

## Intersection of Argumentation Standards

<b>Anchor Standards for Reading for Argumentation</b>	
<b>1</b>	Read closely to determine what the text says explicitly and to <b>make logical inferences</b> from it; cite specific textual evidence when writing or speaking <b>to support conclusions drawn from the text.</b>
<b>3</b>	<b>Analyze how and why individuals,</b> events, and ideas develop and interact over the course of a text.
<b>8</b>	<b>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.</b>
<b>9</b>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to <b>compare the approaches the authors take.</b>
<b>10</b>	Read and comprehend complex literary and informational texts independently and proficiently.
<b>Anchor Standards for Writing for Argumentation</b>	
<b>1</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
<b>9</b>	<b>Draw evidence</b> from literary or informational <b>texts to support analysis,</b> reflection, and <b>research.</b>
<b>10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.

### ***Pivotal Speaking and Listening Standards for Argumentation***

<b>Anchor Standards for Speaking and Listening</b>	
<b>1</b>	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.
<b>3</b>	<b>Evaluate a speaker's point of view, reasoning,</b> and use of evidence <b>and rhetoric.</b>
<b>4</b>	Present information, findings, and supporting evidence <b>such that listeners can follow the line of reasoning</b> and the organization, development, and style are appropriate to task, purpose, and audience.
<b>6</b>	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Bolded standards make specific reference to elements of argumentation.

## Intersection of Standards for Informing and Explaining

<b>Anchor Standards for Reading for Information</b>	
<b>1</b>	Read closely to <b>determine what the text says explicitly</b> and to make logical inferences from it; cite <b>specific textual evidence</b> when writing or speaking to support conclusions drawn from the text.
<b>2</b>	<b>Determine central ideas</b> or themes of a text and analyze their development; <b>summarize the key supporting details and ideas</b> .
<b>7</b>	<b>Integrate</b> and evaluate <b>content</b> presented in diverse formats and media, including visually and quantitatively, as well as in words.
<b>9</b>	<b>Analyze how two or more texts address similar</b> themes or <b>topics</b> in order to <b>build knowledge</b> or to compare the approaches the authors take.
<b>10</b>	<b>Read and comprehend</b> complex literary and <b>informational texts</b> independently and proficiently.
<b>Anchor Standards for Writing to Inform</b>	
<b>2</b>	<b>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</b> .
<b>7</b>	<b>Conduct</b> short as well as more sustained <b>research projects</b> based on focused questions, demonstrating understanding of the subject under investigation.
<b>8</b>	<b>Gather relevant information</b> from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>9</b>	<b>Draw evidence</b> from literary or informational <b>texts to support</b> analysis, reflection, and <b>research</b> .
<b>10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.

### ***Pivotal Speaking and Listening Standards for Informing and Explaining***

<b>Anchor Standards for Speaking and Listening</b>	
<b>1</b>	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.
<b>3</b>	<b>Evaluate a speaker's</b> point of view, reasoning, and <b>use of evidence</b> and rhetoric.
<b>4</b>	<b>Present information, findings, and supporting evidence</b> such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>6</b>	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Bolded standards make specific reference to elements of information and explanation.

<b>Anchor Standards for Reading Narrative</b>	
<b>1</b>	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<b>2</b>	<b>Determine</b> central ideas or <b>themes of a text and analyze their development</b> ; summarize the key supporting details and ideas.
<b>7</b>	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
<b>9</b>	<b>Analyze how two or more texts address similar themes</b> or topics in order to build knowledge or to compare the approaches the authors take.
<b>10</b>	Read and comprehend complex literary and informational texts independently and proficiently.
<b>Anchor Standards for Writing Narrative</b>	
<b>3</b>	<b>Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.

## Intersection of Standards for Narration

### *Pivotal Speaking and Listening Skills for Narration*

<b>Anchor Standards for Speaking and Listening</b>	
<b>1</b>	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.
<b>3</b>	<b>Evaluate a speaker's point of view</b> , reasoning, and use of evidence and rhetoric.
<b>4</b>	<b>Present information</b> , findings, and supporting evidence <b>such that listeners can follow</b> the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>6</b>	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Bolded standards make specific reference to elements of narration.