

Talk Track Challenge

Use smart questions, connected ideas, and topic checks.

GRADE 7 • 7SL1.c

7SL1.c "Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Take turns and listen fully.

2 Use a card only when it fits.

3 Ask about ideas, not people.

4 Bring the talk back to the question.

HOW TO PLAY Teams of 3 or 4

1. Choose a Topic card and read its question aloud.
2. Each player takes one Role card. In a group of three, set one role aside.
3. Copy and shuffle enough Move cards so each player gets four.
4. Discuss the topic. When you genuinely use a card's starter, play it in the middle.
5. End when every player has played all four cards, then complete the reflection.

AFTER THE ROUND Check what you did

☐ I asked a question that helped someone explain an idea.

☐ I responded with a connected idea or observation.

☐ I used the topic question to help my group refocus.

☐ I responded to what someone actually said.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
School Lunch Choices What one change would make school lunch better for students, and why?	Fair Group Work What two rules would make group projects fairer, and why do both rules matter?	Screen Time Balance What is one fair screen-time rule for students your age, and why?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Question Catcher Watch for ideas that need more detail, and point to a speaker who could explain further.	Topic Keeper Notice when the group drifts away from the question, and guide the talk back.	Idea Linker Listen for connected ideas, and name connections you hear between speakers.	Balance Builder Notice who has not spoken much, and invite that person to share an idea or question.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
ASK FOR DETAILS “Can you explain more about ____?”	ASK FOR REASONS “What makes you think ____?”	BUILD ON IDEA “I want to add to ____ because ____.”	MAKE CONNECTION “That connects to ____ because ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
RELEVANT NOTICE “I have noticed ____, and it matters because ____.”	RELEVANT EXAMPLE “For example, ____ shows that ____.”	RETURN TO TOPIC “How does ____ help us answer the question?”	REFOCUS GROUP “Our question is ____, so let's talk about ____.”

Cards last longer on thick paper.

RUNNING THE ROUNDS

Before each round, make enough copies of the Move cards so every player receives four cards. In a group of three, set aside one Role card. If participation is uneven, have the Balance Builder invite a quieter student with a question, and remind students to play a card only after its starter fits the discussion.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I have noticed that lunch gets very loud, and it matters because some students cannot relax.
Eli	Can you explain more about how a quiet table would help?
Maya	For example, students who need a break could sit there without leaving the cafeteria.
Noah	I want to add to Maya's idea because a quiet table would not force everyone to be quiet.
Ava	Our question is what one change would help, so let's talk about whether a quiet table is the best choice.

LISTEN FOR

- Questions that ask for reasons, details, or examples
- Responses that name and build on a peer's idea
- Relevant observations linked to a claim
- Refocusing language that returns to the task question

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