

Point Proof Play

Listen for a point and identify its 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 Let the speaker finish before responding.

2 Name what the speaker actually said.

3 Use true examples; do not invent facts.

4 Exchange or reuse cards to practice every listening skill.

HOW TO PLAY Teams of 3 or 4

1. Choose a topic. Each person prepares a short talk: one point, a reason for it and a true example or observation. Ask for help if you need an example.
2. Assign roles; set one aside for groups of three. Roles are reminders: every learner does every listening task.
3. Print 2 card sheets per team of 3 or 4. Deal four Move cards each; set extras aside. Exchange or reuse cards freely.
4. One person gives the whole talk. Each listener completes a fitting starter to name the point, identify its reason, identify its evidence and explain a support link. Ask for a replay or missing support.
5. Rotate speakers until everyone has identified another speaker's point, reason and evidence and explained a link. Asking alone or emptying your hand does not finish the task.

AFTER THE ROUND Check what you did

- ☐ I named another speaker's point accurately.
- ☐ I identified a reason that speaker gave for the point.
- ☐ I identified an example or observation used as evidence.
- ☐ I explained how the reason or evidence supports the point.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Recess Choice Should our class have more recess time or keep the same time? Give a reason and a true example from school.	Seat Decisions Should students choose their own seats or should the teacher choose? Give a reason and a true example.	Homework Nights Should fourth graders have homework every night? Give a reason and a true example from your experience.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Point Spotter Listen for what the speaker wants or believes.	Reason Ranger Listen for why the speaker supports the point.	Evidence Detective Listen for a specific example, observation or fact.	Link Builder Help connect the actual reason and evidence to the point.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
POINT CHECK “I heard your point: ____.”	POINT CHECK “Is your point ____? After listening again, I heard ____.”	REASON FIND “Your reason for that point is ____.”	REASON FIND “Why do you support that point? I heard your reason: ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
EVIDENCE HUNT “Your example or observation was ____.”	EVIDENCE HUNT “What example supports your point? I heard this evidence: ____.”	SUPPORT LINK “The reason ____ supports the point ____ because ____.”	SUPPORT LINK “The example ____ supports the point ____ because ____.”

Print 2 copies of this card sheet per team of 3 or 4. Use one set of topic and role cards; combine the move cards, deal 4 per player, and set extras aside. Cards last longer on thick paper.

RUNNING THE ROUNDS

The example is fictional and models the listening sequence; use it first if learners need support. Students then give actual talks with honest examples. Help a speaker add missing support, then have listeners identify what was added. Distinguish a reason (why) from evidence (a specific example or observation). Each listener completes all four checks on another speaker; rotate and repeat as needed. Assess accurate listening and connections, not agreement with an opinion.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	We should have a quiet game area at recess. It would give students another way to play. Yesterday, I wanted to play cards, but the only open table was being used for a ball game.
Zoe	Your point is that recess should have a quiet game area.
Liam	Your reason is that students would have another way to play.
Noah	Your evidence is your experience of wanting to play cards when the only open table was being used for a ball game.
Zoe	That example supports your point because a place set aside for quiet games could give someone like you a place to play cards.

LISTEN FOR

- A point accurately identified from an actual talk
- The speaker's reason, rather than a new reason invented by the listener
- A specific example or observation the speaker supplied
- A clear connection between the support and the point

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