

Talk Move Match

Sustain a purposeful discussion through accurate listening and response.

GRADE 11 • 11.C.1.A.i

11.C.1.A.i "Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes: Applying a variety of strategies to listen actively and speak purposefully and respectfully."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Listen to understand before responding.

2 Check examples; label uncertainty.

3 Use or adapt prompts only when they help.

4 Include others; respect different views.

HOW TO PLAY Teams of 3 or 4

1. Groups of 3-4: print two sets of all Topic, Role and Move Cards, and one Case Packet and Discussion Record per learner. Read the cases and choose one.
2. Assign all four roles; in a group of three, one learner takes two. Pool Move Cards from both copies; deal four each, set extras aside. Start a 12-minute timer.
3. Discuss for the full interval. Each person must paraphrase a peer and check accuracy, ask a genuine reasoning or clarification question, and give a reasoned response connected to another view.
4. Each learner records actual contributions and the group outcome. Use, adapt, reuse or exchange helpful prompts; unused cards are allowed. Distinguish supplied case facts from claims needing evidence.
5. Rotate roles for a different 12-minute case. Repeat every required skill and record the outcome. If a skill was missed, complete a coached follow-up exchange; do not invent participation.

AFTER THE ROUND Check what you did

☐ I checked whether my paraphrase was accurate.

☐ I asked a question that deepened understanding.

☐ I connected a purposeful response to a peer's idea.

☐ I addressed another perspective respectfully.



TOPIC CARDS · Choose one per round; complete two different rounds.

TOPIC	TOPIC	TOPIC
Phone Access During Class Use the matching case facts to develop a reasoned recommendation. Examine a tradeoff and information still needed.	AI Support and Student Authorship Use the matching case facts to develop a reasoned recommendation. Examine a tradeoff and information still needed.	Senior Service Requirement Use the matching case facts to develop a reasoned recommendation. Examine a tradeoff and information still needed.

ROLE CARDS · Assign all four jobs; combine two jobs for groups of three.

ROLE	ROLE	ROLE	ROLE
Thread Keeper Connect new points to the group question and summarize the developing view.	Balance Coach Track contributions and invite someone whose perspective is missing.	Meaning Checker Ask a speaker to clarify an unclear point or explain their reasoning.	Respect Monitor Help the group address ideas tactfully and notice useful listening moves.

MOVE CARDS · Deal four from two sets; adapt, reuse or exchange. Unused cards are allowed.

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
LISTEN BACK “I hear you saying _____. Is that accurate?”	LISTEN BACK “Your main reason seems to be _____. Have I understood?”	PROBE FURTHER “What leads you to think _____?”	PROBE FURTHER “How would _____ work in practice?”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
BUILD ON “Building on your point about _____, I think _____.”	BUILD ON “That connects to _____ because _____.”	CONSIDER ANOTHER “Another concern worth considering is _____.”	CONSIDER ANOTHER “I understand _____; how could we also address _____?”

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.

Read all three fictional cases. Choose two different cases for sustained discussion. Use the stated constraints; label predictions and information still needed.

Phone Access During Class

Fictional case: A school is considering a four-week phone policy trial. Teachers report interruptions but have not counted them. Some students use phones for approved health needs; others need a dependable way to receive urgent family messages. Classrooms have no shared phone lockers. Propose a rule for ordinary lessons, a workable exception process, and a way to assess the trial. Distinguish reported concerns from measured outcomes.

AI Support and Student Authorship

Fictional case: A history class permits feedback on drafts but requires students to develop their own claims and reasoning. One student uses an AI tool to ask questions about an outline; another submits a paragraph produced by the tool with a few words changed. Home access to paid tools varies. Recommend boundaries, disclosure and an accessible alternative. Consider how a teacher could check authorship fairly without treating an accusation as proof.

Senior Service Requirement

Fictional case: A school proposes ten service hours for every senior. A nonprofit offers weekday placements, but some seniors work or care for relatives after school. Staff can supervise one on-campus lunchtime project each week. Recommend whether and how to proceed, including accessible options and a fair way to document participation. A proposal must explain how learning and access are both addressed.

Complete your own brief notes during and after both rounds. Use phrases; continue on notebook paper if needed. Your role never replaces the individual skill requirements.

Round 1: case, roles and actual contributions

Record your checked paraphrase and the peer's confirmation or correction, a genuine question, and a reasoned response linked to a peer's view. Include how you respectfully considered another perspective; note the group recommendation and remaining concern.

Case/roles; my contributions and peer responses; specific outcome:

Round 2: a different case and rotated roles

Record your checked paraphrase and the peer's confirmation or correction, a genuine question, and a reasoned response linked to a peer's view. Include how you respectfully considered another perspective; note the group recommendation and remaining concern.

Case/new roles; my contributions and peer responses; specific outcome:

RUNNING THE ROUNDS

Allow about 45 minutes for reading, two sustained 12-minute rounds and records. Observe every learner, including role holders. The cases are fictional and self-contained; students may propose reasonable solutions but must not invent measured results. The five-turn model is an excerpt, not a complete round. Combine two role jobs for a group of three. Use flexible cards to support skills rather than reward card exhaustion. Check paraphrases against the speaker's actual claim and obtain confirmation or correction. A genuine question must not exaggerate a peer's view. Each person must listen, ask, connect a reasoned response and respectfully address another perspective in both rounds.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I favor phones put away during ordinary lessons, with approved health access.
Jordan	You support a general put-away rule with a health exception. Have I understood?
Maya	Yes. I also want a dependable urgent family-message route.
Dev	How could that route work without requiring students to check every notification?
Jordan	Building on Maya's concern, we could test an office message route before the trial. That might protect access while limiting interruptions; we need staff input on whether it is workable.

LISTEN FOR

- Accurate paraphrases confirmed or corrected by the original speaker
- Genuine follow-up questions that reveal reasoning or clarify meaning
- Responses linked to a named peer's idea with a reason
- Respectful consideration of a real alternative or concern

Assess each learner's actual listening, contributions and accurate use of evidence against the stated skill requirements. Review the individual record as well as the group result. Different supported decisions are valid; unsupported claims and missed required performances need revision.