

Claim Card Sprint

Build a focused group presentation, one move at a time.

GRADE 7 • SL.7.4

CCSS.ELA-Literacy.SL.7.4 "Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Speak toward your listeners, not your desk.

2 Play a card only after you say its starter aloud.

3 Keep your idea connected to the topic.

4 Use clear words and a voice everyone can hear.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read the question together.
2. Each player takes a different Role card. Put any extra Role card aside.
3. Deal four Move cards to each player. Use duplicate Move-card sets if needed.
4. Build one group answer. When you use a card starter aloud and finish it with a relevant idea, place the card in the middle.
5. When all cards are played, give your focused answer aloud to another group, then check the reflection statements.

AFTER THE ROUND Check what you did

☐ I stated a clear claim.

☐ I chose the most important points.

☐ I used a relevant detail or example.

☐ I used eye contact, clear words, and enough volume.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Hallway Flow What one change would help students move through hallways safely and on time?	Reading Choice Should students have more choice in the books they read for class? State a claim and support it.	Phone Plan What school rule for phones during the day would be fairest and most helpful?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Focus Finder Keep the group on one clear claim and point out ideas that do not fit it.	Detail Detective Ask the group to add true, relevant details or examples that support the claim.	Voice Coach Listen for adequate volume and clear pronunciation, and ask speakers to repeat unclear words.	Eye Spotter Watch for speakers who look up at listeners instead of only at their cards or desks.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
STATE CLAIM “My claim is that ____.”	STATE CLAIM “I think ____ because ____.”	ADD REASON “One important reason is ____.”	ADD REASON “Another reason is ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
GIVE DETAIL “A detail that supports this is ____.”	GIVE EXAMPLE “For example, ____.”	CHOOSE POINT “The most important point is ____.”	CLOSE CLEARLY “To sum up, ____.”

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

RUNNING THE ROUNDS

Give each group a Topic card, different Role cards, and four Move cards per player, using duplicate Move-card sets as needed. Circulate to check that students speak each card before playing it and that roles redirect the group toward focus, relevant support, and delivery. If one student takes over, have that student pause until another player uses a card.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	My claim is that our school should add one-way hallway signs between classes.
Leo	One important reason is that crowded two-way traffic can make students late.
Ari	A detail that supports this is that students may stop when two groups meet at a narrow doorway.
Maya	For example, yesterday I waited near the science room while a large group came through.
Leo	To sum up, one-way signs could help students move more safely and get to class on time.

LISTEN FOR

- A clear claim stated early
- Salient points chosen over repeated ideas
- Relevant details or examples that support the claim
- Audible volume, clear pronunciation, and eye contact

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