

Claim Card Circle

Track arguments, claims, and support as you talk.

GRADE 6 • SL.6.3

CCSS.ELA-Literacy.SL.6.3 "Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Listen for arguments, claims, reasons, and evidence.

2 Use a move card only when you say its starter.

3 Connect your words to a speaker's idea.

4 Use real experiences or clearly labeled examples.

HOW TO PLAY Teams of 3 or 4

1. Form a group of 3 or 4 players.
2. Each player takes a role card. In a group of 3, leave one role card out.
3. Copy the move cards as needed, then deal 4 move cards to each player.
4. Turn over one topic card. Talk about the question, and play a card in the middle after you genuinely use its starter.
5. Keep talking until every player has played all 4 cards.

AFTER THE ROUND Check what you did

☐ I identified a speaker's main argument.

☐ I named a specific claim.

☐ I connected a claim to reasons or evidence.

☐ I noticed when a claim lacked support.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Choose Your Seat Should sixth graders be allowed to choose their own seats in class?	Group Grade Debate Should every member of a group project receive the same grade?	Longer Lunch Time Should the school day include a longer lunch period?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Argument Mapper Listen for the main argument and the specific claims speakers make.	Support Scout Listen for reasons and evidence, and notice which claim each one supports.	Gap Finder Notice claims that do not yet have a reason, example, or evidence.	Turn Keeper Make sure each player speaks and ask a speaker to clarify a claim or its support.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
MAP ARGUMENT “The main argument is that ____.”	MAP ARGUMENT “The main argument I hear is that ____.”	SPOT CLAIM “A specific claim is that ____.”	SPOT CLAIM “Another claim I heard is that ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
GIVE REASON “One reason for that claim is ____.”	GIVE EVIDENCE “One piece of evidence or an example is ____.”	CHECK SUPPORT “That claim is supported because ____.”	CHECK SUPPORT “That claim is not supported yet because ____.”

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

RUNNING THE ROUNDS

Run one topic round at a time, and allow students to play move cards in any order as long as each statement connects to the discussion. Copy the move-card sheet as needed so every player receives four cards. If participation is uneven, have the Turn Keeper pause play until each player has spoken once.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	The main argument is that sixth graders should be allowed to choose their seats.
Leo	A specific claim is that students work better beside classmates they can cooperate with.
Nia	One reason for that claim is that partners who communicate can share materials and finish tasks.
Owen	One piece of evidence or an example is that my science group finished our model on time when we chose to sit together.
Maya	That claim is supported because the example connects choosing seats with finishing work.

LISTEN FOR

- Clear statement of the speaker's overall argument
- Specific claims separated from the overall argument
- Reasons and examples linked directly to a claim
- Accurate notice that a claim lacks reasons or evidence

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