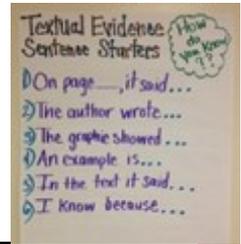




# THE ANCHOR STANDARD CHALLENGE #1



## 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/>.

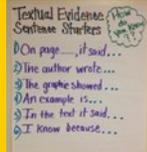
Visit <http://coconino.az.gov/1893/ELA-Anchor-Standards> to view previous Anchor Standards Challenges.

## 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!



## Reading Anchor Standard # 1:

*Read closely to determine what the text says explicitly and to make logical inferences from it.*

## R.1 Explained

Most of the standards revolve around anchor standard 1: Textual evidence. Yet, as we look at our standards we see that what this anchor “looks like” for a Kindergarten student is different than what it looks like for a 2nd grader, a 3rd grader, a 4th grader, a 5th grader and so on through grade 12. The assessments being developed have an entire category of questions devoted to students providing textual evidence. The assessments asks the students a question about the text and follows up with a second question that asks the students to identify support for whatever they inferred for the original question. To do this students need explicit and consistent instruction in textual evidence.

Textual evidence is the core of argument and analysis. Textual evidence is support lifted directly from text to support inferences, claims, and assertions. Think critically about this. Textual evidence is a student supporting how they know something. There is a lot of buzz about text dependent questions and requiring students to refer to the text, but isn’t that what good readers do already? This is the opposite of giving a memory text, camouflaged as a reading test. You know the test where kids can’t use their book to complete a reading test. They have to prove that they have memorized the facts and details, then answer knowledge questions about what they read earlier.

When you plan instruction this is the *first standard that you need to explicitly teach*. All of the other standards rely on students being able to actively use the ability to make inferences and find evidence in a text to support these inferences. There are two different types of things that anyone can say after reading a text. One is something that they noticed that was **explicit**. These are those things that are stated directly in the text. *Andrew Carnegie gave large amounts of money to charity*. If the text spells information out for the reader it is explicit and the textual evidence is the actual statement. The other types of things that we notice are **implicit**. We make meaning based on clues from the text. The standards call these types of things **inferences**. Students need evidence to support inferences. This type of textual evidence is not directly stated. *Andrew Carnegie was hard working*. This could be an example of an inference that a student might make after reading about his life. The text may never state explicitly that he was a *hard worker*, but specific lines of text might support this conclusion—called **inferences**. This is a combination of what more traditional standards might have called drawing conclusions. What Common Core has done is demand that students break that into chunks. *What do you infer? How do you know?*