



# ANCHOR STANDARD CHALLENGE # 21



## 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 #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.

**This standard asks students to develop and practice three skills regarding classroom conversation: preparing “on topic “ things to say, communicating ideas, perspectives, and understanding (sharing), and relating to other people’s ideas, feelings, and experiences (incorporating).**

**Preparing.** The preparation for these conversations can take the form of anticipation guide questions, free writes, or active reading assignments with some sort of “during” activity. Research is also deep preparation for conversations. In this way SLS.1 can be considered an integral part of the reading and writing standards, and not a separate standard of its own.

**Sharing.** True collaboration is similarly a skill that needs to be developed over time. Partner or small group activities, whole class discussions, Socratic Seminars, and “Fishbowl” type discussions can provide structured opportunities for conversation and collaboration that can be centered on classroom content. These teacher directed classroom strategies can ensure the diversity of collaboration groups.

**Incorporating.** The assimilation of different and varied ideas into a student’s own can be one of the most difficult challenges for students. SLS.1 envisions this as an essential skill for career and college readiness, and teachers at all levels can provide classroom mechanisms that “teach” this trait. Templates and sentence stems that require students to use academic (and respectful) language in classroom conversations can be a powerful tool. Structured activities and projects that ask diverse groups of students to solve problems or make a presentation of a case or argument can make a habit of strategic listening and engaging in productive, collaborative, discussions.