



THE ANCHOR STANDARD CHALLENGE # 7



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?

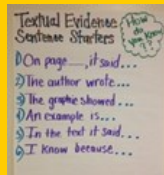
The AZ ELA Anchor Standards can be found on <http://www.azed.gov/standards-practices/k-12standards/english-language-arts-standards/>.

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 # 7:

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

R.7 Explained: Beyond Text

Beyond Text needs to be introduced after standards 1-6. Why? This standard is about looking at what you already have read and integrating and evaluating content from a different medium or source. The more adept students are at how to analyze information, the easier this standard will be. Students should use what they have learned about central ideas and word play to evaluate meaning from different outside of just a traditional text. The focus here is on moving beyond just one text and evaluating multi-modal text.

In order to effectively teach this standard, you should have a keen awareness of what actually qualifies as “moving beyond the text.” A misconception is that students can consider photographs, charts, and graphs within a text. This would result in looking at an image to figure out what the text is trying to say. While these are elements that move beyond text, that rudimentary focus is better suited for elementary school students. For middle and high school, this standard is more about focusing on two different pieces that can stand alone. So examining a chart, graphs, or image within a text may be a useful concept and will obviously occur, it should not be the central focus for this standard. A student could compare the movie to the book. Each can stand alone and be considered a distinct piece on its own. A student could compare two different images and focus on the message and information gathered. A student could examine a stage play compared to the written drama. The transcript of a speech could be compared to watching the person actually deliver the speech. These are just a few examples to contextualize the concept of moving beyond text. The simplest point of entry to this standard is to look at a set of paired sources that present the exact same content, this way the focus can begin on exactly how the formats or mediums influenced the message.

Using Ted Talks videos, speeches, and photo books together with articles and informational textbooks one can really dig into this standard. Implications of thematic studies and cross curricular study are abundant.