

Evidence Exchange

Use prepared evidence to build a stronger group claim.

HIGH SCHOOL • SL.11-12.1a

CCSS.ELA-Literacy.SL.11-12.1a "Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Name a source or research note, not just an opinion.

2 Listen for the idea before you respond.

3 Play a card only when its starter fits your point.

4 Challenge ideas with respect.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and take two minutes to list sources or research notes your group can name from memory or class notes.
2. Each player takes one Role card.
3. Use enough Move card sets so each player receives four Move cards.
4. Discuss the topic, and place a Move card in the middle only after you genuinely use its starter.
5. End the round when every dealt Move card is played, then complete the reflection.

AFTER THE ROUND Check what you did

☐ I named a text, source, data set, or research finding.

☐ I explained how evidence supported a claim.

☐ I responded to another person's evidence or reasoning.

☐ I questioned or qualified evidence before reaching a conclusion.


TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
Phone Boundaries Which classroom phone policy best supports learning and fairness? Reach one recommendation using at least two named sources or research notes.	AI Writing Rules What rule should guide student use of AI tools in writing classes? Reach one recommendation using at least two named sources or research notes.	Later Start Times What change, if any, should be made to school start times? Reach one recommendation using at least two named sources or research notes.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Source Scout Listen for named sources and ask the group to clarify where evidence came from when needed.	Link Builder Listen for evidence and ask how it connects to the group's question or recommendation.	Fair Tester Listen for limits, missing perspectives, and evidence that could challenge a claim.	Voice Keeper Track whose ideas have entered the discussion and invite quieter group members to speak.

MOVE CARDS · deal 4 to each player

MOVE CARD CITE A SOURCE “In ____, the evidence shows that ____.”	MOVE CARD CITE A SOURCE “The findings from ____ matter because ____.”	MOVE CARD LINK EVIDENCE “This evidence supports ____ because ____.”	MOVE CARD LINK EVIDENCE “That detail connects to our question because ____.”
MOVE CARD BUILD ON “Building on ____'s evidence, ____.”	MOVE CARD BUILD ON “____'s point makes me think of evidence from ____.”	MOVE CARD TEST EVIDENCE “Which source or finding could test whether ____?”	MOVE CARD NAME A LIMIT “A limit of ____ is ____, so ____.”

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

RUNNING THE ROUNDS

Before each round, allow two minutes for groups to identify sources or research notes they can use without opening new reading. Print enough Move card sets for every player to receive four cards, and require students to speak before playing each card. If participation is uneven, the Voice Keeper pauses the discussion and invites an unrepresented player to use a card before frequent speakers continue.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	In a sample class survey of 20 students, the evidence shows that 14 reported checking phones during independent work.
Eli	That detail connects to our question because a phone policy should protect focus during independent work.
Noah	Building on Eli's evidence, our school handbook allows teachers to set phone rules for their own classrooms.
Ava	Which source or finding could test whether a phone-free independent-work rule is fair to students who need a device for classwork?
Maya	A limit of the survey is that it reports habits, not grades, so we should recommend phone-free independent work with teacher-approved exceptions.

LISTEN FOR

- Students name a specific text, policy, survey, data set, interview, or research finding.
- Students explain how evidence supports or complicates a recommendation.
- Students build on a peer's evidence instead of restarting with a separate opinion.
- Students ask about limits, missing evidence, or competing interpretations.

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