

Evidence Talk Quest

Study the evidence, then move the discussion forward.

GRADE 6 • SL.6.1a

CCSS.ELA-Literacy.SL.6.1a "Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Study the Topic card before anyone speaks.

2 Use a detail from the Topic card when you share an idea.

3 Play a Move card only after you genuinely use its starter.

4 Listen for ideas you can question, build, or rethink.

HOW TO PLAY Teams of 3 or 4

1. Take one Topic card. Before talking, each player reads its evidence twice and chooses two details to use.
2. Each player takes a different Role card. For 3 or 4 players, combine two copies of the Move cards and deal four cards to each player.
3. Read your four Move cards silently and plan how each starter could connect to the Topic card.
4. Take turns speaking. After you use a starter and refer to Topic-card evidence, place that Move card in the middle.
5. Keep discussing until every dealt Move card is in the middle. Set aside any undealt cards.

AFTER THE ROUND Check what you did

☐ I studied the Topic card before I joined the discussion.

☐ I used a specific detail from the Topic card to support an idea.

☐ I asked or answered a question about evidence.

☐ I built on or reconsidered an idea using evidence.

✂

TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
Silent Reading Start Study the evidence: In a survey of 80 sixth graders, 54 wanted a 10-minute silent-reading start, 18 preferred talking, and 8 had no preference. During a two-week trial, 15 of 24 students finished an independent book, compared with 9 of 24 before the trial. Should the class begin each day with 10 minutes of silent reading?	Share Table Plan Study the evidence: During five lunches, the cafeteria threw away 150 unopened food items. Of those items, 90 were whole fruits, 40 were milk cartons, and 20 were packaged snacks. Cafeteria staff say a share table for unopened food would need a daily adult check. Should the school try a share table?	Phone-Free Recess Study the evidence: In a poll of 100 sixth graders, 62 said phone-free recess would help them talk or play more, 25 disagreed, and 13 were unsure. During a one-week phone-free trial, playground staff recorded 18 student arguments, compared with 12 the week before. Should sixth grade have phone-free recess?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Evidence Keeper Keep the Topic card visible and ask the group to point to a detail before making a claim.	Question Scout Listen for ideas that need a question about evidence, then use a probe Move card when it fits.	Idea Builder Listen for ideas that connect and use a build or compare Move card when it fits.	Thought Tracker Notice when an idea changes and invite the group to reflect using Topic-card details.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
NAME EVIDENCE “The Topic card says ____, so I think ____.”	CITE DETAIL “One detail I noticed is ____, which makes me think ____.”	PROBE EVIDENCE “What detail from the Topic card supports your idea that ____?”	TEST CLAIM “Which detail on the Topic card might challenge the idea that ____?”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
BUILD IDEA “I want to build on ____'s idea because the evidence shows ____.”	EXTEND IDEA “Adding to ____'s point, the Topic card also shows ____.”	REFLECT THINKING “After hearing ____, I now think ____ because ____.”	COMPARE DETAILS “The details ____ and ____ together suggest ____.”

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

RUNNING THE ROUNDS

Require a silent evidence-study minute before each round, then listen for students to refer specifically to the assigned Topic card rather than only sharing opinions. Rotate Topic cards and roles for additional rounds. If participation is uneven, use a no-second-turn rule until every player has spoken and played at least one card.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	One detail I noticed is that 15 of 24 students finished a book during the trial, which makes me think silent reading could help more students finish books.
Diego	What detail from the Topic card supports your idea that many students would benefit?
Maya	The Topic card says 54 of 80 sixth graders wanted a silent-reading start, so I think many students might benefit.
Alia	I want to build on Maya's idea because the evidence shows 18 students preferred talking and 8 had no preference, so the class should also consider those students.
Noah	After hearing Alia, I now think the class should examine the trial carefully before deciding because the Topic card shows different student views.

LISTEN FOR

- "The Topic card says..." followed by a specific number or detail
- "What detail supports that idea?"
- A response that adds evidence to another student's idea
- A student revising or clarifying a claim after hearing evidence

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