

Claim Link Circle

Hear the point. Trace the support.

GRADE 5 • SL.5.3

CCSS.ELA-Literacy.SL.5.3 "Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Let the speaker finish.

2 Use true examples or observations.

3 Build on what a speaker actually said.

4 Play a card only after you use its starter.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card. Each player takes a different Role card.
2. Use two copies of each Move card. Shuffle the cards, deal four to each player, and set extras aside.
3. Read the topic question. Each player shares a claim, reason, or evidence about the topic.
4. Take turns using one Move card. Say the starter truthfully, then place that card in the middle.
5. End the round when all dealt cards are in the middle. Check the reflection statements.

AFTER THE ROUND Check what you did

☐ I named a speaker's claim or point.

☐ I identified a reason that supports a claim.

☐ I identified an example, observation, or fact as evidence.

☐ I explained how support connects to a claim.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Homework Choices Should students choose between two homework tasks? Each person shares a claim, a reason or example, and a summary of another speaker's point.	Recess Zones Should recess have a quiet game area? Each person shares a claim, a reason or example, and a summary of another speaker's point.	Seat Switch Day Should students choose their seats one day each week? Each person shares a claim, a reason or example, and a summary of another speaker's point.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Claim Catcher Listen for each claim and ask for a clear restatement when a claim is unclear.	Reason Ranger Listen for reasons and make sure each reason matches the claim.	Evidence Eye Listen for examples, observations, or facts that support a claim.	Link Leader Listen for explanations of how a reason or evidence supports a claim.

MOVE CARDS · deal 4 to each player

MOVE CARD MAKE CLAIM “My claim is that ____.”	MOVE CARD GIVE REASON “One reason for that claim is ____.”	MOVE CARD ANOTHER REASON “Another reason is ____.”	MOVE CARD SHARE EVIDENCE “For example, I have noticed that ____.”
MOVE CARD NAME CLAIM “The claim I heard is that ____.”	MOVE CARD NAME POINT “One point I heard is that ____.”	MOVE CARD LINK SUPPORT “That supports the claim because ____.”	MOVE CARD EXPLAIN SUPPORT “This evidence supports the claim because ____.”

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

RUNNING THE ROUNDS

Run each Topic card as a separate round, and print two copies of the Move cards so groups of four can each receive four cards. For groups of three, set the four extra cards aside. If participation is uneven, pause after every two played cards and invite a player who has not spoken to choose a fitting card.

WHAT A STRONG ROUND SOUNDS LIKE

Mia	My claim is that students should choose between two homework tasks.
Mia	One reason for that claim is that students need practice in different skills.
Mia	For example, I have noticed that some students need more time with math while others need more reading practice.
Leo	The claim I heard is that students should choose between two homework tasks because they need practice in different skills.
Ana	This evidence supports the claim because students could choose practice for a skill they need to strengthen.

LISTEN FOR

- Accurate restatements of a speaker's claim
- Reasons that clearly match the claim
- Specific observations, examples, or facts used as evidence
- Explanations that connect evidence or reasons to the claim

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