LESSON MAKER PRO

# 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. Study the selected card's practice notes before discussing.
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. Its practice notes are a fictional class record to study, not claims about your school.
2. Read the notes before talking. On paper, record two text details and one relevant experience; label each. Take different Role cards.
3. Use two copies of the Move cards; deal four to each player. Keep your preparation notes beside you.
4. Discuss the question. Each refer to a detail from the card by title and explain its relevance, even without an evidence card. Play cards after genuinely using their starters.
5. Use all dealt cards, asking and responding to questions about evidence. State a group answer, then reflect on how the text and others' ideas shaped it.

## AFTER THE ROUND Check what you did

- [ ] I studied the practice notes and recorded text details before talking.
- [ ] I named the card and used its evidence, alongside relevant experience.
- [ ] I asked someone to explain or support an idea with evidence.
- [ ] I built on or changed my thinking after hearing another person's evidence.

Cut along the dashed lines

**TOPIC CARDS** · pick one per round

TOPIC

## Phone Rules

Practice notes: Several students spent five minutes finding chargers before class. A lab started promptly with phones in backpacks. The office can relay urgent family messages.
Discuss: What school-day phone rule would help students learn while still allowing reasonable contact with family?

TOPIC

## Fair Group Grades

Practice notes: One project received a single group grade. Two students reported unequal workloads; a shared progress log recorded tasks but not the quality of each contribution.
Discuss: What would make a group-project grade fair to every group member?

TOPIC

## Reading Time

Practice notes: Four of twenty reading minutes were spent choosing books. Some readers requested uninterrupted time, while others asked for help selecting a suitable book.
Discuss: How should a class use 20 minutes of independent reading time?

**ROLE CARDS** · one per player

ROLE

### Detail Detective

Listen for a detail from the studied card and ask how it supports an idea.

ROLE

### Question Scout

Notice ideas that need more explanation, and use a question card to probe for evidence.

ROLE

### Link Builder

Listen for connected ideas, and point out how one person's detail relates to another person's detail.

ROLE

### 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

**USE EVIDENCE**

"The ____ card says ____, which matters because ____."

MOVE CARD

**USE EVIDENCE**

"In my notes, I wrote ____."

MOVE CARD

**PROBE EVIDENCE**

"What example makes you think ____?"

MOVE CARD

**PROBE EVIDENCE**

"Can you point to a detail that supports ____?"

MOVE CARD

**BUILD IDEA**

"I want to build on ____'s idea because ____."

MOVE CARD

**BUILD IDEA**

"____'s example connects to my note about ____."

MOVE CARD

**REFLECT IDEAS**

"After hearing that, I am thinking ____."

MOVE CARD

**REFLECT IDEAS**

"At first I thought ____, but the examples make me think ____."

Cards last longer on thick paper.

**ANSWER KEY**

# Evidence Talk Deck

**GRADE 7 · 7SL1.a**

## RUNNING THE ROUNDS

Provide paper for individual preparation and two copies of the Move cards per group of three or four. Before the round, each learner reads the selected card's substantive practice notes, records two accurate details and a relevant experience, and labels their different sources. The notes are fictional classroom records for this exercise. Allow enough study time and reading support; check the notes before starting. During the real discussion, verify that every learner names the card, uses an accurate text detail, explains its relevance, and responds to others. Personal experience supplements rather than replaces the studied material. Do not judge which opinion students choose. Use the role cards to include every player; review the reflection and group answer. The sample models one possible exchange using the supplied card.

## WHAT A STRONG ROUND SOUNDS LIKE

| | |
|---|---|
| **Maya** | The Phone Rules card says students spent five minutes finding chargers, which matters because class time was lost. |
| **Jordan** | What example makes you think phones should stay away during every part of class? |
| **Maya** | In my notes from Phone Rules, I wrote that the lab started promptly with phones in backpacks. |
| **Liam** | Maya's example connects to my note about math, when a phone ringing stopped us during directions. |
| **Jordan** | After hearing that, I think a rule should protect class time and use the office's urgent-message option from the card. |

## LISTEN FOR

- Each student studies the selected text first, then cites a specific card detail and explains its relevance.
- 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.