

Evidence Card Quest

Talk, reread, and build claims from shared texts.

GRADE 4 • 4.DSR

4.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 Choose a text your whole group knows.

2 Use a card only when its idea fits.

3 Name details from the text, not just opinions.

4 Listen before you add a new idea.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and a shared class text or texts.
2. Each player takes one different Role card.
3. Use two printed Move Card sets, shuffle them, and deal four cards to each player.
4. Discuss the topic. When you genuinely use a starter, play that card in the middle.
5. Keep talking until every player has played every card.

AFTER THE ROUND Check what you did

☐ I made a claim and supported it with text details.

☐ I said where I found evidence in a text.

☐ I put a text idea into my own words.

☐ I used rereading or a question to clear up meaning.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Character Clues Choose a story your group has read. What can you infer about how a character changed? Build one claim with at least two details and tell where each detail appears.	Author's Message Choose a familiar story. What lesson do you think the author wants readers to understand? Support your idea with details from different parts of the story.	Linked Facts Think of two class texts about the same topic. What important idea did both texts help you understand? Support your claim with a detail from each text.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Evidence Scout Listen for text details and ask the group to say where each detail appears.	Meaning Maker Listen for ideas in students' own words and ask how a detail supports the claim.	Reread Ranger Notice confusing parts and ask what rereading or another strategy helped the group understand.	Question Keeper Listen for questions and invite the group to answer them with evidence from the text.

MOVE CARDS · deal 4 to each player

MOVE CARD MAKE CLAIM "I think ____ because ____."	MOVE CARD SHARE DETAIL "One detail that supports this is ____."	MOVE CARD ADD DETAIL "Another detail is ____."	MOVE CARD PUT SIMPLY "In my own words, this part means ____."
MOVE CARD MAKE INFERENCE "This makes me infer that ____."	MOVE CARD FIND PLACE "I found that detail in ____."	MOVE CARD REREAD FIX "I reread ____, and now I understand ____."	MOVE CARD ASK TEXT "I am wondering ____."

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

RUNNING THE ROUNDS

Choose a topic connected to texts students have already read, so no new reading is needed during the round. Print two copies of the Move Cards for each group of three or four. If participation is uneven, have frequent speakers wait until every other player has played one card, and let quieter students rehearse a starter with a partner before sharing.

WHAT A STRONG ROUND SOUNDS LIKE

Mia	I think Maya became more responsible because she returned the lost puppy even though she wanted to keep it.
Noah	One detail that supports this is that Maya made posters to help find the puppy's owner.
Ava	I found that detail in the middle of the story.
Liam	Another detail is that Maya told the owner she had wanted to keep the puppy.
Mia	This makes me infer that Maya learned to put someone else's needs before her own.

LISTEN FOR

- Claims connected to two or more accurate text details
- Students naming a page, section, or story part for evidence
- Accurate paraphrasing that explains how evidence supports an idea
- Students using rereading, questions, or clarification when meaning is unclear

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