

Talk Moves Match

Use evidence and respect to move a discussion forward.

GRADE 10 • 10.C.1.A.v

10.C.1.A.v "Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes: Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Speak about ideas, not people.

2 Use a reason, example, or experience to support your ideas.

3 Respond to an idea before changing the topic.

4 Play a card only after you use its starter in the discussion.

HOW TO PLAY Teams of 3 or 4

1. Form a group of three or four and choose one Topic Card.
2. Each player takes one Role Card.
3. Deal each player four Move Cards, using duplicate copies when needed.
4. Discuss the question and place a Move Card in the middle when you genuinely use its starter.
5. End the round when every dealt card is in the middle, then complete the reflection.

AFTER THE ROUND Check what you did

☐ I responded to a classmate's idea with a reason or example.

☐ I used respectful words when I disagreed or raised a concern.

☐ I asked for or gave evidence to support an idea.

☐ I helped more than one perspective enter the discussion.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Class Phone Policy What phone policy during class would best support learning while respecting students' needs?	AI Writing Tools What limits, if any, should students have when using AI writing tools for a first draft?	School Start Times What school start time would best serve students, families, and school staff?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Evidence Scout Listen for claims without support, then ask the speaker to add a reason, example, or experience.	Bridge Builder Point out a connection or difference between two ideas and invite the group to consider both.	Voice Keeper Notice who has spoken, then invite a quieter person to use a Move Card.	Tone Coach Listen for respectful wording and suggest a tactful rephrase when needed.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
BUILD ON “I want to build on ____ because ____.”	BUILD ON “Adding to ____, I think ____ because ____.”	ASK EVIDENCE “What makes you think ____, and what example supports it?”	ASK EVIDENCE “Can you point to an experience or fact that supports ____?”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
TACTFUL CHALLENGE “I see that point, but I read the situation differently because ____.”	TACTFUL CHALLENGE “Could we consider another view, such as ____, because ____?”	CONNECT PERSPECTIVES “Someone who ____ might see this differently because ____.”	CONNECT PERSPECTIVES “A concern I hear is ____; how could we address it?”

Print one card sheet per team. Cards last longer on thick paper.

RUNNING THE ROUNDS

Use one Topic Card per round. Give each student four Move Cards from copied sets, repeating cards as needed, and end the round only after every dealt card is in the center. For uneven participation, have the Voice Keeper invite a quieter member before a frequent speaker takes another turn, then rotate roles in the next round.

WHAT A STRONG ROUND SOUNDS LIKE

Aisha	Someone who needs to hear from family quickly might see a strict phone ban differently because urgent messages can happen.
Mateo	I see that point, but I read the situation differently because notifications have distracted me during teacher explanations.
Jalen	What makes you think a phone-free explanation would help, and what example supports it?
Mateo	I want to build on the concern about distraction because I missed a lab step after checking a notification.
Aisha	A concern I hear is urgent family contact; how could we address it without allowing phone use during explanations?

LISTEN FOR

- Responds directly to a previous speaker's idea
- Uses examples, experiences, or facts as support
- Disagrees with specific ideas in tactful language
- Names and considers another person's perspective

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