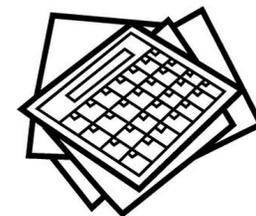


THE ANCHOR STANDARD CHALLENGE # 20



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.

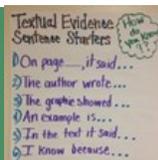
Where do I find them?

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



Writing Anchor Standard # 10:

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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There are two parts of this standard. The first is to have students prepare themselves for longer essays and writing projects, for which they will brainstorm, pre-write, write multiple drafts, conduct research, and edit their work until it is absolutely perfect – this is usually the kind of project that they will work on for a week or more. The second is to get them prepared to respond to timed writing prompts, which will have them thinking on their feet and writing their papers in an hour or less. And no matter what kind of writing they are required to do and how much time they are given for it, students must not forget to focus on the following:

What is the task? The basic rule to understand the writing task is a simple one, but one that sadly, is often skipped – and it is this: Read the prompt CAREFULLY. When some students are told that they are working within a time limit, they go into panic mode and cannot process written instructions very well.

What is the purpose? Closely related to task, “purpose” asks students to consider what they hope to achieve with that particular writing piece. Do they want to argue that the Harry Potter series is the best piece of young adult literature written in the last fifty years? Their purpose would be to *argue* and convince their audience that their views have merit. Do they want to research the history of the mandrake root and mention its use in the *Harry Potter* series as one of their examples? In this case, their purpose would be to *inform*. So, determining their purpose early on will help them to select and organize information accordingly.

Who is the audience? The audience for a piece is closely related to task and purpose. Who are their intended readers? Students will have to recognize that their audience will affect their tone, language-choices, and the information they provide in their writing.

To practice with the above, students need a balanced and generous regimen of writing in various forms.

Adapted from: <http://www.shmoop.com/common-core-standards/ccss-ela-literacy-ccra-w-10.html>

