

Evidence Move Match

Read complex texts, trace evidence and test your understanding.

GRADE 9 • 9.DSR

9.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 Keep assigned grade-nine complex texts open; verify quotes and paraphrases.

2 Give the title and page, paragraph or section for each detail.

3 Everyone uses all four moves and actually rereads before claiming a repair.

4 Use supplied blank paper to record evidence and changes in understanding.

HOW TO PLAY Teams of 3 or 4

1. Read the assigned grade-nine complex text(s). Choose a Topic card. Identify a difficult section or interpretive question.
2. Take different roles. In a trio, jointly do the unused role. Print two card sheets per team.
3. Give each player one of each Move label; set extras aside. Take turns using all four moves with evidence.
4. Each player rereads a challenging passage aloud twice. Between readings, partners check accuracy, phrasing, pace and expression against its meaning. Explain a correction or why the first reading was accurate.
5. On supplied paper, each player records a claim, three relevant details with locations, and a before/after explanation of a strategy actually used. Share and check the record.

AFTER THE ROUND Check what you did

☐ I checked three relevant details and recorded their locations.

☐ I tested a paraphrase against the text and distinguished inference from fact.

☐ I reread aloud, used feedback and explained a correction or confirmed reading.

☐ I actually applied a strategy and explained its effect on my understanding.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Text Trail Use the assigned literary or informational text. Choose a claim or inference, then trace three supporting details in different places. Explain how their relationship supports your claim; revise if a detail challenges it.	Structure and Repair Choose a difficult section of the assigned text. Trace how its organization connects ideas or events. Actually map that structure, summarize or ask and answer a question to resolve confusion. Compare your first and revised understanding with precise locations.	Knowledge Link Use the two assigned texts on a related topic. Explain how one text changes or deepens your understanding of the other. Discuss a shared idea or vocabulary term, citing at least one detail from each text in your three-detail record.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Proof Hawk Ask for exact locations and check whether details support each claim.	Meaning Miner Compare paraphrases with the text and separate what is stated from inference.	Map Maker Use headings, sequence or other structure to connect and locate ideas.	Fix-It Check that a strategy is performed and ask what changed in understanding.

MOVE CARDS · deal 4 to each player

MOVE CARD MAKE A CLAIM “My claim is ____; I need to test it against ____.”	MOVE CARD MAKE A CLAIM “After reading, I infer ____ because ____.”	MOVE CARD TRACE EVIDENCE “In ____ at ____, the detail ____ supports our claim by ____.”	MOVE CARD TRACE EVIDENCE “A second relevant detail at ____ changes or supports ____ because ____.”
MOVE CARD PARAPHRASE IT “In my own words, the part at ____ means ____.”	MOVE CARD PARAPHRASE IT “The text states ____; our inference goes further by ____.”	MOVE CARD REPAIR MEANING “I was unsure about _____. After I actually ____, I now understand ____.”	MOVE CARD REPAIR MEANING “Rereading ____ and checking ____ changed my understanding from ____ to ____.”

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

Provide challenging literary and informational texts appropriate to grade nine (the lower part of the grades 9-10 complexity band), with page/paragraph references, plus blank paper. Two related texts are required for Knowledge Link; the other choices use one. Across sessions vary genres and build knowledge around related concepts. Print two card sheets per team: 16 Move cards supply one of each of four labels per learner; a trio uses 12 and jointly covers the fourth role. Check each learner's three-detail record against the actual source, along with an accurate paraphrase, a performed comprehension strategy and successive oral reading. The model exchange demonstrates the verification procedure without inventing a source or its evidence; teacher and learners must fill it with the assigned text. One round is focused practice, not proof of every ongoing 9.DSR expectation.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	Model procedure, using the assigned source: I will point to my exact passage before making an inference. Let us read it together.
Mateo	Show us the title and page or paragraph. Which words state a fact, and which part is your interpretation?
Nia	I will compare your paraphrase with those sentences. If it adds an idea the author never states, we should label that idea as an inference.
Ava	I will reread the previous paragraph to check the connection, then explain whether that changes my interpretation.
Mateo	Each of us must finish with a claim, three checked details and locations, and an explanation of the strategy we actually used.

LISTEN FOR

- Actual sustained reading and successive oral rereading with feedback
- Several relevant, accurately quoted or paraphrased details with traceable locations
- Claims revised when the evidence does not support them
- A performed comprehension strategy and specific before/after explanation

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