

Claim Card Challenge

Build a clear, evidence-based group presentation.

GRADE 8 • SL.8.4

CCSS.ELA-Literacy.SL.8.4 "Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Speak to the group, not the cards.

2 Use eye contact, a clear voice, and clear words.

3 Stay focused on the group's main claim.

4 Let each speaker finish before you respond.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read the task aloud.
2. Each player takes one Role card. In a group of three, leave one role out.
3. Print enough Move Card sets for every player to receive four cards. Shuffle and deal four cards to each player.
4. Take turns using a card starter in a sentence that truly fits the group's presentation. Play that card in the middle.
5. The round ends when every dealt card is in the middle. Give a 30-second group presentation of your claim, evidence, and reasoning.

AFTER THE ROUND Check what you did

☐ I stated a focused claim.

☐ I used a relevant detail or example.

☐ I explained how evidence supported the claim.

☐ I used eye contact, adequate volume, and clear pronunciation.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Lunch Upgrade What one change would make the lunch period work better for students? Prepare a claim your group can present.	Homework Balance Should teachers coordinate major due dates across classes? Prepare a claim your group can present.	Device Policy What rule should guide student phone use during the school day? Prepare a claim your group can present.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Focus Pilot Listen for side ideas and ask the group to restate its main claim when needed.	Detail Scout Ask for a real observation, example, or fact from school experience that supports the claim.	Logic Link Ask speakers to explain how each detail supports the group's claim.	Voice Coach Quietly signal speakers to look up, use enough volume, or pronounce words clearly.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
STATE CLAIM "My claim is that ____."	STATE CLAIM "Our group believes that ____."	ADD EVIDENCE "One detail from our experience is ____."	ADD EVIDENCE "For example, we have noticed that ____."
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
EXPLAIN REASONING "This supports our claim because ____."	EXPLAIN REASONING "This matters because ____."	REFOCUS POINT "To keep us focused, our main point is ____."	PROJECT VOICE "I want everyone to hear that ____."

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

RUNNING THE ROUNDS

Use a new topic for each round so students practice forming different claims. Require players to play a card only when the starter fits the group's point, not just to empty their hands. If participation is uneven, have the Focus Pilot pause turns until each player has contributed one claim, detail, or reasoning statement.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	My claim is that phones should stay away during class unless a teacher allows them for learning.
Malik	One detail from our experience is that phone alerts can pull attention away when people are trying to follow directions.
Sofia	This supports our claim because fewer distractions can help students understand the lesson the first time.
Ava	To keep us focused, our main point is that phones should support learning, not interrupt it.
Malik	I want everyone to hear that a clear classroom phone rule can protect learning time.

LISTEN FOR

- A focused claim stated early and repeated when needed
- Relevant details drawn from students' school experience
- Reasoning that clearly connects evidence to the claim
- Eye contact, audible volume, and clearly pronounced words

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