

Evidence Talk Quest

Use prepared examples to build a better group idea.

GRADE 6 • 6LS1.a

6LS1.a "Come to discussions prepared, having read or studied required material; 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 you begin.

2 Prepare two observations or examples.

3 Play a card only when its starter truly fits.

4 Respond to ideas with respect.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and prepare two observations or examples.
2. Each player takes one Role card.
3. Deal four Move cards to each player, repeating card designs if needed.
4. Discuss the question. When you genuinely use a starter, play that card in the middle.
5. End the round when every card is played, then complete the reflection.

AFTER THE ROUND Check what you did

☐ I prepared examples before I spoke.

☐ I used a specific observation or experience as evidence.

☐ I asked about another person's evidence or idea.

☐ I connected to, questioned, or revised an idea after listening.

TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
Lunch Line Flow What one change would make the lunch line work better, based on what you have observed or experienced?	Focused Work Time What would help students stay focused during independent work time, based on your experience?	Shared Supply Rules Which rule would help keep shared classroom supplies usable for everyone, based on what you have noticed?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Evidence Detective Listen for specific observations or examples, and ask the group to add one when an idea is too general.	Link Builder Notice connections between ideas, and name one connection during the round.	Question Scout Listen for claims that need more explanation, and ask a question about one of them.	Voice Keeper Watch who has spoken, and invite a quieter player to share after your turn.

MOVE CARDS · deal 4 to each player

MOVE CARD POINT TO EVIDENCE “I noticed ____, which makes me think ____.”	MOVE CARD POINT TO EVIDENCE “One example from my experience is ____.”	MOVE CARD BUILD AN IDEA “I want to add to ____'s idea because ____.”	MOVE CARD BUILD AN IDEA “I agree with ____, and my evidence is ____.”
MOVE CARD ASK FOR EVIDENCE “What example makes you think ____?”	MOVE CARD PROBE AN IDEA “How would ____ affect ____?”	MOVE CARD REFLECT BACK “I heard ____ say ____, and that connects to ____.”	MOVE CARD REVISE THINKING “After hearing ____, I now think ____.”

Cards last longer on thick paper.

RUNNING THE ROUNDS

Print enough copies of the eight-card deck so each participant receives four cards, then collect and reshuffle between rounds. Require students to jot two observations before dealing cards, and listen for evidence that fits the selected topic. If participation is uneven, use turn order until each student has played one card, then return to open discussion.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	I noticed several students waiting while others search for forks, which makes me think supplies should be placed before the line.
Mateo	I want to add to Ava's idea because I have waited behind someone looking for a napkin.
Lena	How would putting supplies before the line affect students who only need a spoon?
Ava	I heard Lena say some students only need one item, and that connects to making separate bins.
Mateo	After hearing Lena, I now think separate bins near the end of the line might work better.

LISTEN FOR

- Specific observations or experiences used as evidence
- Questions that ask for examples or effects
- Connections to a classmate's stated idea
- Changed or refined thinking after listening

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