

# THE ANCHOR STANDARD CHALLENGE # 9



Standard 9: Multiple Sources	
Jan Adkins What if you met a pirate?	David Platt Pirates
Real pirates were not flashy dressers. Pirates rarely died in battle. They usually died of diseases. Pirates did not take baths because fresh water was hard to get at sea.	Most movies about pirates are really inaccurate. Pirates weren't fancy dressers. A pirate is just a person who plunders at sea.

## 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.

## Where do I find them?

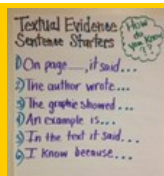
The AZ ELA Anchor Standards can be found on <http://www.azed.gov/standards-practices/k-12standards/english-language-arts-standards/>.

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

## What is the challenge?

Create the Most **Creative** and **Used** School Anchor Charts by teachers, administrators and students...

1. Every week/biweekly add a new Anchor Standard to the work/lunchroom. As teachers implement the Anchor Standard at their grade levels have them record it on the chart! Bonus... At staff meetings have discourse around the Anchor Standard.
2. Create Anchor Standard Charts for students. See the great anchor chart that has been used in many classrooms.
3. Share your success with us by sending us pictures, anecdotes, and videos of your use of Anchor Charts. Send information to [cmango-paget@coconino.az.gov](mailto:cmango-paget@coconino.az.gov). A special prize will be awarded to the school that has the most success using the charts!



## Reading Anchor Standard #9:

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## Pirates, Ahoy!: Creating Anchor Charts to Model R.9

The goal of this standard is to learn how to gather information from more than one source to learn more about a topic. As with all good instruction, this requires think-aloud modeling and multiple modeling sessions. Below you will find a whole class modeling session that can be adapted for any topic.

1. Before beginning this model lesson, select two short passages or excerpts about the same topic. It is good to use passages that can be read aloud together and average about a page in length. This can be challenging, so reading an excerpt is a great alternative.
2. Explain that you have decided to do research on a specific topic. “I decided to do a little research on (your topic of choice). I want to show you how I compare information from different sources and integrate the information so that I can talk about my topic.”
3. Share one text at a time. As you read, stop and discuss with students. Be certain to think out loud about your wonderings, predictions, or areas of confusion. When you finish reading the first text, create a T-chart and write the name of the text at the top. “Now I want to look back at the text and think about what I learned. Let’s see if I can list some of the ideas, facts, or information that I have learned from reading this one text.”
4. Begin your own list, referring back to the text as often as possible. Invite students to help add to the list by sharing what they learned from this text. Create a bulleted or numbered list.
5. Repeat this same activity with the second text and record the information on the other side of the T-chart. “Let’s try this again with our second text. It is about the same topic, but it is a different text, by a different author.”
6. Collaboratively discuss the differences between each text, noting characteristics of each. Circle the points that you find most important, explaining your thinking to your students.
7. Work together to create a new list with the most important information. Think out loud and ask for support from students.

Adapted from: <http://ontheweb.rozlinger.com/pirates-ahoy-creating-an-anchor-chart-to-model-reading-standard-9/>

