reader, educator, librarian, editor or rights adviser when the evidence crosses a safety, rights, health or authority boundary.

## Evidence x Decision Quality Next Step Plan

Finish by turning the paired format and outcome record into one owned action. For this close reading worksheet, the intended result was discuss with evidence; the outcome test is: Was the choice reasonable from the information available at the decision point? The close-out standard remains: make one claim, one evidence link and one respectful response.

| Close-out field | Record |
|---|---|
| Most useful evidence | _____ |
| Important limitation | _____ |
| Decision | Keep / adapt / pause / seek review |
| Next action | _____ |
| Owner and date | _____ |
| Evidence location | _____ |

### Completion Review

- Subject check: Which evidence separates scene objective from spoken language in this case?
- Subject check: How does stage direction change the interpretation of entrance and exit?
- Format check: I linked each conclusion to a dated, traceable source.
- Outcome check: I preserved the information and reasoning available when the decision was made.
- I used only brief necessary quotations and attributed them appropriately.
- I kept summary, interpretation and the source author's expression clearly separate.

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