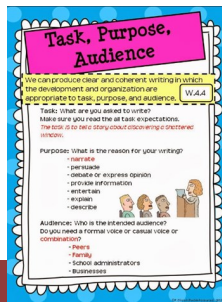


THE ANCHOR STANDARD CHALLENGE # 14



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?

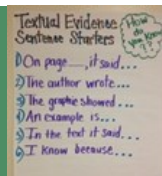
The AZ ELA Anchor Standards can be found on <http://www.azed.gov/standards-practices/k-12standards/english-language-arts-standards/>.

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 kdonatell@coconino.az.gov. A special prize will be awarded to the school that has the most success using the charts!



Writing Anchor Standard # 4:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.4 Explained

Task, Audience, Purpose

TAP - or task, audience, purpose - is a great acronym for helping students think about the strategic communication choices that writers make in all stages of the writing process. In any given piece of writing, the decisions that writers must make are dictated by task, audience, and purpose.

For example, consider how **task** influences a piece. Throughout a given year, students will write many arguments in class; sometimes, these will be extended, multi-draft pieces of writing, and sometimes they will be timed writing assessments. **Time** is a part of task: if a student has several weeks to complete a multi-draft argument, it is expected that their writing will have clever organization and a polished style. If a student has thirty minutes to complete an argument (as is the case with ACT writing tests), a more predictable organization and less developed style are expected.

Audience is also a crucial consideration in any piece of writing. When writing an email to a boss, the style of the email will be considerably more formal than an email to a spouse. If students are writing a post to an online discussion forum with their classmates on Edmodo, one would expect different stylistic choices than you would in their thank you letters to people who make donations to their classroom. Similarly, when they are writing literary analyses that only the teacher and their peers will read, the teacher should model an academic style for them to mimic and show them how to cite quotations in MLA format, whereas if they are composing a “letter to the editor”-style argument. It is also important to consider how a public audience differs from an academic one.

Finally, **purpose** is the third part of **TAP**, and it, too, is going to shape a piece of writing. When querying magazine editors about freelance article ideas, the purpose is to sell an idea, and this totally impacts the organization and style: one must be efficient in showing the value of their idea. Meanwhile, when writing a proposal to one’s department for a new achievement measurement that they think should be used, one is going to choose evidence and language that they believe will be most compelling to the department.

This way of thinking will help students with every piece of writing that they sit down to do for the rest of their lives: letters, resumes, master’s theses, time-off requests, or blog entries.

Adapted from: <http://www.teachingthecore.com/common-core-w-ccr-4-explained/>

