

Evidence Card Quest

Build strong ideas from a complex class text.

GRADE 5 • 5.DSR.C

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

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Use only the grade-level complex class text assigned for this round.

2 Keep the text open so you can check each detail.

3 Play a card only when your words truly match its starter.

4 Listen for evidence before adding your next idea.

HOW TO PLAY Teams of 3 or 4

1. Put the assigned grade-level complex text in the middle and draw one Topic Card.
2. Each player takes one Role Card. Use two printed sets of Move Cards, then deal four cards to each player.
3. Take turns speaking about the topic. Use a Move Card starter, finish it with text evidence, and place the card in the middle.
4. Do your role job as the group talks. Look back in the text when someone needs to check a quote, paraphrase, or location.
5. The round ends when every dealt Move Card is in the middle. Check the reflection statements, then switch roles for the next round.

AFTER THE ROUND Check what you did

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

☐ I used an accurate quote or paraphrase.

☐ I named where my evidence appeared in the text.

☐ I explained how evidence supported an idea.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Strong Claim Using the grade-level complex text your class already read, make a claim about an important character, idea, or event. Support it with at least three details and name where each detail appears.	Hidden Meaning Using the grade-level complex text your class already read, make an inference about something the text does not state directly. Use at least three details and name where each detail appears.	Best Conclusion Using the grade-level complex text your class already read, draw a conclusion about the author's message, purpose, or main idea. Support it with at least three details and name where each detail appears.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Page Finder Find the page, paragraph, section, or chapter where the group says each piece of evidence appears.	Quote Guard Check that quoted words match the text exactly.	Meaning Checker Check that paraphrases tell the text's meaning without changing it.	Evidence Linker Ask how each detail supports the group's claim, conclusion, or inference.

MOVE CARDS · deal 4 to each player

MOVE CARD MAKE A CLAIM "My claim is that ____."	MOVE CARD MAKE A CLAIM "I think the text shows that ____."	MOVE CARD QUOTE EVIDENCE "In ____, the text says, " ____."	MOVE CARD QUOTE EVIDENCE "The words " ____ " in ____ show ____."
MOVE CARD PARAPHRASE EVIDENCE "In ____, the author explains that ____."	MOVE CARD MAKE INFERENCE "I infer that ____ because ____."	MOVE CARD TRACE LOCATION "I found related evidence in ____."	MOVE CARD LINK EVIDENCE "This detail supports our idea because ____."

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

RUNNING THE ROUNDS

Before each round, assign a grade-level complex text the class has already read and make sure students can locate pages, paragraphs, sections, or chapters. Print two sets of Move Cards per group so each player can receive four cards. For uneven participation, rotate roles each round and require frequent speakers to wait until another player has used a card.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	My claim is that Mina is persistent in the model article "Bamboo Bridge."
Luis	In page 2, the text says, "Mina built three small bridges that washed away."
Nia	In page 3, the author explains that Mina changed the bridge shape after she studied the water damage.
Owen	The words "Her fourth bridge stayed standing through the rainy season" in page 4 show that Mina kept trying.
Maya	This detail supports our idea because Mina continued working after her first three bridges failed.

LISTEN FOR

- A claim, conclusion, or inference supported by three or more distinct details
- Exact quoted words paired with a page, paragraph, section, or chapter
- Accurate paraphrases that keep the text's original meaning
- Clear explanations of how each detail supports the group's idea

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