



THE ANCHOR STANDARD CHALLENGE # 3



Big Event → One person
 One Person → Big Event
 Problem → Solution
 Cause → Effect
 Part → Whole
 Similarities & Differences
 Analogies
 Sequence of Events
 RI.3

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?

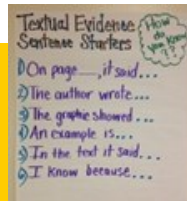
The AZ ELA Anchor Standards can be found on <http://www.azed.gov/standards-practices/k-12standards/english-language-arts-standards/>.

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!



Standard # 3:

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

R.3 Explained

AZ ELA Reading Anchor Standard 3 is a unique standard that balances critical thinking with textual evidence. This standard really puts the responsibility of making connections in the students’ corner. While this standard looks marginally different for each grade level, the core is that students must connect people, ideas, and events. Instead of teachers asking literal comprehension questions about a text, students look at the people, ideas, and things that happen in a book to make some decisions about how they are related.

There are a lot of questions to ask students to get them engaged, but focusing on three should provide the background knowledge necessary to get started.

1. How does an individual, event, or idea develop over the course of a text?
 Since the development of ideas is covered pretty thoroughly in R.2, focus on examples of how an individual and an event develops over the course of a text.

For the development of an individual, consider Okonkwo in Chinua Achebe’s *Things Fall Apart*. This one is tricky because, at first glance, it appears that Okonkwo begins and ends the novel as a man driven by his fear of appearing weak. On closer inspection, however, it’s clear that Okonkwo does change throughout his life: at one point, his initial romance with Ekwefi gives us a glimpse of a younger, freer Okonkwo; after killing Ikemefuna, Okonkwo grapples with his weakness in getting over what he has done; and so on.

2. How do individuals, events, or ideas interact over the course of a text?
 For an example of an analysis using this kind of questioning, consider how the idea of his own happiness interacts with Montag over the course of *Fahrenheit 451*. This idea is planted in Montag’s consciousness by the innocent Clarisse: “Are you happy?” she asks. Yet, simple though it may seem, this idea of his own happiness is alarming to Montag, and one could argue that this idea is the most influential idea in the book and has the most to do with the shaping of the events of the story.

3. Why does an individual, event, or idea develop and/or interact over the course of a text?
 If you want to get students thinking deeply, ask **why**, and make sure they use evidence from the text to support their claim.