

Evidence Talk Quest

Prepare from evidence, then use it to probe and reflect.

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 _____

1 READ AND MARK _____ Read it twice

YOUR JOB Before anyone discusses, read all three numbered sources twice. Mark two useful details and a limitation. Answer Questions 1-2 and complete Stage 1 independently. Keep your preparation visible during the discussion; answer Question 3 afterward.

Should a class start with ten minutes of silent reading?

- ① Source 1 - student preference survey, fictional: Eighty sixth graders were asked which start they preferred. Fifty-four chose ten minutes of silent reading, eighteen chose talking, and eight had no preference. This describes the respondents' preferences. It does not measure how much they learn, whether they finish books, or what every student in the school wants.
- ② Source 2 - one class's trial log, fictional: In one two-week period without the new routine, nine of twenty-four students finished an independent book. During the next two-week period with the silent-reading start, fifteen of the same twenty-four students finished one. Book length and difficulty were not controlled, and other classroom conditions could have changed. The log shows a difference in recorded completions, not proof that the routine caused it.
- ③ Source 3 - planning note, fictional: The class already has a ten-minute opening period used for announcements and informal conversation. A silent-reading routine would use that time, so the class must decide how to handle necessary announcements and social connection. The teacher proposes a further trial with records of participation, book difficulty, and student feedback before making a lasting decision. No final plan has been adopted.

2 ANSWER WITH EVIDENCE Use the passage

1 What different questions do the survey and trial log answer? Give one exact detail from each.

2 Name a limitation that should shape a proposal, and explain why it matters.

3 After discussion, which evidence helped you refine or keep your position? Refer to a classmate's idea.

3 YOUR TURN Your own words

Work in a group of three or four. Each person needs a worksheet and pencil. This is an observed evidence discussion: prepare first, then use your notes to support, question, and reconsider ideas. Do not invent extra survey results or trial findings.

1. Prepare an evidence note

Independently record a provisional proposal, two details with their source numbers, and a question that probes an uncertainty. Explain briefly how the details support or limit your proposal. Finish this before joining the discussion.

2. Discuss from the preparation

Each person presents the proposal and points to a prepared detail. Then everyone poses an evidence-based question, responds to another question using a source, and builds on or challenges a claim with a reason. Refer to exact details, not just "the passage." Record one exchange in which evidence changed or clarified the discussion.

3. Reflect with evidence

Each learner explains aloud whether to revise, qualify, or keep the original proposal, citing a specific source and something heard. Agreement is not required. Write the reasoning here, then answer Question 3.

PART 1 • READ AND MARK

Before anyone discusses, read all three numbered sources twice. Mark two useful details and a limitation. Answer Questions 1-2 and complete Stage 1 independently. Keep your preparation visible during the discussion; answer Question 3 afterward. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What different questions do the survey and trial log answer? Give one exact detail from each.	The survey concerns preference: 54 of 80 preferred reading. The log concerns book completion: 9 of 24 then 15 of the same 24 across two two-week periods. Preference is not evidence that the routine benefits learning.
2	Name a limitation that should shape a proposal, and explain why it matters.	Example: Book length/difficulty were not controlled, so the six additional completions cannot by themselves establish a causal effect. Source 3 also requires a plan for announcements and social connection.
3	After discussion, which evidence helped you refine or keep your position? Refer to a classmate's idea.	Accept an actual response that names a peer's idea and a specific prepared source detail. An unchanged view is acceptable if the learner explains how the discussion and evidence support it.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative preparation: I favor a further trial, not a permanent decision yet. Source 1 reports 54 of 80 preferring reading, which suggests interest among respondents. Source 2 records 15 completions after 9, but unequal book difficulty may explain part of the difference. I will ask how a new trial could keep useful records without assuming causation.

Illustrative exchange: A peer says the survey proves reading helps students learn. I point to Source 1 and ask whether a preference question measures learning. The peer qualifies the claim. Another learner cites Source 3's need for announcements; we discuss leaving a separate way to share them.

Illustrative reflection: I still favor a limited trial, now with a plan for announcements and records of books and participation. The six additional completions justify investigation, while the limits prevent a confident causal conclusion.

Observe preparation completed before discussion and explicit references to it during probing and reflection. Every learner must demonstrate these, regardless of any informal group role. All numbers and notes are simulations. The difference is six students (15 minus 9); the data do not establish an intervention effect. Judge accurate evidence use and reasoning rather than requiring agreement with the illustrative proposal.