



The English-Speaking Union Speech and Debate

Middle School Debate and the Common Core

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Anchor Standards for Speaking and Listening (p. 48)

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

7. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
8. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
9. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Reading: Integration of Knowledge and Ideas (p. 35)

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading: Informational Texts

Grade 8: Literary 45%; Informational 55%

(Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework, p. 5)

Literacy in History/Social Studies, Science and Technical Subjects

Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. (p. 60)

College and Career Readiness

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures. (p. 7)