

Talk Moves Round

Connect ideas, involve others, and test conclusions.

HIGH SCHOOL • SL.9-10.1c

CCSS.ELA-Literacy.SL.9-10.1c "Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Respond to an actual idea before changing the topic.

2 Invite classmates into the exchange; allow time to answer.

3 Question claims respectfully and ask for reasons.

4 Roles are reminders; everyone practices every move category.

HOW TO PLAY Teams of 3 or 4

1. Make a group of three or four. Print two card sheets. Choose a topic; assign all four roles. In a group of three, one person takes two roles.
2. Deal each person four Move Cards: one from each category. Set extra cards aside. Roles remind everyone of skills; they do not limit anyone's moves.
3. Begin with a proposed response to the topic. Use a card when it fits what someone just said. Put it down, but reuse it whenever helpful.
4. Each person must ask and answer a question connecting the discussion to a broader idea, invite someone in, and clarify, verify, or challenge an idea.
5. Finish when everyone has shown these skills, not when hands are empty. Discuss the reflection prompts with specific examples.

AFTER THE ROUND Check what you did

☐ Share a broader-idea question you asked and how someone answered.

☐ Share a broader-idea question you answered and your response.

☐ Whom did you invite, and how did you respond to their contribution?

☐ How did you clarify, verify, or challenge an idea? What changed or remained uncertain?

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Phones in Class What classroom phone policy would you recommend? How does it connect to responsibility, access, or shared learning?	AI Homework Policy How should a school guide AI use in homework? Connect a proposal to authorship, fairness, or the purpose of practice.	School Start Times What should a school consider when setting its start time? Connect the discussion to family responsibilities or community priorities.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Theme Tracker Notice links to broader themes; help the group ask and answer questions about them.	Voice Scout Notice whose ideas have not been heard; invite and respond to those classmates.	Meaning Monitor Ask for clarification or verification when an idea is vague or unsupported.	Conclusion Tester Respectfully test conclusions, assumptions, and alternative explanations.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
CONNECT BIGGER “How does your point about ____ connect to the broader idea of ____?”	CONNECT BIGGER “That question connects to ____ because _____. How does this affect our proposal?”	INVITE OTHERS “____, we have not heard your view yet. What would you add or question?”	INVITE OTHERS “I want to build on ____'s point. _____, how do you see it?”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
CLARIFY / VERIFY “When you say ____, do you mean ____? What would be an example?”	CLARIFY / VERIFY “What reason or evidence supports ____? What would we need to check?”	CHALLENGE CONCLUSION “Could ____ lead to a different conclusion? My reason is _____.”	CHALLENGE CONCLUSION “Would your conclusion still hold if ____? Why or why not?”

Print 2 copies of this card sheet per team of 3 or 4. Use one set of topic and role cards; combine the move cards, deal 4 per player, and set extras aside. Cards last longer on thick paper.

RUNNING THE ROUNDS

Print two card sheets: sixteen Move Cards, four per category. Deal one per category to each learner. In a group of three, one learner takes two roles and four Move Cards stay as spares. The sample demonstrates a partial exchange, not completion for every speaker. Continue until each learner meets the stated criteria. Permit changed positions and unresolved questions supported by reasons. Topic prompts invite policy reasoning; they do not supply research evidence. No one should invent studies or treat an unsupported factual assertion as verified.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I propose no phones during instruction. How does limiting phone use connect to fairness?
Eli	Fairness may mean considering different needs, not identical rules. When you say no phones, would an approved learning support be an exception?
Maya	Yes. My proposal needs that exception. Ava, we have not heard your view. What would you add?
Ava	I agree about learning supports. I question whether one rule fits every activity. How does our proposal connect to student responsibility?
Noah	Responsibility could include explaining when a tool helps the task. Ava's point suggests a rule based on the activity. We would need to check how teachers could apply it consistently.

LISTEN FOR

- Each learner poses AND answers a question linking the discussion to a broader idea.
- Each learner actively incorporates another person through an invitation and a response.
- Each learner clarifies, verifies, or respectfully challenges an idea or conclusion.
- Contributions build on the actual conversation; a used card alone is not evidence of a skill.

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