

Evidence Move Lab

Talk through a text using proof, questions, and rereading.

GRADE 5 • 5.DSR

5.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 Keep the class text open or nearby.

2 Use a move card only after you add a real idea.

3 Name a page, paragraph, or section when you use evidence.

4 Connect your move to an idea someone has already shared.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and get the class text named on it.
2. Each player takes one Role card and reads the job.
3. Shuffle two sets of Move cards and deal four cards to each player.
4. Take turns using a card's starter honestly, then place that card in the middle.
5. When every card is in the middle, use the reflection statements to discuss the round.

AFTER THE ROUND Check what you did

☐ I used a text detail and named where I found it.

☐ I explained a text detail accurately in my own words.

☐ I used rereading, questioning, or text structure when meaning was hard.

☐ I added to or changed an idea because of evidence.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Character Choices Use a story your group has already read. What claim can you make about how a character changed or solved a problem? Trace at least two details that support your claim.	Article Web Use an article your group has already read. What is one big idea, and how do at least two details or a text feature build that idea?	Stuck Spot Choose a confusing section from a class text your group has already read. Which reading strategies can help, and what do you understand after using them?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Source Scout Track page, paragraph, and section locations when the group uses evidence.	Meaning Maker Listen for ideas that need to be put into clear, accurate everyday words.	Pattern Spotter Notice how the text is organized and point out clues such as headings, sequence, comparison, or cause and effect.	Bridge Builder Help the group connect each new detail to the claim, big idea, or question.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
LOCATE EVIDENCE “On page ____, the text says or shows ____.”	LOCATE EVIDENCE “Another detail is on page ____, where ____.”	EXPLAIN MEANING “In my own words, ____ means ____.”	EXPLAIN MEANING “This detail matters because ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
ASK THE TEXT “I am wondering ____, so I will look for ____.”	REREAD CAREFULLY “I will reread ____, stressing ____, to understand ____.”	SPOT STRUCTURE “This section is organized as ____, which helps me understand ____.”	UPDATE THINKING “At first I thought ____, but now I think ____.”

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

RUNNING THE ROUNDS

Give each group two complete sets of the eight Move cards so every player can receive four cards. Use a previously read class text for each round, and require students to point to the text before playing an evidence card. If participation is uneven, pause after a turn and have the quiet player choose a card that connects two ideas already in the middle.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	On page 2, the text says or shows that coral reefs give food and shelter to many animals.
Eli	In my own words, "give food and shelter" means reefs help animals meet their needs.
Noah	This section is organized as description, which helps me understand what a healthy reef provides.
Ava	Another detail is on page 3, where the article explains that warmer water can cause coral bleaching.
Maya	At first I thought the article was only about animals, but now I think its big idea is that reefs support ocean life and can be harmed by warmer water.

LISTEN FOR

- Students name exact pages, paragraphs, or sections when citing details.
- Students paraphrase accurately rather than repeat a detail without explaining it.
- Students reread, ask a question, or notice structure when meaning breaks down.
- Students revise a claim or inference after hearing another piece of evidence.

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