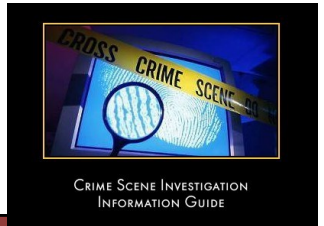




# THE ANCHOR STANDARD CHALLENGE # 8



## 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?

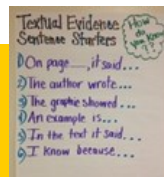
The AZ ELA Anchor Standards can be found on <http://www.azed.gov/standards-practices/k-12standards/english-language-arts-standards/>.

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 # 8:

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

## How CSI Helped me Introduce R.8: Evaluating Evidence!

Here is one way to introduce Standard 8: Evaluating Evidence. Thanks to vertical alignment, all students have some variation of this exact standard.

1. “Has anyone ever seen one of those lawyer or police dramas on television?” Lead a discussion and allow students to name a few. Possible responses: CSI, Scandal, Damages, Law & Order, etc.
2. “One of my favorite parts of any show like that is when they try to prove if someone is innocent or guilty. How do they usually decide if someone is guilty? What makes the difference?” Solicit responses. Possible responses: testimony, witnesses, evidence, video, etc.
3. Focus on that fact that they have to have evidence to prove their points.
4. “What about when they have evidence, but the criminal gets away? Have you seen that happen when the person is guilty, they had evidence, but the jury or judge didn’t believe the evidence?” Lead students to the conclusion that not all evidence is equal. Sometimes evidence is there, but it is not strong enough, doesn’t seem as convincing, or just doesn’t really relate to the case.
5. “I like to hold writers to the same standards as they do on those shows. I want to see evidence that I should believe what they are saying.” Discuss how newspapers and magazines feature text where people say all types of things, but a good reader should look at the evidence and decide if the argument the writer is making has sufficient support.
6. “We will spend some time looking critically at what authors say. You and I will be the judge and jury. We will decide if there is enough evidence to support what these authors are saying.

Next steps? Model with a text...