

Evidence Talk Tactics

Use prepared details to move a discussion forward.

GRADE 8 • 8LS1.a

8LS1.a "Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Bring two specific details you can use as evidence.

2 Speak from evidence, not just an opinion.

3 Listen for an idea you can question or build on.

4 Play a card only after you say its starter naturally.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic Card and take one minute to list two details you could use.
2. Each player takes a different Role Card. With three players, leave one role out.
3. Use two copies of the Move Card set. Deal four Move Cards to each player.
4. Take turns discussing the topic. When you genuinely use a card's starter, place that card in the middle.
5. Keep talking until every dealt Move Card is in the middle, then complete the reflection.

AFTER THE ROUND Check what you did

☐ I came prepared with specific details.

☐ I referred to a detail to support or challenge an idea.

☐ I asked a question that probed another person's thinking.

☐ I built on another person's idea using evidence.

TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
Phone-Free Lunch Should students put phones away during lunch, with exceptions for urgent family needs? Decide what policy would be fair, using specific observations or experiences.	Homework Balance What homework amount and type would help eighth graders learn without overloading them? Propose a plan and support it with specific experiences.	Group Work Choices When should a teacher let students choose their own group members, and when should the teacher assign groups? Create a fair rule using specific examples.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Evidence Hunter Notice whether speakers give a specific detail, and ask for one when an idea is too general.	Thread Keeper Track how each new point connects to or challenges an earlier idea.	Question Spark Notice questions that push the group to explain its evidence.	Air-Time Coach Help make sure each player has time to speak and use cards.

MOVE CARDS · deal 4 to each player

MOVE CARD CITE EVIDENCE “One detail from my preparation or experience is ____.”	MOVE CARD CITE EVIDENCE “I noticed ____, which matters because ____.”	MOVE CARD EXPLAIN LINK “This detail supports or challenges ____ because ____.”	MOVE CARD EXPLAIN LINK “The example of ____ connects to our idea because ____.”
MOVE CARD PROBE THINKING “What detail from your preparation makes you think ____?”	MOVE CARD PROBE THINKING “Can you explain how ____ supports your point?”	MOVE CARD BUILD IDEA “I want to build on ____'s idea by adding ____.”	MOVE CARD BUILD IDEA “____'s detail makes me consider ____.”

Cards last longer on thick paper.

RUNNING THE ROUNDS

The sample exchange models the Group Work Choices topic. For each group, use two copies of the Move Card set, deal four cards per player, and return unused cards to the deck. If participation is uneven, have the Air-Time Coach pause the talk and invite a player with unplayed cards to contribute.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	One detail from my preparation or experience is that my last science group finished the poster early because each person had a job.
Luis	What detail from your preparation makes you think student-chosen groups would work for everyone?
Anika	I want to build on Maya's idea by adding that teacher-assigned groups helped me work with classmates I did not know.
Darius	This detail supports teacher-assigned groups at times because they can help students meet and work with new classmates.
Maya	Can you explain how assigned groups would still give students some choice?

LISTEN FOR

- Specific details from preparation, class texts, observations, or experience
- Explanations that connect a detail to a claim
- Questions that ask for evidence or reasoning
- Responses that name and extend another speaker's idea

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