LESSON MAKER PRO

Talk That Builds

Use evidence, listen closely, and examine how words shape ideas.

HIGH SCHOOL · 11-12.CC.1

11-12.CC.1 "Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1 Use real experiences or observations as evidence. Do not invent examples.	**2** Let each person finish speaking, and make room for every voice.
3 Explain how a speaker's words affect the point, not just whether you agree.	**4** Agreement is welcome. You do not need to change your mind or use every card.

HOW TO PLAY Teams of 3 or 4

1. Form a group of three or four. Choose one TOPIC card.
2. Each player takes one ROLE card. With three players, share the fourth role among all three players.
3. Use two printed sets of the eight MOVE cards. Shuffle all 16 and deal four to each player. Set any extras aside.
4. Discuss the topic for eight minutes. When you genuinely use a starter, finish it aloud and play that card to the middle.
5. Stop when eight minutes end, even if cards remain. Check the reflection statements.

AFTER THE ROUND Check what you did

- ☐ I connected my idea to someone else's idea.
- ☐ I supported a position with a specific experience or observation and explained why it mattered.
- ☐ I made space for another perspective, whether it agreed with mine or not.
- ☐ I noticed how a speaker's wording or tone affected a point.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Useful Feedback

What makes feedback on a classmate's draft useful, and how do wording and tone affect whether it helps? Use examples you have experienced or observed.

TOPIC

Group Work Choices

How should a group divide work when members have different strengths? Support your view with experiences or observations, and consider how the group discusses the plan.

TOPIC

Class Discussion Norms

Which discussion norm most helps people share their ideas? Use experiences or observations, and consider how a speaker's phrasing can invite or shut down a response.

ROLE CARDS · one per player

ROLE

Link Finder

Listen for ways one person's idea connects to or extends another's.

ROLE

Evidence Scout

Notice when a claim needs a specific experience or observation to support it.

ROLE

Voice Keeper

Make space for each person's view without assuming anyone must disagree.

ROLE

Word Watcher

Notice a speaker's wording or tone and how it affects the point.

MOVE CARDS · deal 4 to each player

MOVE CARD

ADD ON

"I want to add to your point by ____."

MOVE CARD

MAKE CONNECTION

"Your point connects to what I said about ____."

MOVE CARD

SHARE EXAMPLE

"One specific example I have seen or experienced is ____."

MOVE CARD

TEST CLAIM

"An example that supports or challenges that claim is ____."

MOVE CARD

INVITE VIEW

"Could someone else weigh in on ____?"

MOVE CARD

EXAMINE WORDING

"The phrase that shaped how I heard your point was ____ because ____."

MOVE CARD

ASK FOR EVIDENCE

"What experience or observation could help us assess ____?"

MOVE CARD

TRACK POSITIONS

"Our current positions, including any agreement or differences, are ____."

Cards last longer on thick paper.

Talk That Builds

RUNNING THE ROUNDS

Run one eight-minute round per topic, or switch roles and deal again for another round. If participation is uneven, prompt the Voice Keeper to invite a quieter player in, without requiring that player to disagree. Unused cards and unchanged, evidence-supported positions are valid outcomes.

WHAT A STRONG ROUND SOUNDS LIKE

Asha	One specific example I have seen or experienced is when a peer marked the sentence where my claim became unclear. I knew exactly what to revise.
Ben	I want to add to your point by saying that naming a sentence gives the writer a place to start instead of leaving them to guess.
Cora	The phrase that shaped how I heard your point was “a place to start” because it makes feedback sound helpful rather than harsh.
Dax	An example that supports or challenges that claim is a comment I received on an opening paragraph that only said “this is bad.” I could not tell what to revise, so it supports the need for a specific suggestion.
Asha	Our current positions, including any agreement or differences, are that we all favor feedback that names something the writer can revise. We have not raised a different view yet.

LISTEN FOR

- A response that extends a peer’s idea rather than starting a separate point
- A specific experience or observation linked to a claim
- An invitation to speak that does not demand disagreement
- A named wording choice and an explanation of its effect on listeners

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