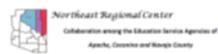


THE ANCHOR STANDARD CHALLENGE # 5



COCONINO COUNTY
Education Service Agency
The resource for all things P-12



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 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 # 5:

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Text Structure Instruction

Text is written much in the same way a house is built. The writer begins with a basic blueprint that guides the overall design of the house, which is like the overall organization of a piece of text. The blueprint for narrative text tends to be organized around literary elements such as setting, characters, plot, and theme. The blueprint for information text tends to be based on a hierarchy of main ideas and subordinate main ideas, often reflected through the use of headings and sub-headings.

The details of text, like those of a house, are determined by the structure at more specific levels. Continuing with this metaphor, the sections or chapters of text represent the rooms of the house, the paragraph represent the walls that frame each room, and the sentences represent the details in each room such as floors, doors, windows, electric sockets, etc. Just as some homes fit a standard style or blueprint (e.g., a split level, ranch, two-story colonial), some text structures are fairly predictable. Sometimes readers encounter unusually structured or very complex text, similar to unique building designs. Students need explicit instruction to learn how to determine the broader structures of the texts they read.

Students also need explicit instruction in the detailed structures – that is, how sentences and paragraphs are structured. The ways in which authors express their ideas through syntax (sentence structure) and paragraphs greatly affects a reader's ability to access and identify those ideas. Efficient processing of sentence structure is necessary for overall comprehension.

Knowledge of basic paragraph structure is also critical to text comprehension. Knowledge of paragraph structure enables students to more readily identify main ideas and key supporting details while reading. Basic paragraph structure can be introduced in the primary grades (i.e., topic sentence, supporting sentences, concluding sentence). However, as student progress into grades 4 and above, they need to be taught that text often contains unstructured paragraphs that contain more than one idea or have a main idea that must be inferred. Therefore, paragraph instruction is best taught using actual content classroom reading material.