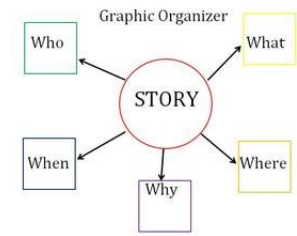


THE ANCHOR STANDARD CHALLENGE # 10



What are the Anchor Standards?

The College and Career Ready 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 **Arizona College and Career Ready Standards for ELA: Social Studies, History, and Science & Technical Subjects**. 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.

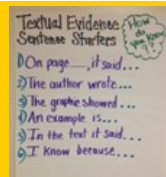
Where do I find them?

The ACCR Anchor Standards are placed one page **before** the grade-specific standards in the ACCRS. Don't forget to look at the Anchor Standards for reading, writing, and speaking & listening.

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 cmango-paget@coconino.az.gov. A special prize will be awarded to the school that has the most success using the charts!



Reading Anchor Standard # 10:

Read and comprehend complex literacy and informational texts independently and proficiently.

Bringing the Common Core Standards to Life in the Classroom

Text complexity which is addressed in Standard 10 defines a grade-by-grade “staircase” of increasing text complexity starting with kindergarten and extending to the college and career readiness level. Whatever they are reading, students must also show a growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts.

Typically, struggling readers are given easier, less complex texts to read. We tend to address individual needs by changing the text rather than by changing instruction.

To adjust instruction teachers can provide scaffolding to assist students with complex texts. **Scaffolding is temporary** guidance or assistance, and scaffolding is how students can learn to handle more complex text. Scaffolding can be provided by a partially filled in graphic organizer or cued retelling protocol. It can also be working with an adult or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone. Ultimately, the goal is for the student to complete the work on her own, so the **scaffolding needs to be removed** as quickly as possible. **Scaffold complexity; don't avoid it.**

We also need to up-level our students as quickly as possible. Because of time constraints and high student loads, students can languish at their instructional or less complex level until a teacher has had a chance to assess them to see if they can handle a higher level of text rather than the support they need to read texts at the appropriate level of complexity.

APPENDIX A of the standards (especially the chart on pp. 13 and 14) explains the notion of how text complexity is measured across the grade bands.

APPENDIX B includes exemplar texts (stories and literature, poetry, and informational texts) that illustrate appropriate level of complexity by grade.

