

Evidence Move Lab

Build stronger meaning from demanding texts you already know.

GRADE 12 • 12.DSR

12.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 texts or sources you have actually read.

2 Finish each starter with a specific idea.

3 Name each source and location, and never invent either.

4 Listen before you challenge, extend, or connect an idea.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read the question aloud.
2. Each player takes a different Role card. In a group of three, leave one role aside.
3. Use enough copied Move-card sets for everyone. Shuffle the cards and deal four to each player.
4. Take turns making a real contribution with one card starter, then place that card in the middle.
5. Continue until every dealt card is played, then complete the reflection.

AFTER THE ROUND Check what you did

☐ I used evidence from a text or source I know.

☐ I named a source and a useful location for evidence.

☐ I paraphrased or inferred without changing the source's meaning.

☐ I named a strategy that could repair my understanding of a difficult passage.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Meaning Break Recall a difficult passage you read. How did you repair your understanding, and what part of the passage confirmed your revised meaning?	Claim Check Choose a complex text you know. What claim can you make about it, and which two details could support or weaken that claim?	Topic Network Choose a topic you learned about through two or more texts or sources. How did the sources together change your understanding?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Source Scout Track whether each claim is connected to a specific text, source, and location.	Precision Editor Listen for accurate quotations, fair paraphrases, and careful use of important terms.	Strategy Coach Notice when the group names a repair strategy or uses text structure to make meaning.	Thread Weaver Connect ideas across speakers and sources, and ask the group to revise an unsupported idea.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
LOCATE SOURCE “In ____, I would point to a detail that supports my idea.”	PINPOINT DETAIL “At ____, the most useful detail is...”	PARAPHRASE FAIRLY “Put another way, the author is saying ____.”	INFER CAREFULLY “This detail may imply ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
CONNECT IDEAS “Across these sources, I notice ____.”	EVALUATE EVIDENCE “I would question this evidence because ____.”	REPAIR MEANING “When meaning breaks down, I will ____.”	MAP STRUCTURE “The shift from ____ helps me follow the text's structure.”

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

RUNNING THE ROUNDS

Run each round with a topic that lets students draw on texts they have already read, and require players to use a paraphrase rather than an invented quotation. If participation is uneven, have the Thread Weaver pause play until a quieter player contributes, then direct frequent speakers to build on that contribution instead of starting a new claim.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	Across Martin Luther King Jr.'s "Letter from Birmingham Jail" and Henry David Thoreau's "Civil Disobedience," I notice that both defend resisting unjust laws.
Jon	In King's discussion of just and unjust laws in "Letter from Birmingham Jail," I would point to his distinction between laws that uplift human personality and laws that degrade it as a detail that supports my idea.
Lina	At Thoreau's argument about becoming an agent of injustice in "Civil Disobedience," the most useful detail is his claim that people should not help carry out injustice.
Omar	This detail may imply that conscience can conflict with legal obedience.
Maya	Put another way, the author is saying that a citizen should refuse to participate in injustice.

LISTEN FOR

- Specific claims linked to named texts and locations
- Accurate distinction between quotation, paraphrase, and inference
- Self-correction through rereading, structure, or vocabulary strategies
- Connections that synthesize ideas across more than one source

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