

Evidence Move Match

Build a claim, trace it, and make sense of it together.

GRADE 6 • 6.DSR

6.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 Use a class text your group remembers, plus notes if you have them.

2 Do not invent a detail, quote, or page location.

3 Play a card only after you say its starter in a real response.

4 Listen for the last idea, then connect, question, or build on it.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card and name the text or texts your group will use.
2. Each player takes one ROLE card. Print two copies of the MOVE cards, shuffle them, and deal four cards to each player.
3. Take turns speaking. When you genuinely use a card's starter, place that card in the middle.
4. Use the roles to check evidence, locations, meaning, and equal turns as you talk.
5. End the round when every dealt card is in the middle. Then complete the reflection.

AFTER THE ROUND Check what you did

☐ I used a claim, conclusion, or inference about a text.

☐ I gave accurate evidence and named where I found it.

☐ I explained how a detail supported an idea.

☐ I used rereading, paraphrasing, or a question when meaning was unclear.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Character Change Choose a challenging literary text your group has read. What conclusion can you draw about how one character changes, and which details support it?	Big Idea Choose an informational text your group has read. What is one important idea the author develops, and how do several details build that idea?	Two Texts Choose two class texts about a related subject. Which text helped you understand the subject more clearly, and what evidence supports your choice?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Proof Detective Listen for text evidence and ask the group to name the page, paragraph, section, or scene where it appears.	Meaning Monitor Notice confusing words or ideas and suggest rereading, paraphrasing, or asking a question to clear them up.	Link Maker Listen for how each detail connects to the group's claim, conclusion, or comparison.	Turn Tracker Make sure each player speaks, plays cards honestly, and gets time to finish an idea.

MOVE CARDS · deal 4 to each player

MOVE CARD MAKE CLAIM “My claim or conclusion is that ____.”	MOVE CARD MAKE CLAIM “I think the text shows that ____.”	MOVE CARD TRACE EVIDENCE “In the ____, the text says or shows ____.”	MOVE CARD TRACE EVIDENCE “On page or paragraph ____, I found ____.”
MOVE CARD EXPLAIN PROOF “This detail supports our idea because ____.”	MOVE CARD EXPLAIN PROOF “This matters because it helps show ____.”	MOVE CARD MAKE INFERENCE “I infer that ____ because the text shows ____.”	MOVE CARD FIX MEANING “I am not sure about ____, so I will reread or paraphrase ____.”

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

RUNNING THE ROUNDS

Use this after students have read class literary and informational texts, or a related set of texts, so discussion requires recall and evidence rather than new reading. For groups of three, leave the extra cards in the draw pile and have students draw replacements only if needed. If one student dominates, the Turn Tracker may require one turn from each player before anyone takes a second turn.

WHAT A STRONG ROUND SOUNDS LIKE

Nia	For Character Change, my claim is that Roger changes because Mrs. Jones treats him with trust and kindness.
Omar	Near the end of "Thank You, Ma'am," Mrs. Jones feeds Roger and gives him ten dollars for blue suede shoes.
Ava	This detail supports our idea because she expects Roger to make a better choice instead of treating him like a criminal.
Mateo	I infer that Roger feels respect and regret because he wants to say more than "Thank you, m'am" before he leaves.
Nia	I want to reread the last scene to check whether Roger says anything else before he leaves.

LISTEN FOR

- A clear claim or conclusion that answers the topic question
- Accurate quoted or paraphrased details with a page, paragraph, section, or scene location
- Explanation of how more than one detail supports an idea or inference
- A visible repair strategy, such as rereading, paraphrasing, or asking a focused question

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