

Idea Source Sprint

Build writing ideas from what you know, texts, and talk.

GRADE 5 • 5.P.EICC.4.c

5.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 Choose a class text your group has already read.

2 Say whether an idea comes from you or the text.

3 Play a card only after you use its starter honestly.

4 Let every player speak before the round ends.

HOW TO PLAY Teams of 3 or 4

1. Choose a TOPIC card and put a matching class text beside your group.
2. Each player takes a different ROLE card. Use enough copies of the MOVE cards to deal four cards to each player.
3. Before opening the text, share what you already know about the topic.
4. Open the text, find useful information, and discuss how it could help your writing ideas.
5. When you genuinely use a card's starter, play it in the middle. The round ends when every dealt card is played.

AFTER THE ROUND Check what you did

☐ I shared what I knew before looking in the text.

☐ I gathered a useful detail from a class text.

☐ I asked or answered a question that added an idea.

☐ I connected a group idea to information from the text.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
How-To Ideas Use a class text you have already read to gather ideas for a how-to piece connected to that text. What could you teach?	Fact File Use a class text you have already read to gather ideas for an informational piece. What topic and details could you include?	Story Response Use a story your class has already read to gather ideas for a response about a character's choice. What could you explain?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Memory Mapper Listen for what the group already knows before anyone checks the text.	Text Scout Keep the text ready and point to the part that gives useful information.	Question Catcher Ask the group to explain an idea or tell where it came from.	Idea Builder Listen for ideas that fit together and state one connection.

MOVE CARDS · deal 4 to each player

MOVE CARD PRIOR KNOWLEDGE “I already know that ____.”	MOVE CARD PRIOR KNOWLEDGE “From my experience, I know ____.”	MOVE CARD TEXT EVIDENCE “Our text says that ____.”	MOVE CARD TEXT EVIDENCE “I found ____ in the text.”
MOVE CARD ASK GROUP “What do you think about ____?”	MOVE CARD ASK GROUP “What do you know about ____?”	MOVE CARD LINK IDEAS “That connects to ____ because ____.”	MOVE CARD CHECK SOURCE “Can we find where the text says ____?”

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

RUNNING THE ROUNDS

For each round, provide texts the class has already read that fit the selected topic card, so students can reopen a familiar source and gather details. In groups of three, set aside one role card. If participation is uneven, have the quietest player choose the next move card to use and require the group to respond to that player's idea before continuing.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I already know that a helmet can protect a rider's head.
Luis	What do you think about explaining how a helmet should fit?
Ava	Our text says that a helmet should fit snugly and sit level.
Noah	Can we find where the text says riders should wear helmets?
Maya	That connects to wearing a helmet because both ideas can make our how-to piece safer.

LISTEN FOR

- Students name what they knew before checking the text
- Students locate and share a specific text detail
- Students ask classmates for ideas or clarification
- Students connect prior knowledge, text information, and group ideas

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