

Evidence Card Quest

Build points, test reasons, and check evidence.

GRADE 4 • 4SL3

4SL3 "Identify and evaluate the reasons and evidence a speaker provides to support particular points."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Speak one at a time.

2 Play a card only when its starter fits.

3 Give reasons and evidence, not just opinions.

4 Check evidence: Is it about the point, enough, and from someone who knows?

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card and read the question aloud.
2. Each player takes one ROLE card.
3. Use two copies of the MOVE cards, then deal four cards to each player.
4. Take turns talking about the topic and using a card starter when it fits.
5. Put used cards in the middle. The round ends when all dealt cards are played.

AFTER THE ROUND Check what you did

☐ I stated a point and gave a reason.

☐ I asked for evidence that matched a point.

☐ I explained whether evidence was about the point.

☐ I checked whether there was enough evidence from someone who knows.

TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
Later Recess Should our class get five more minutes of recess? Make a point, give reasons, and use experiences or observations as evidence.	Desk Water Should students be allowed to keep water bottles at their desks? Make a point, give reasons, and use experiences or observations as evidence.	Homework Choices Should students get a choice between two homework tasks? Make a point, give reasons, and use experiences or observations as evidence.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Point Pilot Listen for each point and ask the speaker to make the point clear.	Reason Ranger Listen for why a speaker believes a point and ask for a reason if needed.	Evidence Detective Notice examples and facts, then check whether they connect to the point.	Fair Judge Check whether evidence is about the point, is enough, and comes from someone who knows.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
MAKE A POINT “I think ____ because ____.”	MAKE A POINT “My point is ____, and my reason is ____.”	ASK FOR EVIDENCE “What evidence shows that ____?”	ASK FOR EVIDENCE “Can you give an example or fact that shows ____?”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
GIVE EVIDENCE “One example or fact that supports this is ____.”	GIVE EVIDENCE “I noticed ____, which supports the point that ____.”	EVALUATE EVIDENCE “That evidence is relevant because it tells about ____.”	EVALUATE EVIDENCE “This evidence may not be enough or trustworthy because ____.”

Cards last longer on thick paper.

RUNNING THE ROUNDS

Print two copies of the MOVE cards so groups of four can each receive four cards. Use the sample exchange with the Later Recess topic to model that one personal experience can be relevant but still limited evidence. If participation is uneven, require the next card played to come from a player who has spoken less, while role cards guide what that player can listen for and say.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I think our class should have five more minutes of recess because we can move before afternoon work.
Eli	What evidence shows that extra recess would help with afternoon work?
Maya	One example or fact that supports this is that after we had extra outdoor time on field day, I was ready to start math.
Noah	That evidence is relevant because it tells about being ready after outdoor time.
Ava	This evidence may not be enough or trustworthy because one person's field day experience cannot show how the whole class would feel every day.

LISTEN FOR

- Clear points followed by reasons
- Requests for examples, facts, or observations
- Explanations of how evidence connects to a point
- Comments about relevance, enough evidence, and knowledgeable sources

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