

Argument Card Quest

Track claims, test evidence, and check reasoning.

GRADE 8 • SL.8.3

CCSS.ELA-Literacy.SL.8.3 "Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Talk about the argument, not the person.

2 Use only evidence the speaker actually gave.

3 Say why evidence fits or does not fit a claim.

4 Let each player finish before you respond.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read the question aloud.
2. Each player takes one Role card. Use two copies of the Move cards and deal four cards to each player.
3. One player gives an opening argument that answers the topic question with claims and evidence.
4. Discuss the argument. When you genuinely use a Move card starter, say it and place that card in the middle.
5. End the round when every dealt Move card is in the middle, then complete the reflection.

AFTER THE ROUND Check what you did

☐ I identified the speaker's main argument.

☐ I identified a specific claim or explained that I did not hear one.

☐ I explained whether evidence was relevant or irrelevant.

☐ I judged the reasoning and whether the evidence was sufficient.



TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
Phone Pause Should students keep phones in backpacks during class? Build an argument using your group's experiences and examples.	Homework Limit Should teachers limit homework to 60 minutes each night? Build an argument using your group's experiences and examples.	Lunch Seats Should students choose where they sit at lunch? Build an argument using your group's experiences and examples.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Argument Mapper Listen for the speaker's main argument and each clear claim.	Evidence Scout Listen for facts, examples, or experiences offered as evidence.	Connection Checker Decide whether the evidence connects to a claim and point out when it does not.	Reasoning Judge Listen for how the speaker links evidence to a claim and whether enough evidence was given.

MOVE CARDS · deal 4 to each player

MOVE CARD ARGUMENT MAP “The main argument is _____. A specific claim is _____, or I did not hear a specific claim.”	MOVE CARD ARGUMENT MAP “The main argument is _____. A specific claim is _____, or I did not hear a specific claim.”	MOVE CARD EVIDENCE CHECK “The speaker gave _____ as evidence, and it is relevant or irrelevant because _____. Or, the speaker gave no evidence.”	MOVE CARD EVIDENCE CHECK “The speaker gave _____ as evidence, and it is relevant or irrelevant because _____. Or, the speaker gave no evidence.”
MOVE CARD REASONING TEST “The reasoning is sound or not sound because _____. Or, I do not hear a link from evidence to a claim.”	MOVE CARD REASONING TEST “The reasoning is sound or not sound because _____. Or, I do not hear a link from evidence to a claim.”	MOVE CARD EVIDENCE ENOUGH “The evidence is sufficient or not sufficient because _____. Or, there is no evidence to judge.”	MOVE CARD EVIDENCE ENOUGH “The evidence is sufficient or not sufficient because _____. Or, there is no evidence to judge.”

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

RUNNING THE ROUNDS

Print two copies of the Move cards so each group can deal four cards to every player. Require students to play a card only after the speaker has given material they can accurately analyze, including a valid statement that no evidence, specific claim, or irrelevant evidence was introduced. If one student dominates, have that student wait until every other player has played one card before playing another.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	Students should keep phones in backpacks during class. My claims are that phones can distract students and that putting them away helps students listen. In my science class, people sometimes check messages during directions, then ask what to do.
Jon	The main argument is that students should keep phones in backpacks during class. A specific claim is that putting phones away helps students listen.
Ava	The speaker gave students missing directions as evidence, and it is relevant because it supports the claim that phones can distract students. I do not hear irrelevant evidence yet.
Luis	The reasoning is sound because missing directions can make it harder to follow the lesson.
Maya	The evidence is not sufficient because it is one example from one class. We would need examples from more classes or a survey.

LISTEN FOR

- Accurate naming of the main argument and a specific claim
- Clear explanation of how evidence does or does not connect to a claim
- A soundness judgment that explains the link between evidence and claim
- A sufficiency judgment that names what more evidence would be needed

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