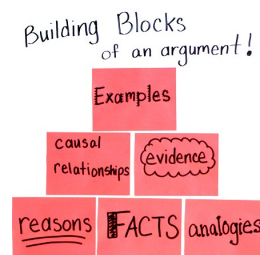


THE ANCHOR STANDARD CHALLENGE # 11



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 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?

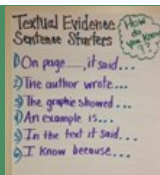
The AZ ELA Anchor Standards can be found on <http://www.azed.gov/standards-practices/k-12standards/english-language-arts-standards/>.

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!



Writing Anchor Standard # 1:

HOW STRONG IS THE ARGUMENT?

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.1 Explained

Argument writing is a great tool that can be used to build content knowledge and addresses multiple Common Core Standards in reading, writing, and speaking & listening. Elementary students focus on stating an opinion and supporting it with reasons and information while secondary students write arguments, recognize counterclaims, use relevant and sufficient evidence and provide valid reasoning.

Step 1: Make a claim about a substantive topic or text

Once students have had time to closely read and annotate the document, ask them to decide which side they'll be arguing for. For indecisive students, remind them that the best debaters are those who can argue any side of an argument, and that they do need to choose a side. As students make their argument, you want them thinking about these questions as they're pre-paring their claim:

- *Is your claim debatable? Is it intriguing? Is it clear?
- *Are there other claims that yours might be confused for? How can you make it clear?
- *Do you have evidence in mind that can support your claim?

Step 2: Support that claim with relevant and sufficient evidence

It is important to teach students that a great arguer starts with a ton of evidence, ranks it in order of relevance and strength, and then draws a line in the list where the evidence starts getting weak. Students will first need to be taught how to find relevant evidence and how to decide how much evidence is sufficient.

Step 3: Tie it all together with valid reasoning

The reasoning of an argument often answers **why** or **how** questions that you need to teach your student writers to anticipate:

- *Why does this piece of evidence support your claim?
- *Why is your claim superior to your opponent's?
- *How is your claim limited?

This one is key for students because they often think that argument is about winning, and that the only way to win is by making your claim appear perfect. But, unlike some kinds of persuasive writing, argumentation is based on logic and reasoning. An argument that strategically avoids mentioning any evidence contrary to its claim is always going to be a failed argument because the intelligent reader will smell a rat.

Perhaps the biggest factor in developing “argumentative literacy” in students is giving them repeated exposure to reading, writing, speaking, and listening to arguments.

Adapted from: <http://www.teachingthecore.com/common-core-w-ccr-1-explained->

