

Talk, Think, Write

Use listening moves to build ideas and reflect in writing.

GRADE 7 • 7.C.1.A.v

7.C.1.A.v "Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes: Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Let the speaker finish.

2 Use a move card only after you listen.

3 Paraphrase fairly, even when you disagree.

4 Write your own reflection after the talk.

HOW TO PLAY Teams of 3 or 4

1. Choose one topic card. Each player takes a different role card. Use two copies of the move-card set, then deal four move cards to each player.
2. Read the question. Take turns sharing a first idea.
3. Listen, then say a starter that fits what was said. Play that card in the middle only after you use it.
4. Keep talking until every dealt card is in the middle. Use your role job throughout.
5. After the round, each player writes exactly three sentences: name an idea, explain how it affected your thinking, and state your current view.

AFTER THE ROUND Check what you did

☐ I paraphrased an idea accurately.

☐ I helped summarize our discussion.

☐ I responded thoughtfully to another person's idea.

☐ I wrote three sentences about how an idea affected my thinking.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Phone-Free Lunch What phone rules, if any, should students have during lunch?	Later Start Time Should school start 30 minutes later? Explain what would be fair for students and families.	Project Grades How should a teacher grade a group project fairly when group members do different amounts of work?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Echo Scout Listen for paraphrases and ask the speaker whether the restatement is accurate.	Summary Spotter Notice agreements and disagreements, then invite the group to summarize them.	Thought Linker Watch for ideas that change or deepen someone's thinking and invite a response.	Writing Coach Make sure each player writes three sentences that respond to ideas from the discussion.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
SAY IT BACK “So, you mean that ____.”	CHECK MEANING “I think I heard you say ____.”	NAME AGREEMENT “We seem to agree that ____.”	SUM IT UP “So far, our group has said ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
REFLECT ON IT “Hearing that idea makes me think ____.”	CHANGE MY VIEW “After hearing ____, I now think ____.”	LINK IDEAS “Your idea connects to ____ because ____.”	ASK WHY “Can you say more about why ____?”

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

RUNNING THE ROUNDS

Print two copies of the move-card set for each group, and deal four cards to each player. Collect the three-sentence reflections after each round, then rotate topic and role cards for a new round. If one student dominates, require that student to wait until two partners speak before using another card; if a student is quiet, let the Thought Linker invite that student to respond.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I think students should have a phone-free lunch period because more people might talk face to face.
Luis	So, you mean that a phone-free lunch could help students talk face to face.
Nia	Hearing that idea makes me think some students use phones to relax, so a total ban may not work.
Owen	So far, our group has said lunch should help students connect, but a total ban might not be fair.
Maya	Luis helped me see that face-to-face talk can make lunch more social. Nia's point affected my thinking because some students may need quiet time. I now think students could choose a phone-free table instead of following a total ban.

LISTEN FOR

- Accurate restatements that preserve the original idea
- Brief summaries naming agreement and disagreement
- Reflective comments that explain changed or strengthened thinking
- Written reflections that name a peer's idea and its effect

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