

Idea Source Relay

Turn prior knowledge, text evidence and discussion into ideas.

11.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 _____

1 READ AND MARK _____ Read it twice

YOUR JOB BEFORE reading Texts A-C, answer question 1 using only what you already know. Then read the complete packet and underline useful evidence. The school, documents and data below are invented for this research-and-writing simulation.

Who Can Use the Library?

- ① Text A: Student newspaper assignment and library notice. The editor wants a feature about how students use after-school library space and who may have difficulty using it. The library is open from 3:30 to 4:30 p.m. on Tuesdays and Thursdays. A quiet room and a group-work room are available, but the notice gives no room capacities. The activity bus leaves at 4:00 p.m. Students staying later arrange their own transport. The editor asks writers to develop focused angles rather than assume that low use means low interest. A useful feature should distinguish an established fact from a question needing more reporting.
- ② Text B: Librarian's observation log. Across four open afternoons, staff recorded 42 visits to the quiet room and 30 visits to the group-work room. A student visiting both rooms counted once in each room; repeat visits on different afternoons counted again. Staff did not record unique users or how long students stayed. The log also notes that both rooms had empty seats at closing on each observed day. The librarian cautions: "These are visits, not a count of everyone who wants library time." The log covers only four afternoons and does not explain why anyone left.

- ③ Text C: Reporter's survey and interview notes. Twenty-eight volunteers from two clubs answered a survey about desired library uses. Eighteen selected quiet study, fourteen selected group work, and eight selected both; students could choose more than one use. The volunteers were not a representative sample of the school. In a separate interview, one activity-bus rider said, "I leave before my group finishes because my bus goes at four." This testimony offers one explanation worth investigating, not the experience of every bus rider. The reporter has not yet interviewed students who never visit the library.

2 ANSWER WITH EVIDENCE Use the passage

- 1 Before reading: record one relevant thing you know from experience and one assumption about after-school spaces. Label each and say what you would need to check.

- 2 Gather information: cite one useful detail from Text A and one from Text B. Explain how they could generate an angle for the feature.

- 3 Use Text C to test a possible claim: why would "most students prefer quiet study" overstate this evidence?

- 4** Combine evidence from two texts to generate TWO distinct feature angles. For each, identify a specific unanswered reporting question.

3 YOUR TURN _____ Your own words

With a partner, turn your initial ideas into a content plan for the newspaper feature. EACH student must share evidence, listen, record a peer contribution and revise a plan. Use the stages below; naming a source you might consult does not replace reading this packet.

1. Discuss and develop

Take turns sharing both angles from question 4. Each listener asks a question or suggests a connection using a specific packet detail. Record the contribution your partner actually made and explain how it changes or sharpens one of your ideas. Switch roles. Use first names or initials only.

2. Plan the feature

Choose a focus and draft a plan: working headline; central question; two sections supported by different packet texts; and a reporting gap. Explain how your prior knowledge, your actual reading and the peer contribution shaped this plan. Separate established facts from hypotheses.

PART 1 • READ AND MARK

BEFORE reading Texts A-C, answer question 1 using only what you already know. Then read the complete packet and underline useful evidence. The school, documents and data below are invented for this research-and-writing simulation. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Before reading: record one relevant thing you know from experience and one assumption about after-school spaces. Label each and say what you would need to check.	Example: Experience: I have left an activity to catch a bus. Assumption: empty seats mean students do not want the space. Check schedules and interview nonusers before treating that assumption as fact.
2	Gather information: cite one useful detail from Text A and one from Text B. Explain how they could generate an angle for the feature.	A: the bus leaves at 4:00 though the library closes at 4:30. B: there were empty seats at closing. These suggest investigating whether transport affects use; they do not prove why seats were empty.
3	Use Text C to test a possible claim: why would "most students prefer quiet study" overstate this evidence?	Only 28 volunteers from two clubs responded, not a representative school sample. Eighteen chose quiet study, but some also chose group work. The survey can suggest interests to investigate, not establish a schoolwide preference.
4	Combine evidence from two texts to generate TWO distinct feature angles. For each, identify a specific unanswered reporting question.	Angle 1: access before the 4:00 bus, using A and the interview in C; ask nonusers whether transport affects attendance. Angle 2: competing or overlapping uses, using room visits in B and multiple selections in C; ask how students divide time between quiet and group work.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Prior knowledge and reading: I know a bus schedule can limit participation. I initially assumed empty seats meant low interest, but A's timing and B's limited visit data made me question that assumption. C supplies one rider's account, not proof about everyone.

Discussion example: My partner asked whether students who never visit would describe a different problem from club volunteers. That question sharpened my plan: I need to include missing perspectives instead of treating the survey as a schoolwide result. This is an example exchange; students record their own actual discussion.

Plan: Working headline: "Library Time, Bus Time." Central question: How does the 4:00 bus affect access to a library open until 4:30? Section 1 explains the hours and transport arrangement in A. Section 2 contrasts empty seats in B with one rider's account in C, clearly labeling transport as a possible explanation rather than a proven cause. Reporting gap: interview nonusers and riders about schedules and other barriers. My experience suggested timing, the texts limited what I could claim, and my partner's question made the plan include people missing from the survey.

Observe actual peer discussion and check each student's independent record. Require assessed prior knowledge before reading, information genuinely gathered from the supplied texts, a peer contribution and a resulting content plan. Other well-supported angles are valid. The 72 room visits are not 72 unique users. Survey categories overlap: $18 + 14 - 8 = 24$ chose at least one use; four chose neither. Do not require this arithmetic unless a student uses these totals. Do not infer schoolwide preferences or that the bus caused every early departure. All packet material is an original fictional simulation, fully supplied here.