

Evidence Move Match

Build meaning from challenging texts, one move at a time.

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 Use a text you have actually read.

2 Name where each detail appears.

3 Paraphrase accurately, and quote only exact words.

4 Play one card at a time and listen before responding.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and agree on a text your group has read.
2. Each player takes one Role card. Put unused Role cards aside.
3. Use two copies of the Move card set. Deal four Move cards to each player.
4. Take turns using a sentence starter truthfully about the chosen text, then place that card in the middle.
5. Keep building on ideas until every dealt card is in the middle. Then complete the reflection.

AFTER THE ROUND Check what you did

☐ I named where a detail appeared.

☐ I used details to support a claim or inference.

☐ I paraphrased without changing the meaning.

☐ I used rereading, structure, or a question to repair confusion.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Reread Reveal Choose a difficult section from a text your group read in class. What did rereading change about your understanding? Build a claim with several details and locations.	Shape Meaning Choose an informational text your group read in class. How did its organization shape your understanding of its main idea? Use several details and locations.	Clues to Infer Choose a literary text your group read in class. What inference about a character, conflict, or theme can you support with several details and locations?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Proof Tracker Ask group members to name a chapter, scene, paragraph, or section when they use a text detail.	Meaning Maker Listen for accurate paraphrases and ask what each detail means.	Structure Spotter Notice how the text is organized or shifts, and ask how that choice affects meaning.	Repair Coach Listen for confusion and ask which reading strategy helped the group understand.

MOVE CARDS · deal 4 to each player

MOVE CARD LOCATE DETAIL “In the ____ section, the text says or shows ____.”	MOVE CARD LOCATE DETAIL “A detail near ____ supports ____ because ____.”	MOVE CARD EXPLAIN MEANING “In my own words, that part means ____.”	MOVE CARD EXPLAIN MEANING “This detail leads me to infer ____ because ____.”
MOVE CARD NOTICE STRUCTURE “The author organizes this part by ____, which helps show ____.”	MOVE CARD NOTICE STRUCTURE “The shift from ____ to ____ matters because ____.”	MOVE CARD REPAIR MEANING “I was unsure about ____, so I ____.”	MOVE CARD REPAIR MEANING “After rereading ____, I understand ____.”

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

RUNNING THE ROUNDS

Run this activity after students have read one or more shared class texts, so groups can locate and verify details as needed. Use two copies of the Move cards for each group, and require every player to play all four dealt cards before the round ends. If participation is uneven, have the Proof Tracker invite the quietest player to make the next move.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	In the middle section, the text says or shows that vacant lots can become gardens.
Mateo	The author organizes this part by problem and solution, which helps show why gardens matter.
Nia	In my own words, that part means gardens solve more than a food problem.
Ava	This detail leads me to infer that the author sees gardens as community spaces because neighbors work there together.
Mateo	After rereading the final section, I understand that the main idea includes community, not just vegetables.

LISTEN FOR

- Several accurate details connected to one claim
- Specific references to sections, scenes, or paragraphs
- Paraphrases that preserve the text's meaning
- A reader naming confusion and a strategy that clarified it

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