LESSON MAKER PRO

Draft Talk Deck

Use what you have read and written to build a discussion.

GRADE 12 · 12.1.S.2

12.1.S.2 "Students will follow agreed-upon rules as they engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly, building on the ideas of others..."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Let each person finish before you respond.
2. Support your ideas with details you remember from reading or writing.
3. Challenge ideas respectfully, not people.
4. Use a move card only when its starter fits what you truly mean.

HOW TO PLAY Teams of 3 or 4

1. Form a group of three or four. Choose one TOPIC card and read its question aloud.
2. Take one ROLE card each. With three players, share the fourth role, Closing Lens.
3. Deal each player four MOVE cards from two printed sets of the eight cards.
4. Agree to discuss for eight minutes. When you genuinely use a card's starter, play that card to the middle.
5. Stop at eight minutes, even if cards remain. Check the reflection statements on your own.

AFTER THE ROUND Check what you did

- [ ] I expressed an idea clearly.
- [ ] I connected my response to someone else's idea.
- [ ] I used a detail from reading or writing to support a point.
- [ ] I listened respectfully, whether I agreed or disagreed.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Opening Choices

What makes an opening effective in something you have read or written? Use a specific detail you remember to support your view.

TOPIC

Ending Choices

Think of an ending you have read or written. What made it feel earned or not, and which detail supports your view?

TOPIC

Useful Feedback

What kind of feedback helps a writer revise? Use an example from your reading or writing to explain when it helps.

ROLE CARDS · one per player

ROLE

Thread Tracker

Notice when a new point connects to something a group member said earlier.

ROLE

Detail Finder

Ask group members to support their ideas with details they remember from reading or writing.

ROLE

Voice Guide

Make room for anyone who has not had a chance to speak.

ROLE

Closing Lens

Near the end, help the group name any agreements and any differences that remain.

MOVE CARDS · deal 4 to each player

MOVE CARD

STATE VIEW

"My view is ____."

MOVE CARD

ADD DETAIL

"A detail I remember from something I read is ____."

MOVE CARD

USE DRAFT

"In a draft I wrote, I tried ____."

MOVE CARD

BUILD ON

"Building on your point, I think ____."

MOVE CARD

EXTEND IDEA

"Your example makes me wonder whether ____."

MOVE CARD

INVITE VIEW

"I'd like to hear your take on ____."

MOVE CARD

DISAGREE RESPECTFULLY

"I see your point, but I see it differently because ____."

MOVE CARD

NAME POSITIONS

"At this point, our views are ____."

Cards last longer on thick paper.

Draft Talk Deck

RUNNING THE ROUNDS

Print two sets of MOVE cards per group so every player can receive four. Run eight-minute rounds with a new TOPIC card, and invite groups to share where their views stand with the whole class. If participation is uneven, prompt the Voice Guide to make space without requiring anyone to disagree, change a view, or play every card.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	My view is that a concrete moment can make an opening effective.
Maya	In a draft I wrote, I tried opening my bus route essay with the time I missed the last bus.
Leo	Building on your point, I think that moment also shows why the route matters.
Nia	I see your point, but I see it differently because I would start with the bus schedule so readers know the issue right away.
Leo	At this point, our views are that both openings could work, but we differ on which should come first.

LISTEN FOR

- Clear views about a reading or writing choice
- Specific remembered details used as support
- Responses that extend a group member's idea
- Respectful differences and accurate summaries of where views stand

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