

# THE ANCHOR STANDARD CHALLENGE # 17



## 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?

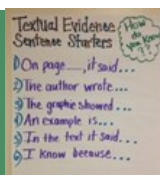
The AZ ELA Anchor Standards can be found on <http://www.azed.gov/standards-practices/k-12standards/english-language-arts-standards/>.

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!



## Writing Anchor Standard # 7:

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

## W.7 Explained

This standard is part of a trio of “Research to Build and Present Knowledge” anchor standards (W.7-9). Since the three are somewhat overlapping, let’s focus on the three aspects of W.7 that make it unique.

**Varying project lengths:** I like that W.7 affirms the value in both short and sustained research projects. Allowing for shorter research projects means more reps in the tasks of:

- understanding a research question,
- formulating an appropriate research strategy,
- assessing the reliability of sources,
- and integrating findings into a written demonstration of understanding.

**Focused research questions:** The foundation of a rockin’ research project is an engaging and focused question. Instead of assign broad topics like global warming or animal rights, students need focused questions like the examples below:

- Which “camps” call global warming a hoax, and which call it a reality? What evidence do these groups use to support their arguments?
- How have animal rights advocates affected the incidence of animal abuse cases? What factors might skew your findings?

**Demonstrate newfound understandings:** Finally, students need to demonstrate what they’ve learned in their research — this could be done in a single-paragraph or as a more sustained paper. It could be done in a meta fashion (e.g., an I-search narrative), an explanatory fashion, or an argumentative fashion. Regardless of which mode of writing is assigned, ask some questions like these to promote reflection on the research project:

- What do you understand now that you didn’t understand before starting your research?
- What challenges did you face during your research, and how did you deal with them?

Adapted from: <http://www.teachingthecore.com/common-core-w-ccr-7-explained/>

