

Point Proof Play

Listen for points, reasons, and evidence.

GRADE 4 • SL.4.3

CCSS.ELA-Literacy.SL.4.3 "Identify the reasons and evidence a speaker provides to support particular points."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Speak one at a time.

2 Listen before you play a card.

3 Talk about points, reasons, and evidence.

4 Make sure each player gets turns.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read the question aloud.
2. Each player takes a different Role card.
3. Use two sets of Move cards, shuffle them, and deal four cards to each player.
4. Take turns sharing ideas. Play a card only when you genuinely use its sentence starter.
5. Keep talking until every player has played all four cards.

AFTER THE ROUND Check what you did

☐ I named a speaker's point.

☐ I identified a reason a speaker gave.

☐ I identified an example or fact used as evidence.

☐ I explained how evidence supported a point.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Recess Choice Should our class have ten more minutes of recess, or keep the same time? Support your point with reasons and examples from school.	Seat Decisions Should students choose their own seats, or should the teacher choose? Support your point with reasons and examples.	Homework Nights Should fourth graders have homework every night? Support your point with reasons and examples from your life.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Point Spotter Listen for each speaker's main point and ask for a clearer point when needed.	Reason Ranger Listen for reasons and notice whether they explain why the speaker has that point.	Proof Detective Listen for examples, facts, or experiences that work as evidence.	Link Builder Listen for how a reason or evidence connects back to the speaker's point.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
POINT CHECK "I heard your point is ____."	POINT CHECK "Is your point that ____?"	REASON FIND "A reason you gave is ____."	REASON FIND "Why does ____ matter for your point?"
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
EVIDENCE HUNT "What example from your experience supports ____?"	EVIDENCE HUNT "I heard evidence when you said ____."	SUPPORT LINK "That evidence supports the point because ____."	SUPPORT LINK "This reason supports the point because ____."

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

RUNNING THE ROUNDS

Print two copies of the Move cards for each group so every student can receive four cards. In each round, students may use a card only when its starter fits what a speaker actually said, then the group checks that the point, reason, or evidence was named accurately. If one student is quiet, have the role card holder invite that student to speak next before the group continues.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I think our class should have ten more minutes of recess because students need more time to move. Yesterday, after a longer recess, I focused during math.
Zoe	I heard your point is that our class should have ten more minutes of recess.
Liam	A reason you gave is that students need more time to move.
Noah	I heard evidence when you said that you focused during math after a longer recess.
Zoe	That evidence supports the point because it shows that more recess may help students focus in class.

LISTEN FOR

- Accurate restatements of a speaker's point
- Clear naming of reasons, not repeated opinions
- Specific examples or facts identified as evidence
- Explanations that connect evidence to a point

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