

Evidence Card Chain

Build a claim, one text detail at a time.

GRADE 6 • 6.DSR.C

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

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Choose one text your group has already read.

2 Use a move card only when your words fit its starter.

3 Quote only words you know exactly. Otherwise, paraphrase.

4 Name the chapter, scene, or story part where evidence appears.

HOW TO PLAY Teams of 3 or 4

1. Choose one topic card and a shared class text that fits it.
2. Each player takes a different role card. Use two move-card sets, then deal four cards to each player.
3. Take turns speaking. Use one card's starter naturally, then play that card in the middle.
4. Do your role job as you listen, especially when the group needs stronger evidence or a location.
5. End the round when every dealt card is in the middle. Complete the reflection together.

AFTER THE ROUND Check what you did

☐ I made a clear claim or inference.

☐ I used accurate quoted or paraphrased evidence.

☐ I named where my evidence appears in the text.

☐ I explained how several details support an idea.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Important Change Choose a story, novel, or drama everyone in your group has already read. What character change matters most, and what several details support your conclusion?	Hard Choice Choose a story, novel, or drama everyone in your group has already read. Was one character's choice wise, unfair, brave, or harmful? Support your claim with several details.	Author's Message Choose a story, novel, or drama everyone in your group has already read. What message does the author build, and what several details support your inference?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Claim Coach Listen for a claim that answers the topic, and ask the group to sharpen it when needed.	Evidence Scout Listen for accurate quotes or paraphrases, and ask for another text detail when needed.	Place Finder Listen for each detail's location, and ask for a chapter, scene, or story part when needed.	Link Maker Listen for explanations that connect evidence to the claim, and ask how a detail proves it.

MOVE CARDS · deal 4 to each player

MOVE CARD STATE CLAIM “My claim is that ____.”	MOVE CARD QUOTE TEXT “The author writes, “____.””	MOVE CARD QUOTE TEXT “A line that stands out is, “____.””	MOVE CARD PUT IT PLAIN “In my own words, this part means ____.”
MOVE CARD TRACE LOCATION “I found that in ____ of the text.”	MOVE CARD TRACE LOCATION “This detail happens ____, when ____.”	MOVE CARD EXPLAIN LINK “This supports our claim because ____.”	MOVE CARD EXPLAIN LINK “That evidence matters because ____.”

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

RUNNING THE ROUNDS

Have groups choose a previously read shared text and record cited locations on scrap paper if they need a memory aid. Print two copies of the eight-card set for each group of four, or deal 12 of the 16 cards to a group of three. If one student dominates, require turn-taking until each player has played one card, then let role holders prompt quieter students with their job questions.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	My claim is that Mrs. Jones makes a wise choice when she takes Roger home instead of turning him in.
Eli	The author writes, "You ought to be my son. I would teach you right from wrong."
Noah	I found that in the middle of the story, after Mrs. Jones brings Roger to her room.
Sofia	In my own words, this part means that Mrs. Jones gives Roger food and guidance instead of only punishing him.
Maya	This supports our claim because she tries to help Roger make better choices.

LISTEN FOR

- A claim that clearly answers the topic and states a conclusion or inference
- Several specific details used as evidence, not just plot retelling
- An accurate direct quote or a faithful paraphrase
- A named text location and an explanation of how evidence supports the claim

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