



ANCHOR STANDARD CHALLENGE # 22



What are the Anchor Standards?

The AZ English Language Arts K-12 Anchor Standards, the “backbone” of the Standards, describe the literacy skills which *all students need when they graduate*. There are **10** anchor standards for **reading** and **writing** and **6** for **speaking & listening**.

What purpose do they serve?

Keeping the college and career focus at the forefront of Kindergarten through grade 11/12 implementation is critical as the anchor standards are essential to understanding the structure and cohesive nature of the AZ ELA Standards. It is this unique design that supports the preparation of all students to be successful in school, from the beginning of school, and proficient in the Essential Skills of Reading, Writing, and Speaking and Listening required for an Arizona Diploma.

Visit <http://coconino.az.gov/1893/ELA-Anchor-Standards> to view previous Anchor Standard Challenges.

Speaking & Listening Anchor Standard #2:

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

This standard gives students a chance to use their eyes and ears to decode and evaluate information given in formal and informal presentations, and to make decisions as to the best way to record the presented information, by simply listening or utilizing a specific or general note taking strategy.

As with literacy instruction in general, well thought out and coordinated pre, during, and post activities are excellent ways to activate and engage students during presentations. These could include but are not limited to: quick writes, graphic organizers, discussions, and formal note taking strategies. Generally, the first task is for students to capture the purpose of the speaker or presenter, and list any elements that contribute to this purpose. In the digital age, new technologies provide more dynamic and potentially engaging content, but students should still be able to evaluate the rhetorical tools in traditional ways.

The good news is that there is no shortage of high quality presentations that are free and easily available. Online presentations—TED talks, RSA animates, Google Talk, political or commencement speeches—are excellent resources for teaching SLS.2. The internet also makes repeated viewing of presentations possible, and this is perhaps the most important strategy to keep in mind when approaching this standard. As with reading, presentations need repeated viewing, the first time to get a general idea of the content, and the second time with some type of active strategy.

Careful time spent on SLS.2 will provide preparation for SLS.3 which asks students to take their evaluations farther—into point of view, reasoning, evidence, and rhetorical tools.