

Evidence Talk Deck

Prepare details, then use them to move a discussion forward.

GRADE 7 • 7SL1.a

7SL1.a "Come to discussions prepared, having read or researched material under study; 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 Write two evidence notes before anyone speaks.

2 Use a card only after you say its starter naturally.

3 Listen for the details behind each claim.

4 Let each person finish before you respond.

HOW TO PLAY Teams of 3 or 4

1. Choose a Topic card. Silently write two specific observations or examples from your experience with the issue.
2. Each player takes one Role card. Use two copies of the Move cards, shuffle them, and deal four cards to each player.
3. Read your role job and your four Move cards before the discussion begins.
4. Discuss the topic. When you genuinely use a card's sentence starter, place that card in the middle.
5. End the round when every dealt card is in the middle. Check the reflection statements.

AFTER THE ROUND Check what you did

☐ I prepared two specific details before the discussion.

☐ I referred to a note, example, or observation when I spoke.

☐ I asked someone to explain or support an idea with evidence.

☐ I built on or changed my thinking after hearing another person's evidence.

✂

TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
Phone Rules What school-day phone rule would help students learn while still allowing reasonable contact with family?	Fair Group Grades What would make a group-project grade fair to every group member?	Reading Time How should a class use 20 minutes of independent reading time?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Detail Detective Listen for specific examples or observations, and ask for one when an idea sounds too broad.	Question Scout Notice ideas that need more explanation, and use a question card to probe for evidence.	Link Builder Listen for connected ideas, and point out how one person's detail relates to another person's detail.	Turn Tracker Make sure each player gets a chance to share evidence before anyone takes a second turn.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
USE EVIDENCE “One detail from my notes is ____, and it matters because ____.”	USE EVIDENCE “In my notes, I wrote ____.”	PROBE EVIDENCE “What example makes you think ____?”	PROBE EVIDENCE “Can you point to a detail that supports ____?”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
BUILD IDEA “I want to build on ____'s idea because ____.”	BUILD IDEA “____'s example connects to my note about ____.”	REFLECT IDEAS “After hearing that, I am thinking ____.”	REFLECT IDEAS “At first I thought ____, but the examples make me think ____.”

Cards last longer on thick paper.

RUNNING THE ROUNDS

Give each group two identical sets of Move cards so three or four players can receive four cards each. Run a new round with a different topic after groups complete the reflection. If participation is uneven, have the Turn Tracker pause the discussion until a quieter player shares one prepared detail or asks one evidence question.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	One detail from my notes is that several students spent about five minutes looking for chargers, and it matters because we started class late.
Jordan	What example makes you think phones should stay away during every part of class?
Maya	In my notes, I wrote that during science lab, phones stayed in backpacks and we began the experiment quickly.
Liam	Maya's example connects to my note about math, when a phone ringing stopped us during directions.
Jordan	After hearing that, I am thinking any rule should protect class time but allow students to contact family after class.

LISTEN FOR

- specific details from notes, observations, or experiences
- questions that ask a speaker to explain evidence
- clear connections between one student's evidence and another student's idea
- thinking that changes or becomes more precise after evidence is shared

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