

Draft Deck Challenge

Build a writing plan, one move at a time.

GRADE 6 • TEKS 6.10

6.10 "Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Use a complete thought when you play a card.

2 Finish the starter exactly as it is written.

3 Connect your idea to the group's writing plan.

4 Let each role holder point out one writing need.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read the task aloud.
2. Each player takes one Role card.
3. Shuffle two copies of the Move cards and deal four cards to each player.
4. Take turns using a card's starter in a real idea about the topic, then play that card in the middle.
5. Keep talking until every dealt card is in the middle, then complete the reflection.

AFTER THE ROUND Check what you did

☐ I chose a genre that fit my audience and purpose.

☐ I helped plan an introduction, connected ideas, and a conclusion.

☐ I added or asked for specific details.

☐ I revised for clarity or checked a writing convention.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Quiet Lunch Space What genre will best help you ask your principal to create a quiet lunch space, and how will you plan, draft, revise, and edit it?	Club Invitation What genre will best help you invite new sixth graders to a club you design, and how will you plan, draft, revise, and edit it?	Trail Cleanup What genre will best persuade families to join a neighborhood cleanup, and how will you plan, draft, revise, and edit it?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Genre Guide Watch for a genre that fits the topic, purpose, and audience.	Map Maker Watch for an introduction, logical order, transitions, and a conclusion.	Detail Diver Ask for facts, examples, or experiences that make the idea more specific.	Convention Scout Listen for one place the group can revise or edit for clear, correct writing.

MOVE CARDS · deal 4 to each player

MOVE CARD GENRE CHOICE “For ____, I would choose a ____, because ____.”	MOVE CARD GENRE CHOICE “For ____, I would choose a ____, because ____.”	MOVE CARD READER PURPOSE “My purpose is to ____, and my reader needs ____.”	MOVE CARD DRAFT PATH “My introduction will ____, then I will ____, and my conclusion will ____.”
MOVE CARD DRAFT PATH “My introduction will ____, then I will ____, and my conclusion will ____.”	MOVE CARD ADD DETAIL “A specific detail that supports our main idea is ____.”	MOVE CARD REVISE WORDS “To make ____ clearer or stronger, I would change it to ____.”	MOVE CARD EDIT CONVENTION “I would check ____ for correct ____.”

Print one card sheet per team. Cards last longer on thick paper.

RUNNING THE ROUNDS

Print two copies of the eight Move cards so groups of four can each receive four cards. In groups of three, remove four cards after dealing, and require each player to play all four. If one student dominates, pause the round and have that student ask a role-based question before speaking again.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	For our principal, I would choose a formal letter because it can clearly ask for a quiet lunch space.
Mateo	My purpose is to persuade the principal, and my reader needs a respectful reason and a clear request.
Zoe	My introduction will explain why some students need a quieter place, then I will give examples, and my conclusion will ask the principal to try the space for one month.
Eli	A specific detail that supports our main idea is that students could use the space to read or finish work during lunch.
Ava	To make “it would be nice” clearer or stronger, I would change it to “a quiet space would help students focus during lunch.”

LISTEN FOR

- A genre choice explained by purpose and audience
- A clear beginning, logical sequence, and ending
- Specific facts, examples, or relevant experiences
- Exact revision or editing talk about word choice, sentence structure, or conventions

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