LESSON MAKER PRO

Claim Card Talk

Compare community texts, test claims, and build on ideas.

GRADE 7 · 7.P.3.2

7.P.3.2 "Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. Analyze works written on the same topic and compare methods the authors use to achieve similar or different..."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Use details from both texts.
2. Ask what the evidence shows and what it does not show.
3. Build on an idea before adding your own.
4. You may agree, disagree, or remain unsure.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card and read both texts.
2. Take one ROLE card. With three players, share the Round Reporter job.
3. Make four copies of each MOVE card. Shuffle and deal four to each player.
4. Set a 7-minute timer. When a starter fits your real thought, finish it aloud and play the card.
5. Stop at 7 minutes. Leave unused cards, then check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I compared what the writers wanted and how they wrote.
- [ ] I checked whether a detail supported a claim.
- [ ] I built on someone else's idea.
- [ ] I stated my view honestly, even if it did not change.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Library Hours

In an imagined town, A says, "Our library should close later so students have a place to study." B says, "Our library should close later. A closing-time count found 12 people still reading." Compare their methods. How well does each support its claim?

TOPIC

Bike Lane

In an imagined town, A says, "Build a bike lane. Riders need a safer route." B says, "Wait before building it. A count found only three cyclists on this road yesterday." Compare their purposes and methods. What can each claim's evidence prove?

TOPIC

Bus Stop

In an imagined town, A says, "Put a bench by the bus stop. Riders need a place to sit." B says, "Put a roof there first. Eighteen riders waited in the rain on Tuesday." Compare their purposes and methods. How well does each support its claim?

ROLE CARDS · one per player

ROLE

Method Spotter

Notice how each writer tries to persuade readers.

ROLE

Proof Checker

Check whether each writer's evidence supports the claim.

ROLE

Idea Linker

Help players connect their ideas to what someone else said.

ROLE

Round Reporter

Track agreements and open questions so the group can sum up its view if time allows.

MOVE CARDS · deal 4 to each player

MOVE CARD

COMPARE METHODS

"Text A uses ____, while Text B uses ____."

MOVE CARD

COMPARE PURPOSES

"Text A wants readers to ____, but Text B wants them to ____."

MOVE CARD

CHECK SUPPORT

"The claim that ____ is supported by ____."

MOVE CARD

CHECK LIMITS

"That detail shows ____, but it does not show ____."

MOVE CARD

BUILD ON

"Building on ____'s point, I think ____."

MOVE CARD

SUM UP

"Our group's view so far is ____, based on ____."

Cards last longer on thick paper.

Claim Card Talk

RUNNING THE ROUNDS

Run another 7-minute round with a new topic if time permits. With three players, all share the Round Reporter job. Invite quieter players to speak, but do not require every card to be played or every view to change.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	Text A uses a need-based appeal, while Text B uses a closing-time count.
Luis	The claim that later hours could help readers is supported by 12 people still reading at closing.
Nia	That detail shows people were still reading, but it does not show what later hours would cost.
Maya	Building on Nia's point, I think the count supports trying later hours, but cost matters too.
Luis	Our group's view so far is that later hours may help, based on the count, though we still need cost information.

LISTEN FOR

- Compares the writers' methods or purposes, not just their opinions.
- Names a detail that supports a specific claim.
- Explains a limit of the evidence.
- Builds on a peer's idea without inventing disagreement.

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