

Common Ground Cards

Track what your group shares and what it still debates.

GRADE 11 • 11.C.1.A.iv

11.C.1.A.iv "Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes: Summarizing points of agreement and disagreement."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Respond to ideas, not people.

2 Let each speaker finish.

3 Use your own words when you summarize.

4 Play a card only after you truly use its starter.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read its question aloud.
2. Each player takes one Role card. Deal four Move cards to each player, using duplicate Move-card sets when needed.
3. Discuss the topic and carry out your role job.
4. When you genuinely use a Move card's starter, place that card in the middle.
5. Continue until every dealt Move card is in the middle, then complete the reflection.

AFTER THE ROUND Check what you did

☐ I named a point of agreement.

☐ I named a point of disagreement.

☐ I summarized a shared idea in my own words.

☐ I helped the group identify an unresolved difference.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Later Start Times Should high schools begin later in the morning? Discuss the benefits, costs, and possible limits.	Phone Policies What school phone policy, if any, best supports learning and student needs?	AI Schoolwork When, if ever, should students be allowed to use generative AI on school assignments?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Bridge Builder Ask speakers to connect a new point to an earlier point of agreement or disagreement.	Common Ground Listen for shared ideas and prompt the group to state one in its own words.	Difference Mapper Track unresolved differences and ask what the group is really disagreeing about.	Turn Keeper Notice who has not spoken and invite that person to use a Move card.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
FIND AGREEMENT “I agree with ____ that ____.”	FIND AGREEMENT “A point we both support is ____.”	NAME DIFFERENCE “I see it differently from ____ because ____.”	NAME DIFFERENCE “____ and I differ on ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
SUM AGREEMENT “So far, we agree that ____.”	SUM AGREEMENT “Our shared point is ____.”	SUM DIFFERENCE “We still disagree about ____.”	SUM DIFFERENCE “The main difference is ____.”

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

RUNNING THE ROUNDS

Print enough duplicate Move-card sets for each player to receive four cards, then run additional rounds with new topics and roles. Listen for accurate summaries rather than agreement on a final answer. If participation is uneven, have the Turn Keeper pause the discussion and invite a quieter player to use a card before frequent speakers continue.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	A point we both support is that students need enough sleep to learn well.
Jordan	I see it differently from Maya because I am not sure a later start is the best way to provide that support.
Sam	So far, we agree that sleep affects students' ability to learn.
Maya	We still disagree about whether a later start is worth changing transportation schedules.
Jordan	Our shared point is that schools should consider both learning and practical limits.

LISTEN FOR

- specific shared points stated in students' own words
- clear distinctions between a claim and the reason for it
- summaries that accurately represent more than one speaker
- unresolved disagreements named without dismissing another speaker

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