

Evidence Card Quest

Build claims with details from a text you know.

GRADE 3 • 3.DSR.C

3.DSR.C "When responding to texts through discussions and/or writing, draw several pieces of evidence from read alouds and grade-level complex texts to support claims, conclusions, and inferences..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Choose one class text everyone knows.

2 Use at least three different text details.

3 Tell where each detail appears in the text.

4 Play a card only when you truly use its words.

HOW TO PLAY Teams of 3 or 4

1. Pick one Topic card and name the class text your group will discuss.
2. Each player takes one Role card. Set aside one Role card if your group has three players.
3. Use two sets of Move cards. Shuffle them and deal four cards to each player.
4. Talk about the topic. When you use a Move card starter honestly, place that card in the middle.
5. Keep talking until every player has played all four cards. Then check the reflection.

AFTER THE ROUND Check what you did

☐ I made a claim, conclusion, or inference about the text.

☐ I used at least three different text details.

☐ I said where the details were located in the text.

☐ I quoted exact words or retold details accurately.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Character Choices Choose a class story or read-aloud everyone remembers. What does one character's choice show? Use at least three details and tell where you found each one.	Lesson Clues Choose a class story or read-aloud everyone remembers. What lesson can you infer? Use at least three details and tell where you found each one.	Problem Solutions Choose a class story or read-aloud everyone remembers. Was a character's solution a good one? Use at least three details and tell where you found each one.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Detail Counter Keep track of whether the group has shared three different text details.	Place Finder Ask speakers to say where each detail appears in the text.	Meaning Linker Listen for how each detail supports the group's claim or inference.	Text Keeper Listen for words that are quoted exactly or retold accurately.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
SHARE DETAIL "One detail is that ____."	SHARE DETAIL "One detail is that ____."	FIND PLACE "I found that in the ____ of the text."	FIND PLACE "I found that in the ____ of the text."
ADD EVIDENCE "Another detail is that ____."	RETELL CLEARLY "In my own words, ____."	QUOTE WORDS "The text says, "____"."	EXPLAIN LINK "The details support ____ because ____."

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

RUNNING THE ROUNDS

Before each round, have the group name one shared class text, then use two complete Move card sets so every player receives four cards. The sample exchange models the Character Choices topic with *The Three Little Pigs* and includes three distinct details with locations. If one student plays cards much faster, require that student to wait for another speaker's turn before playing another card.

WHAT A STRONG ROUND SOUNDS LIKE

Mia	I think the third pig was the most prepared.
Leo	One detail is that at the beginning, the first pig builds with straw, and the wolf blows his house down.
Zara	Another detail is that in the middle, the second pig builds with sticks, and the wolf blows his house down.
Omar	Another detail is that near the end, the third pig builds with bricks, and the wolf cannot blow his house down.
Mia	The details support my claim that the third pig was most prepared because his house stayed up.

LISTEN FOR

- A claim, conclusion, or inference supported by at least three relevant details
- Specific locations named, such as beginning, middle, end, chapter, or page
- Accurate paraphrasing or exact quoted words from the text
- Clear explanations of how the details support the group's thinking

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