

Claim Check Cards

Build, test, and judge arguments aloud.

GRADE 7 • SL.7.3

CCSS.ELA-Literacy.SL.7.3 "Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Use the exact starter before you play a card.

2 Talk about claims, reasons, and evidence.

3 Use examples from school or daily life.

4 Let each person finish speaking.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic Card and read its question aloud.
2. Each player takes a different Role Card.
3. Shuffle enough Move Card copies and deal four cards to each player.
4. Discuss the question. Use a starter naturally, then place that card in the middle.
5. Keep talking until every player has played four cards. Then complete the reflection.

AFTER THE ROUND Check what you did

☐ I identified a speaker's main argument and a specific claim.

☐ I asked for evidence that fit a claim.

☐ I explained whether a reason actually supported a claim.

☐ I decided whether the evidence was relevant and enough.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Phone-Free Lunch Should our school have a phone-free lunch?	Shared Project Grades Should every student get the same grade on a group project?	Homework Limit Should teachers limit homework to 30 minutes per class each night?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Claim Tracker Listen for each main claim and ask the group to say it clearly.	Evidence Scout Notice examples or facts and ask whether they truly support a claim.	Logic Linker Check whether each reason connects clearly from the evidence to the claim.	Proof Counter Watch for missing or too little evidence and name what else is needed.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
NAME A CLAIM “One claim I hear is that ____.”	NAME A CLAIM “The speaker’s main point is that ____.”	SEEK PROOF “What experience or fact supports ____?”	SEEK PROOF “Can you give a specific example that shows ____?”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
TEST LOGIC “That reason connects to the claim because ____.”	TEST LOGIC “I am not sure the reason proves the claim because ____.”	JUDGE EVIDENCE “That evidence is relevant because ____.”	JUDGE EVIDENCE “We need more evidence about ____ before deciding.”

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

RUNNING THE ROUNDS

For each group, provide at least four Move Cards per player by printing duplicate sets as needed and select one Topic Card. Require each player to place a card only after saying its full starter and completing it with a claim, reason, or evidence from the discussion. If participation is uneven, pause after two cards per player and invite quieter players to choose the next card, then rotate roles for the next round.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	One claim I hear is that our school should have a phone-free lunch because students may spend more time talking.
Leo	That reason connects to the claim because putting phones away could make conversations easier.
Tia	I am not sure the reason proves the claim because some students may talk at lunch even when phones are out.
Maya	Can you give a specific example that shows phones are stopping conversations?
Leo	We need more evidence about how often phones interrupt conversations before deciding.

LISTEN FOR

- Names the overall argument separately from a smaller claim
- Links a specific example or fact directly to a claim
- Explains a gap or weak link in the reasoning
- Distinguishes relevant evidence from enough evidence

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