

Idea Evidence Exchange

Build writing ideas from knowledge, texts, and talk.

GRADE 12 • 12.P.EICC.4.c

12.P.EICC.4.c "Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)"

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Use the exact starter, then finish it with a real idea.

2 Play a card only when it fits the conversation.

3 Name a text's title and author or source when you use text information.

4 Listen closely, then add, build, or question.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read its task aloud.
2. Take different Role cards, shuffle two copies of the Move cards, and deal four cards to each player.
3. Take turns sharing ideas from what you know, texts you remember, and classmates' comments.
4. When you genuinely use a Move card's starter, place that card in the middle.
5. Continue until every dealt card is in the middle, then name two promising content ideas.

AFTER THE ROUND Check what you did

☐ I added an idea from what I already knew or experienced.

☐ I brought in information from a named text or source.

☐ I built on or questioned a classmate's idea.

☐ I helped turn information into possible content for the task.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Phone-Free Classrooms Generate possible claims, reasons, examples, and questions for an editorial on whether schools should require phones to be stored during class.	Money Skills Generate possible claims, reasons, examples, and questions for an editorial on whether high schools should require a personal finance course.	AI Writing Boundaries Generate possible claims, reasons, examples, and questions for a school policy on when students may use AI while writing.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Memory Miner Listen for useful prior knowledge and firsthand examples, and ask the group to separate what it knows from what it needs to check.	Source Scout Listen for text information and ask speakers to name the text's title and author or source.	Bridge Builder Notice connections and unanswered questions, then invite the group to build on or test an idea.	Idea Architect Keep track of possible angles, reasons, and examples that could become content for the group's writing.

MOVE CARDS · deal 4 to each player

MOVE CARD RECALL KNOWLEDGE “From what I already know, ____.”	MOVE CARD SHARE EXPERIENCE “A firsthand example I can bring is ____.”	MOVE CARD NAME A TEXT “In ____ by ____, I learned that ____.”	MOVE CARD RECALL A SOURCE “A source I remember, ____, explains that ____.”
MOVE CARD BUILD A POINT “Building on ____'s point, ____.”	MOVE CARD ASK FOR EVIDENCE “Before we use that idea, what evidence do we have about ____?”	MOVE CARD PROPOSE CONTENT “One content idea we could develop is ____.”	MOVE CARD CHOOSE AN ANGLE “Our strongest angle may be ____ because ____.”

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

RUNNING THE ROUNDS

Run one round per topic, using two copies of the Move cards so each group member receives four cards. Require players to use every dealt card naturally, not merely read a starter. For uneven participation, have the Bridge Builder invite a quieter player to connect or question the most recent idea before the next turn.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	From what I already know, I focus better when my phone is out of reach.
Luis	In "Ill Communication: Technology, Distraction & Student Performance" by Louis-Philippe Beland and Richard Murphy, I learned that schools' phone bans raised test scores, especially for lower-achieving students.
Ava	Building on Luis's point, we could explain how fewer alerts may help students focus.
Noah	Before we use that idea, what evidence do we have about emergencies and family communication?
Maya	One content idea we could develop is a policy that stores phones during class but allows access at lunch and for approved needs.

LISTEN FOR

- Clear separation of prior knowledge, experience, and source-based information
- Accurate naming of a text title and author or source
- Students extending or testing a peer's idea with a relevant question
- Specific claims, reasons, examples, or angles emerging for the writing task

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