

Talk It Forward

Build ideas, explain your thinking, and include every voice.

GRADE 6 • SL.6.1

CCSS.ELA-Literacy.SL.6.1 "Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Speak one at a time.

2 Listen without interrupting.

3 Use a Move card only when it fits.

4 Respond to ideas, not people.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read the question together.
2. Each player takes one Role card. In a group of three, leave one Role card out.
3. Use two copies of the Move cards. Shuffle them and deal four cards to each player.
4. Discuss the topic. When you genuinely use a card's starter, place that card in the middle.
5. Keep talking until every dealt card is in the middle. Then check the reflection statements.

AFTER THE ROUND Check what you did

☐ I shared my own idea clearly.

☐ I used a starter to respond to another person's idea.

☐ I asked or answered a question that made an idea clearer.

☐ I helped make space for another person's voice.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Better Group Rules Which one rule would make group projects fairer, and why?	Lunchroom Changes What one change would make lunch more pleasant for students, and why?	Screen Time Balance What is a fair screen-time plan for a sixth grader after school, and why?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Turn Tracker Notice whose ideas have been heard, and point out when someone has not had a chance to speak.	Idea Linker Listen for ideas that connect, and remind the group to explain those connections.	Question Keeper Notice unclear ideas, and ask the group to get more information before moving on.	Focus Captain Keep the group talking about the Topic card question and help the group reach an answer.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
ADD ON “I want to add to ____ by ____.”	ADD ON “That connects to ____ because ____.”	STATE MY VIEW “My view is ____ because ____.”	STATE MY VIEW “I would choose ____ because ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
ASK MORE “Can you explain what you mean by ____?”	CHECK MEANING “So, you mean ____, right?”	INVITE A VOICE “____, what is your idea about ____?”	CONNECT IDEAS “Both ____ and ____ matter because ____.”

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

RUNNING THE ROUNDS

Have each group choose a Topic card, assign roles, and use two printed sets of Move cards so every player receives four. Count a card only when its starter fits the discussion naturally. If one student dominates, pause the group and have the Turn Tracker identify whose voice has not yet been heard.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	My view is taking turns because quieter group members may have useful ideas.
Luis	I want to add to Ava's idea by saying each person could share one idea before the group chooses a plan.
Mia	Can you explain what you mean by taking turns?
Luis	I mean each person gets one chance to share before anyone shares a second idea.
Ava	Both taking turns and listening matter because they help every group member contribute.

LISTEN FOR

- A student builds on a partner's idea and explains the connection.
- A student states a clear opinion with a reason.
- A student asks for clarification before responding.
- A student invites a quieter partner into the discussion.

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