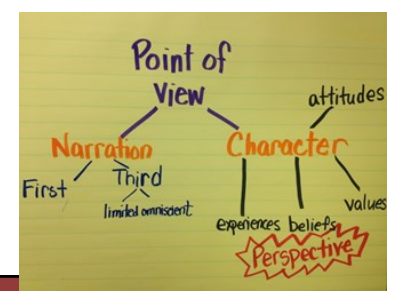




THE ANCHOR STANDARD CHALLENGE # 6



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?

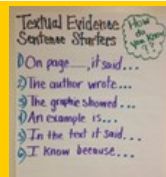
The AZ ELA Anchor Standards can be found on <http://www.azed.gov/standards-practices/k-12standards/english-language-arts-standards/>.

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!



Reading Anchor Standard # 6:

Assess how point of view or purpose shapes the content and style of a text.

R.6 Explained

In other words, how does where a writer or narrator is coming from (point of view) and going towards (purpose) affect what he/she writes (content and style)?

How does point of view shape a text?

Point of view-or, where the text is coming from-is worth time in the classroom if the time goes beyond teaching point of view as just another lit term. Asking students to identify whether a novel is written in first-person or third-person point of view is mundane; questions like these don't answer a “So what?” What if a point of view related question looked more like this?

In Sallinger's *Catcher in the Rye*, what problems does Holden Caulfield's narration present to the reader? How does Holden's narration contribute to the style of the novel.

Questions like this provide a critical way for approaching point of view, and students 6-12 are ready to engage in this type of thinking with the proper scaffolding. Kids want to do more than identify whether a story is first- or third-person; they want to analyze, discuss, and argue about the complex issues that point of view brings up. This is what R.6 is getting at.

Point of view and purpose in informational texts:

Whether reading informational texts in the ELA classroom, analyzing documents in history class, or reading articles in a science class, understanding the interconnectedness of point of view and purpose are integral for R.CCR.6 and for life as an intelligent adult.

While using a series of documents, simple questions will get students ready to consider point of view, purpose, and the documents as a unified whole:

- Who wrote this? How do you know?
- What was the purpose of this document? How do you know?
- How do point of view and purpose shape the style of each of these documents?