

Talk Track Challenge

Find shared ground, name real differences.

GRADE 10 • 10.C.1.A.vi

10.C.1.A.vi "Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes: Summarizing points of agreement and disagreement."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Listen fully before you respond.

2 Use a Move card only when its starter fits your real idea.

3 Disagree with ideas, not people.

4 Let each person finish before another person speaks.

HOW TO PLAY Teams of 3 or 4

1. Form a group of 3 or 4. Choose one Topic card and give each player one Role card.
2. Print two sets of Move cards. Shuffle them and deal 4 cards to each player. In a group of 3, place the 4 extra cards faceup in the middle as shared cards.
3. Read the topic question. Take a moment to decide what you think and what reasons support your view.
4. Discuss the topic. When you genuinely use a card's sentence starter, place that card in the middle. Any player may use a shared card.
5. When every Move card is in the middle, the Summary Captain states one agreement and one disagreement. Then complete the reflection.

AFTER THE ROUND Check what you did

☐ I named at least one point of agreement.

☐ I named at least one point of disagreement fairly.

☐ I checked that I understood another person's idea.

☐ I helped summarize the group's discussion.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Lunch Phone Zones Should your school create a phone-free area during lunch? Why or why not?	Later Start Time Should high schools begin classes later in the morning? Why or why not?	AI Brainstorming Rules Should students be allowed to use AI tools to brainstorm ideas for class assignments? What rules, if any, should apply?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Common Ground Scout Listen for shared ideas and point out agreements the group has not named yet.	Difference Detective Listen for different views and make sure each view is described fairly.	Meaning Checker Ask the group to clarify or paraphrase ideas before they are summarized.	Summary Captain Keep track of one agreement and one disagreement to state when the round ends.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
FIND AGREEMENT “One point I agree with is ____ because ____.”	FIND AGREEMENT “I hear us agreeing that ____.”	NAME DIFFERENCE “I see this differently because ____.”	NAME DIFFERENCE “We disagree about ____, since ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
CHECK MEANING “So, you are saying that ____, right?”	COMPARE REASONS “Both ideas value ____, but they differ on ____.”	SUM IT UP “So far, we agree that ____, but we disagree about ____.”	CLOSE SUMMARY “Our shared point is ____, and our remaining difference is ____.”

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

RUNNING THE ROUNDS

Use the sample exchange as a model for the Lunch Phone Zones topic, but accept any reasonable, supported position on each topic. For uneven participation, have the Meaning Checker invite a quieter member to paraphrase an idea, and require students who speak often to wait until another member has played a card.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I see this differently because students should be able to choose how they spend lunch.
Jordan	So, you are saying that students should be able to choose whether to use phones at lunch, right?
Ava	One point I agree with is giving students choices because lunch should feel comfortable.
Theo	Both ideas value students feeling comfortable, but they differ on whether a phone-free area helps.
Maya	So far, we agree that lunch should feel comfortable, but we disagree about creating a phone-free area.

LISTEN FOR

- Accurate paraphrases before a student responds
- Clear statements of what the group agrees on
- Fair descriptions of opposing views
- Summaries that name both agreement and disagreement

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