



ANCHOR STANDARD CHALLENGE # 23



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 #3:

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Once a student has had some practice outlining the purpose of presented text, the next step is to evaluate how it works. SLS.3 begins where SLS.2 left off, by asking students to evaluate the strategic use of rhetoric, evidence and reasoning in a presentation.

A good starting point is the analysis of the point of view of a speaker, which includes any pre-existing bias or agenda she or he may have, and this helps students to find the “claims” that are being made. For these reasons, presentations that make some type of argument are perfect for SLS.3, and can be found for every grade level—TED Talks include presentations by and for kids.

Modelling critical “reading” of presentations can be done similarly to that of conventional texts, and two great tools for this are the PAPA square and a Rhetorical Précis. The PAPA Square, or Rhetorical Square, is a quick and easy post reading activity that helps students analyze rhetorical strategies, and the rhetorical précis is an outline that helps them use academic language to write about them. Both are easily found online, and both should be used with written and presented “texts.”

Teachers should model the evaluation of presentations very carefully at first, and presentations should be seen more than once. SLS.3 additionally asks students to analyze a presenter’s reasoning and use of evidence, and a simplified version of the “Toulmin Method” is a perfect way to do this. This tool is a way to graphically outline how an everyday non-philosophical argument is backed by evidence, and what reasoning was used to determine this.

After students have had some practice evaluating presentations, it is time for them to create their own, and that is where the next 3 Speaking and Listening standards come in. Stay tuned!