

Evidence Move Match

Use prepared evidence to probe and refine ideas.

GRADE 8 • SL.8.1a

CCSS.ELA-Literacy.SL.8.1a "Come to discussions prepared, having read or researched material under study; explicitly 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 the assigned shared material and your prepared notes.

2 Name the source and specific detail behind a claim.

3 Treat peers' ideas as claims to examine, not proof.

4 Exchange or reuse starters freely; never invent disagreement.

HOW TO PLAY Teams of 3 or 4

1. Bring the shared reading or research and your prepared notes. Choose one topic.
2. Take different Role cards; in a group of three, set one role aside. Everyone practices every target skill.
3. Print 2 copies of this card sheet per team of 3 or 4. Deal four Move cards each; set extras aside.
4. Discuss using fitting starters. Place used cards in the middle; freely exchange or reuse them. No one must empty a hand.
5. Finish after everyone cites prepared evidence, asks or answers a probing question, and explains how the evidence strengthens or changes an idea.

AFTER THE ROUND Check what you did

☐ I used my prepared reading or research notes.

☐ I cited a specific detail and named its source.

☐ I probed an idea by asking or answering about evidence.

☐ I explained how evidence strengthened or changed an idea.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Central Idea Check Using the text, article or research you prepared, which central idea is best supported, and why?	Author Choice Which author or speaker choice most shapes the message of your prepared material, and what evidence shows its effect?	Evidence Debate Which claim or interpretation of your prepared material is strongest, and what evidence makes it strongest?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Source Scout Ask speakers to name a page, paragraph or source for evidence.	Link Builder Check whether a detail supports the idea connected to it.	Question Tracker Invite questions that probe evidence or interpretations.	Prep Keeper Check that everyone uses prepared notes or studied material.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
CITE DETAIL “In ____, the author states ____, which supports ____.”	CITE NOTES “My prepared notes from ____ show ____.”	PROBE EVIDENCE “What evidence from ____ makes you think ____?”	FIND SOURCE “Where in the material did you find support for ____?”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
REFLECT EVIDENCE “That detail strengthens or changes my thinking because ____.”	RECONSIDER CLAIM “After reviewing ____, I think ____ because ____.”	TEST CONNECTION “How does ____ support the idea that ____?”	OFFER READING “Another possible reading is ____; the evidence to test is ____.”

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

Before this activity, assign shared reading or research appropriate to the class and have students prepare annotations or notes; that studied material is intentionally supplied by the teacher. Each learner brings it into the discussion. A round covers one Topic card. Print two card sheets; combine Move cards, deal four per learner and set extras aside. Allow free exchanges and reuse; finish on demonstrated skills, not empty hands. Students may keep an interpretation if evidence strengthens it. The five-turn exchange is an invented teaching example, not a quotation from the class text or a complete round. Require every learner to cite prepared evidence, probe or respond to a probe, and reflect; rotate roles for a later topic.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	In paragraph 4 of our example article, the library is described as full after school, so I think a second study room deserves consideration.
Noah	What evidence shows the problem is too few seats rather than the room being too noisy?
Maya	My notes say 32 students asked for quiet workspace. That shows interest, but it does not distinguish noise from a seat shortage.
Zoe	We should compare that survey with counts of empty seats and observations of noise before deciding.
Noah	The survey still supports investigating the problem. I would keep that idea but wait for more evidence before recommending a new room.

LISTEN FOR

- Prepared source material actually used
- Specific citations that can be located in the shared material
- Probing questions and evidence-based responses
- A reflection explaining why an idea is supported or revised

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