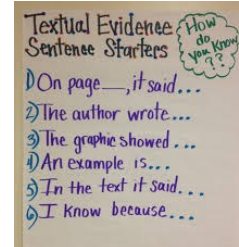


# THE ANCHOR STANDARD CHALLENGE # 19



## 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?

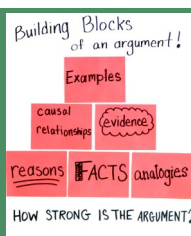
The AZ ELA Anchor Standards can be found on <http://www.azed.gov/standards-practices/k-12standards/english-language-arts-standards/>.

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



## Writing Anchor Standard # 9:

Draw evidence from literacy or informational texts to support analysis, reflection, and research.

## W.9 Explained

We’ve reached the final part of the research writing trio of anchor standards (W.CCR.7-9). So: what makes W.CCR.9 unique? What does it say students need to be able to do? In 5 words: **Back up stuff with evidence.**

W.CCR.9 is all about using other texts to strengthen and support our own writing—and I’m not just talking about arguments. Here are some questions that I might ask my students in pursuit of mastering this standard:

- What is evidence?
- What’s the difference between evidence and details or facts?
- What must evidence do?

Essentially, we want students to see how rich writing can be when it is in conversation with other texts. Gerald Graff hits on this big time in *Clueless in Academe*—writing in the disciplines is not isolated papers, it’s a network of papers, some of which argue against one another, some of which explain things, some of which narrate, but all of which act like this gigantic, collaborative brain. Using evidence in our writing is consciously collaborating with other writers, intentionally building on what others have written. When students are in tune with this, there will be less “quote bombing” (i.e., students just picking out a gigantic quote and including it in their piece because they know they need a quote) and more awesomeness. Some further questions I might ask to promote the awesomeness of evidence-based writing:

**For Reflections:** Where in the text were you impacted? Why? What did the author do to grab you? What lines stood out to you? Why?

**For Analyses:** How does this piece of the text support your theories? I.e., how does Juliet’s “Romeo, Romeo, wherefore...” line support your idea that Shakespeare is portraying young love as foolish?

**For Research:** Where did you learn this fact? How does it add to the central idea you’re trying to communicate? I.e., is it worth including?

Adapted from: <http://www.teachingthecore.com/common-core-w-ccr-9-explained/>

