

Text Trail Talk

Use evidence and strategies to make meaning together.

GRADE 7 • 7.DSR

7.DSR "The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Use a class text your group has already read.

2 Use exact words only when you can quote them accurately.

3 Play a card only when your words fit its starter.

4 Share talk time so every player can finish.

HOW TO PLAY Teams of 3 or 4

1. Form a group of 3 or 4 players.
2. Choose one Topic card and name the class text you will discuss.
3. Each player takes a different Role card and gets 4 shuffled Move cards.
4. Take turns speaking and place a Move card in the middle after you use its starter.
5. End the round when every player has played all 4 cards, then complete the reflection.

AFTER THE ROUND Check what you did

☐ I used or asked for details from a text we had read.

☐ I named where evidence could be found.

☐ I used a rereading or text-structure strategy.

☐ I changed or sharpened my thinking after discussion.


TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
Hard Paragraph Use a class text your group has already read. Choose a difficult paragraph. What does it mean, and how could you check your understanding?	Evidence Trail Use a class text your group has already read. Make one conclusion, support it with at least two details, and name where you would check each detail.	Reread Plan Use a class text your group has already read. Choose a confusing part. Which rereading and text-structure clues could help your group understand it?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Evidence Scout Listen for details and ask where each detail appears in the text.	Meaning Maker Notice unclear ideas and ask the group to explain how they would check the meaning.	Structure Sleuth Watch for headings, signal words, sequence, cause and effect, or comparison clues.	Turn Keeper Make sure each player speaks and plays only a card that matches what they say.

MOVE CARDS · deal 4 to each player

MOVE CARD MAKE CLAIM “I think the main idea or conclusion is ____ because ____.”	MOVE CARD ADD DETAIL “One detail from the text is ____.”	MOVE CARD TRACE EVIDENCE “I would look back in the ____ to check ____.”	MOVE CARD TRY STRATEGY “When this part gets confusing, I can reread ____ and then ____.”
MOVE CARD SPOT STRUCTURE “This section seems organized by ____, so I expect ____.”	MOVE CARD CHECK THINKING “After hearing that, I would revise my idea to ____.”	MOVE CARD ADD DETAIL “Another detail that supports that is ____.”	MOVE CARD TRY STRATEGY “When this part gets confusing, I can use the heading, title, or signal word ____ to ____.”

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

RUNNING THE ROUNDS

For each round, have groups select a topic tied to a class text they have already read, then assign roles and deal four Move cards to each student from copied sets. Require each played card to match the speaker's actual words; if participation is uneven, have the Turn Keeper pause frequent speakers until each player has used a card.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I think the main idea or conclusion is that erosion changes land because moving water carries soil away.
Eli	One detail from the text is that rain washed soil into a stream.
Noah	I would look back in the paragraph about running water to check how the detail supports erosion.
Zoe	When this part gets confusing, I can reread the sentence before the example and then connect it to the next sentence.
Maya	After hearing that, I would revise my idea to say that the paragraph explains how water can cause erosion.

LISTEN FOR

- a claim followed by two accurate supporting details
- location language such as paragraph, heading, or section
- self-correction through rereading or a revised claim
- use of text-structure clues to predict or clarify meaning

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