

## **Language Arts Standards Rationale**

### **A Vision for Arizona's Students**

Arizona's students must be able to communicate effectively in their schools and communities. The communication skills of reading, writing, listening, speaking, viewing and presenting form the core of language and literacy. The ultimate purpose of the following language arts standards is to ensure that all students be offered the opportunities, the encouragement and the vision to develop the language skills they need to pursue lifelong goals, including finding personal enrichment and participating as informed members of society. The language art standards presented in this document are organized into four areas:

- Reading
- Writing
- Listening and Speaking
- Viewing and Presenting

Reading, writing, listening and speaking are commonly recognized as language skills. Visual communication skills have long been applied in language arts classrooms through the use of media and visual resources. However, with the increase in the availability and variety of media, students are faced with numerous demands for interpreting and creating visual messages. In this document, viewing (interpreting visual messages) and presenting (creating visual messages) are the two aspects of visual communication. Resources available for teaching visual communication range from charts, graphs and photographs to the most sophisticated electronic media.

The interdependency of reading, writing, listening, speaking, viewing and presenting requires that language arts skills be integrated in two ways:

- Within language arts
- Across other content areas

Students use language skills to understand academic subject matter and to enrich their lives. They develop literacy at different rates and in a variety of ways. Consequently, interdependent language arts skills and processes should be taught in a variety of learning situations.

Assessment of language arts skills and processes should be comprehensive, authentic and performance based. Multiple assessment methods should be used to evaluate a student's knowledge base and the application of reading, writing, listening, speaking, viewing and presenting.

Assessment tasks should reflect those experiences encountered in the home, community and workplace. Issues concerning assessment of specific populations pose complex questions with no simple solutions. As programs and assessments are developed, these issues must be resolved to enable all students to meet the standards.

In conclusion, the standards in the language arts framework form the core of every student's ability to function effectively in society. Students will need a wide repertoire of communication strategies and skills to succeed as learners, citizens, workers and fulfilled individuals in the 21<sup>st</sup> century.

*Table 1. Language Arts Standards*

**STANDARD 1: Reading - Removed from this document**  
**See Reading Standard Articulated by Grade Level**

**STANDARD 2: Writing - Removed from this document**  
**See Writing Standard Articulated by Grade Level**

**STANDARD 3. Listening and Speaking**

Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.

**STANDARD 4: Viewing and Presenting**

Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.

### ***STANDARD 3: LISTENING AND SPEAKING***

Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.

- **LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience**
- **LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience**
- **LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee**
- **LS-E4. Predict, clarify, analyze and critique a speaker's information and point of view**

### ***STANDARD 4: VIEWING AND PRESENTING***

Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.

- **VP-E1. Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perceptions**
- **VP-E2. Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images**
- **VP-E3. Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness**

## LANGUAGE ARTS GLOSSARY

**Acknowledge** To cite the source of information in a written piece.

**Address** To speak to; to deal with.

**Adequate** Sufficient, competent, satisfactory.

**Advance** To put forward, propose.

**Allusion** An indirect reference to something assumed to be familiar.

**Analytic** Noting relationships; reasoning from the interrelations of a subject.

**Anticipate** To foresee, to realize beforehand.

**Appropriate** Consistent with accepted standards; suited to an end or purpose.

**Cluster** A group of the same or similar elements.

**Cohesive** Consistent, tending to unify.

**Complex** Composite, intricate, complicated.

**Concrete** Precise, specific.

**Contain** To have within, to include, to have as component parts.

**Contemporary** In existence now; present, current, present-day.

**Convey** To communicate or make known.

**Craft** To construct, create.

**Create** To produce through artistic or imaginative effort.

**Creative** Original, inventive, innovative.

**Credible** Worthy of belief because of precision; valid, convincing, true.

**Credit** To acknowledge work done; to cite.

**Effective** Producing a desired effect; efficient.

**Exclude** To reject; to prevent from being included or considered.

**Expository** Explanatory, interpretive.

**Figurative Language** Use of figures of speech; symbolic language.

**Genre** Type or class; classification of literature.

**Good Penmanship** Readable formation of letters; the art of handwriting.

**High Frequency Word** A word that appears many more times than others in ordinary reading materials.

**Idiomatic** Pertaining to expressions of language that do not mean what they literally say.

**Interpretive** Serving to explain; explanatory.

**K-W-L** A reading comprehension strategy to determine what a student knows, wants to know and has learned.

**List** To itemize; to make a list of.

**Maintain** To support, sustain.

**Meaningful** Effectively conveying meaning, feeling or mood; important, significant.

**Metaphor** A figure of speech in which a comparison is implied by analogy, but not stated.

**Paraphrase** To restate text or passage in another form or words.

**Personal Experience** First-hand experience.

**Perspective** View, outlook.

**Preserve** To keep or maintain intact.

**Reflective** Characterized by, or disposed to, serious thought; contemplative, deliberative.

**Relate** To give account of; describe, report.

**Relevant** Having a bearing on, or connection with, the matter at hand.

**Résumé** A brief written account of personal, educational and professional qualifications and experience.

**Scaffold** To build one idea upon another.

**Sensory** Pertaining to the senses.

**Simile** A figure of speech in which two essentially unlike things are compared.

**Skim** To look through reading matter casually.

**Symbolism** Attributing symbolic meanings or significance to objects, events or relationships.

**Traditional** Conventional.