Anchor-Read-Apply: Supporting Students with Complex Communication Needs

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Dr. Caroline Ramsey Musselwhite
Erin Sheldon, M.A.

angelman SYNDROME FOUNDATION

angelman syndrome foundation | COMMUNICATION TRAINING SERIES

Webinar Outcomes

* Review the process of generating purposes for reading to scaffold comprehension.

* Discuss key differences between use of traditional WH-Questions and use of the Anchor-Read-Apply strategy to assess text comprehension.

* Share multiple examples of using the Anchor-Read-Apply approach to support text comprehension.

Today's Topic Location in the 5 STEPS

Targets	
Teaching/ Tasks	Strategies for scaffolding reading or listening comprehension
Tools	Chart paper; Student forms Robust AAC system
Testing	
Team	

Shared Reading / Guided Reading

• In shared reading, students and teachers are reading **and talking about** books that are highly engaging; the goal is NOT answering questions about the content

• In guided reading, the focus is on comprehension of the entire text

For students who are beginning communicators, shared reading is a priority

Key Components

An emphasis on:

- Learning that builds over time.
- Application of knowledge and skills.
- Active participation and interaction in learning activities.
- Collaboration and communication.

Text Comprehension

Requires learners to:

- Understand the words.

- Process the words.

- Remember the words.

- **Construct meaning across the entire text.**

From:

http://dlmpd.com/teaching-text-comprehension-anchor-read

http://dlmpd.com/generating-purposes-for-reading/

![DYNAMIC LEARNING MAPS]

DYNAMIC LEARNING MAPS
ESSENTIAL ELEMENTS

FOR

English Language Arts

Version 4[*]
Revision Date: March 27, 2014

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[*]Version 4 improves the formatting and readability. No changes to content have been made.

www.dynamiclearningmaps.org

Be Careful Not to Develop Purposes That Are Too Narrow!

"Purposes for reading should require the student to attend to texts of increasing length rather than searching for one small piece of information."

Beyond Factoids!!

"What's the name of the cat?"

"Where was the boy hiding?"

"Who scared the girl?"

We MUST move beyond rote questions to help students develop comprehension **strategies** across a book / chapter!!

Teaching, NOT Testing!

Let's Try It!

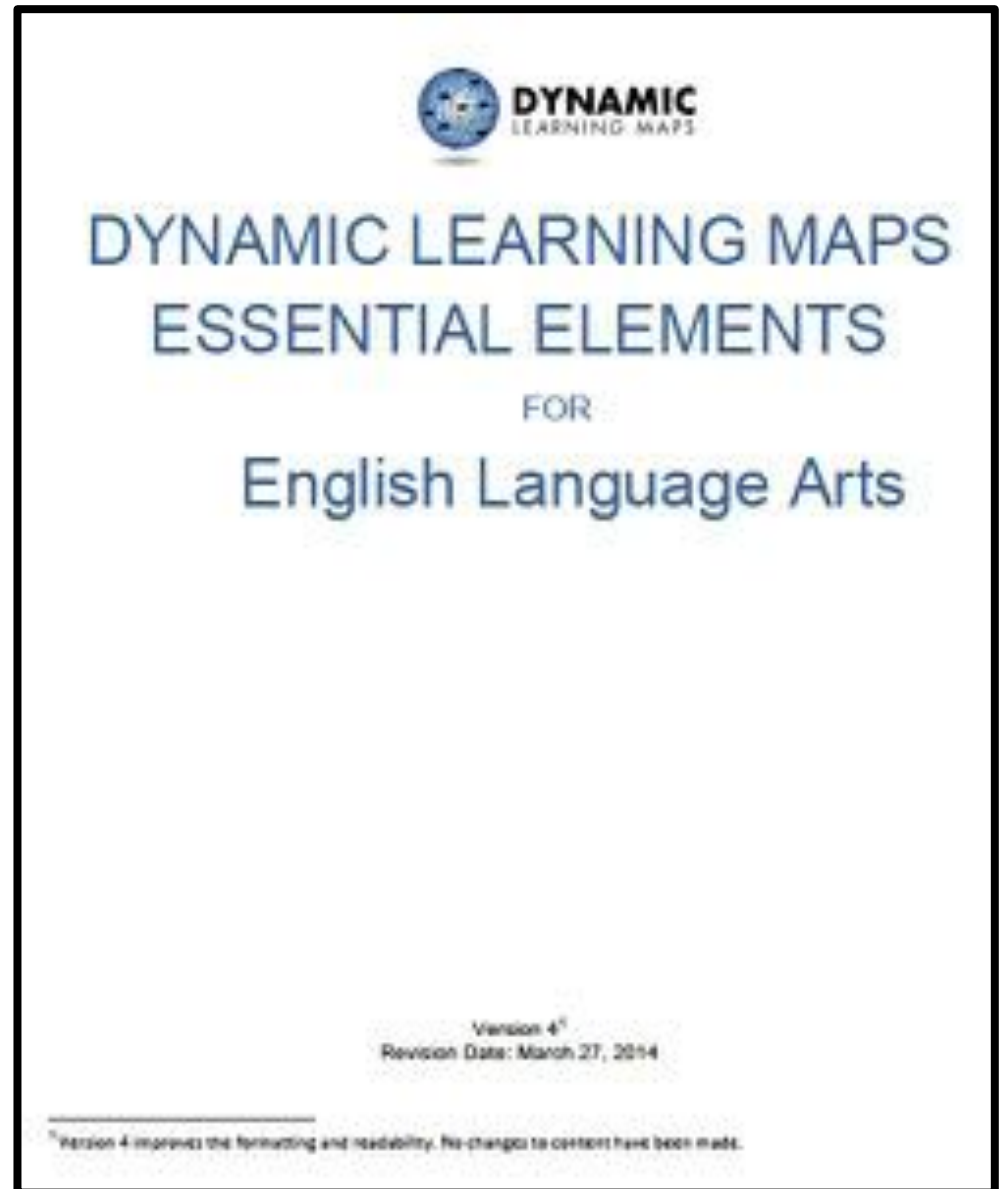| Sample Purpose: Read so you can	Too Narrow	Good
Name the setting		
Describe a character		
Tell several places the main character went		
Tell where the boy hid		
Identify three key events in the story		
Identify the actions of the main character		
Tell what pet the character got		

The 'One Finger' Rule!!

"Generally, if you can point to the answer with one finger, the purpose was too narrow."

Where Can You Find Powerful Purposes for Reading and Listening?

DYNAMIC LEARNING MAPS
ESSENTIAL ELEMENTS
FOR
English Language Arts

Version 4
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Sample Purposes for Reading

Read so you can:

- Identify details in stories
- Identify characters or settings
- Identify major events in stories
- Match parts of 2 texts on the same topic
- Identify experiences of characters in 2 stories as same or different
- Identify actions of characters
- Choose the best summary
- Identify the topic of a text

Teaching Text Comprehension: Anchor-Read-Apply
Online Self-Directed Module or Facilitated Module

Teaching Text Comprehension:
Anchor-Read-Apply

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DYNAMIC LEARNING MAPS

http://dlmpd.com/teaching-text-comprehension-anchor-read-apply/

Anchor

Read

Apply

Developed by the Center for Literacy and Disability Studies
Dr. Karen Erickson, Director

Anchor

* **Activate or Build Background Knowledge**
    - Emphasize the thinking that is required
    * Background knowledge is not always focused on content
    * Note: We are helping students learn independent text comprehension from the very beginning
    * Students will connect what they **already know** to how they need to think to construct meaning from the text
    * The anchor activity is **not** designed to pre-teach the **content** of the text!

Adapted from Dr. Karen Erickson, Center for Literacy & Disability Studies

Anchor

* **Activate or Build Background Knowledge**
  * Sometimes we will need to teach new vocabulary or concepts **only if necessary to help students be successful with the purpose for today**

WatchKnow		Access to > 20,000 kid-safe videos in 3000 categories
WatchKnow FREE	WatchKnow	• Uses videos from www.watchknowlearn.com • Supports education for students 3 – 18 • Videos are typically 3 – 5 minutes • Great for building background knowledge

Be Caution About Over-Teaching Before Reading

"We want the STUDENTS to do the heavy lifting, not the teachers."

Karen Erickson, ATIA 2016

"Don't give away the farm!"

Caroline Musselwhite

Anchor

* **Set a Purpose for Reading**
  * Purposes can link to grade level standards (Core Content Connectors or Essential Elements)
  * Not all purposes apply to every text
  * Every text can be read for multiple purposes

*Slide from Dr. Karen Erickson,* Center for Literacy & Disability St

Anchor

* Must identify the purpose for reading in order to determine what background knowledge is needed.

* **The purpose typically does not focus on content, but on the way we want students to think.**

Slide from Dr. Karen Erickson, Center for Literacy & Disability Stud

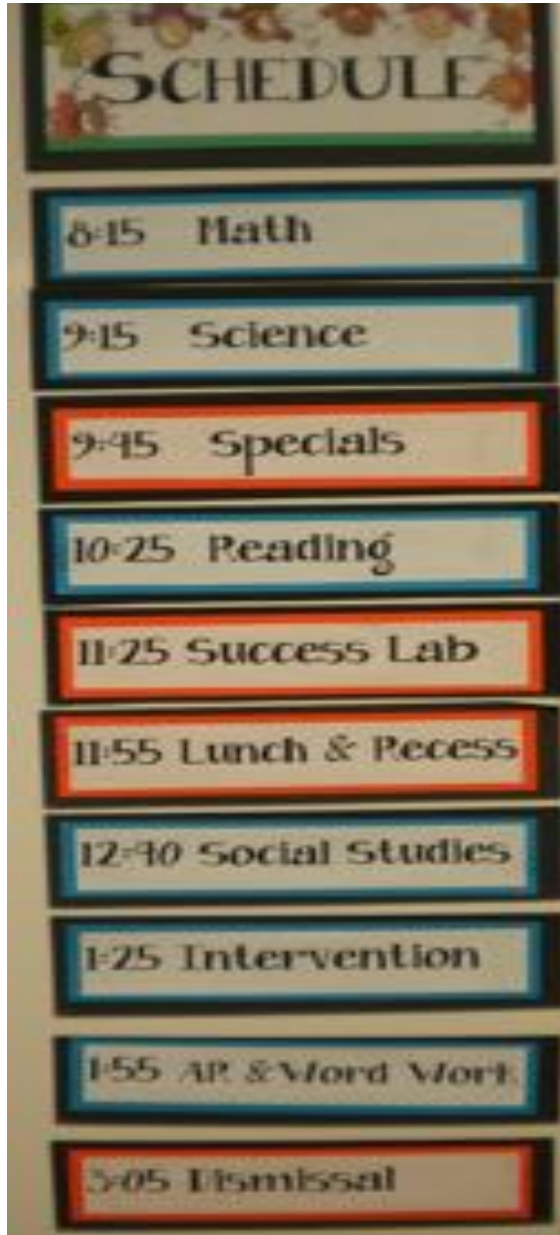EE.RI.3.3 Order two events from a text as "first" and "next."

Which Stories Have a Strong Sequence?
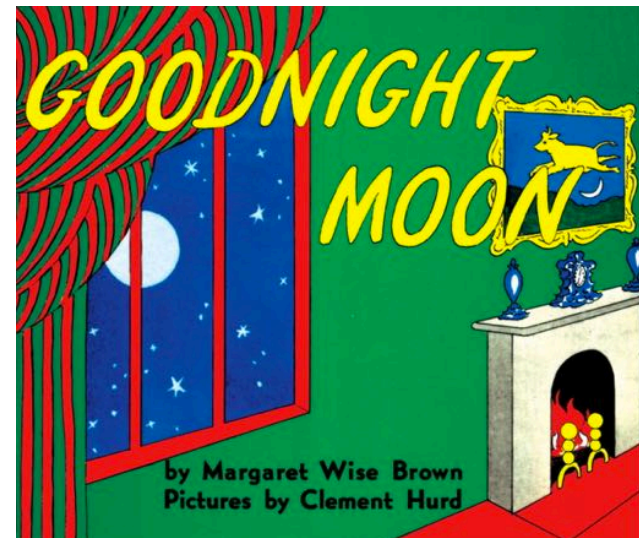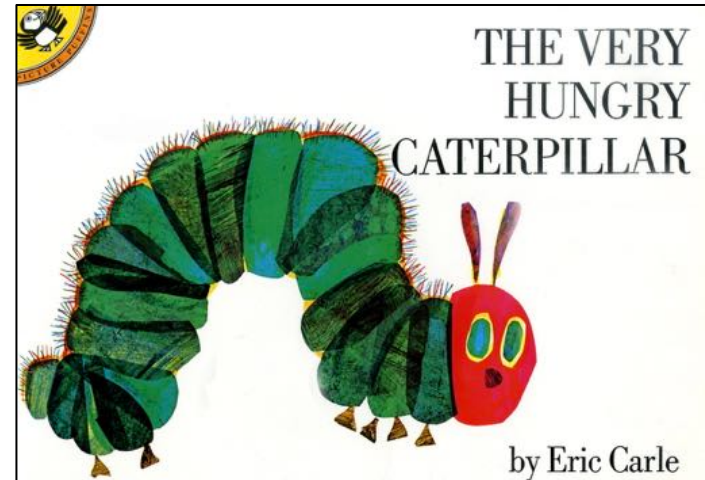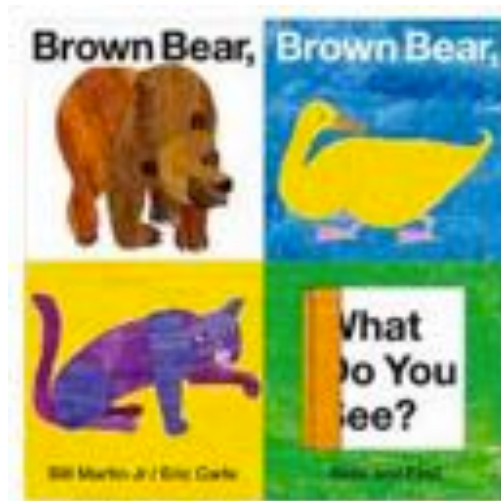
Anchor **Read** **Apply**

SCHEDULE

8:15 Math

9:15 Science

9:45 Specials

10:25 Reading

11:25 Success Lab

11:55 Lunch & Recess

12:40 Social Studies

1:25 Intervention

1:55 AR & Word Work

3:05 Dismissal

Most students do know about first and next.

"You know a lot about first and next!

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Anchor **Read** **Apply**

Purpose. Read the book so that you can decide what comes first and next.

Anchor: Purpose

* Purpose needs to be really clear

* 'Read so you can _____'

* For some classes/ students, it might be 'Listen so you can _____'

Anchor **Read** **Apply**

Remind students about **today's** purpose for reading / listening.

"Remember, you're listening so you can find out what comes **first** and **next** in this story."

READ PHASE

Read the story. Stop only one or two times to remind students of the purpose.

Reading can be:
- Independent
- With a partner
- Read aloud
- Computer-read

Do NOT stop & talk about the story!

Help students sequence photos or sentence strips first, next, next.

Sticky

| The caterpillar made a cocoon. |

| The butterfly came out. |

| The caterpillar ate a lot of food. |

Go back to the story if needed to help students figure out the sequence.

The caterpillar ate a lot of food.

The caterpillar made a cocoon.

The butterfly came out.

The Hero / *Story Time For Kids Free App*

Book about a boy traveling through a large forest with his mom. He saves her from robbers and a tiger, then builds a shelter and finds food for her. Finally he wakes up and realizes that it was all a dream.

Pick Your Purpose FIRST:
Describe character in a story

Activate Background Knowledge:

We're going to describe a character
You know a lot about describing!
Who do you want to describe? (Terri / <u>Dad </u>/sister)

Dad	Yes	No
strong	√	
scary		√
short		√
generous (bring)	√	
funny	√	

Activate Background Knowledge:

We're going to read a story about a boy.

Here are some words that might describe boys.

Read so you can describe the boy in our story.

Boy in 'Hero'	Yes	No
strong		
mean		
brave		
funny		
nice		
happy		

Doodle Buddy

Anchor **Read** **Apply**

Remind students about **today's** purpose for reading / listening.

"Remember, you're listening to find words to describe the boy in this story."

Complete a task:

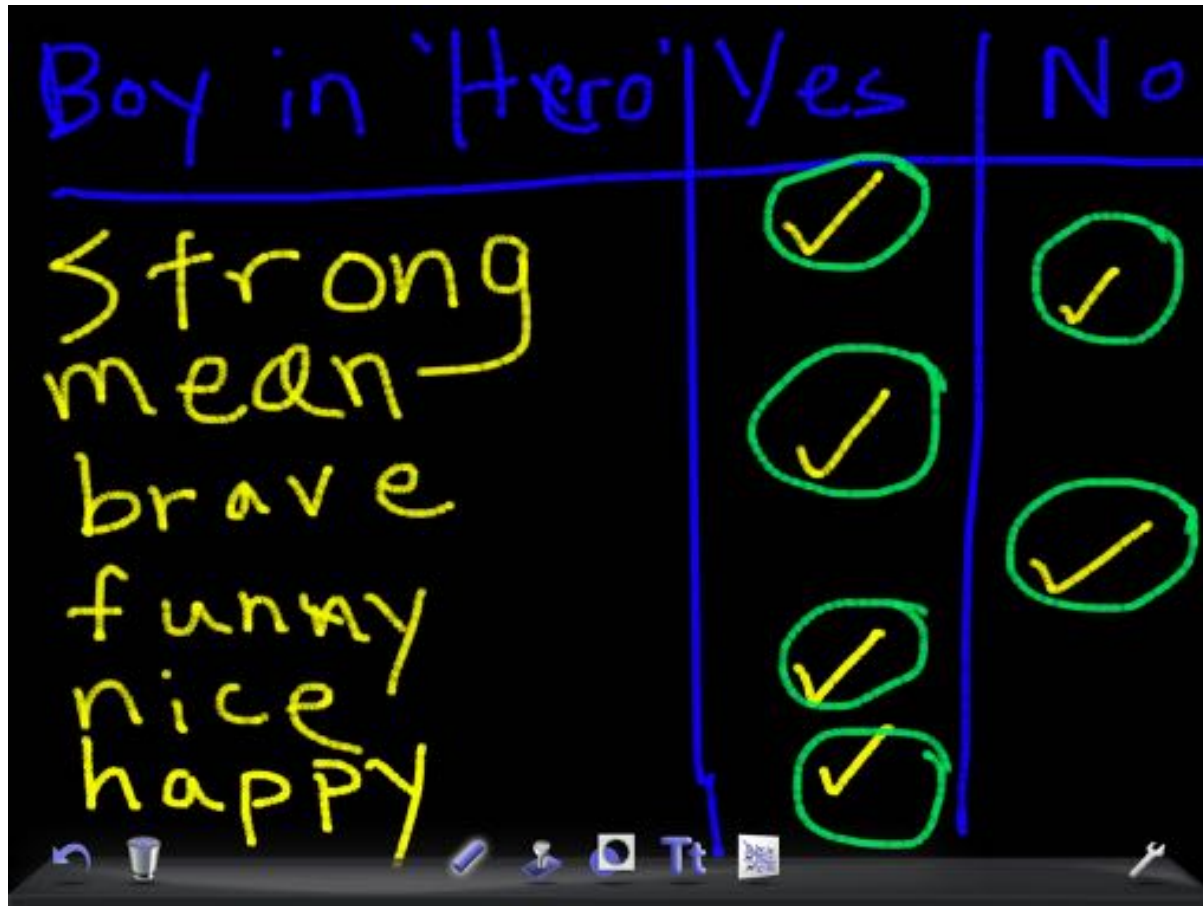- Students vote on which words describe the boy in this story
- Accept all answers

Doodle Buddy

Go Back to the book:

- Give evaluative feedback
- "He was really **brave** when he scared the robbers"

Doodle Buddy

Might TEACH the Strategies Through Easy Books, Then Extend

A Food Service *Transitional* Story

Good Day/ Bad Day

By Caroline Musselwhite and Laurel Richardson

Learning to Work | Food Service | Good Day/Bad Day   9

Listen for:

- Predicting?
- Sequence Events?
- Setting?
- Feelings?
- Actions/ events?
- Compare Characters?
- Best title?
- Write new end?
- Fave part/ char?

Activate Background Knowledge:

- When you're working really hard, how do you feel?
- Let's make a list of feelings on the board
- Let students vote on whether they feel that way

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Feelings When We Are Working	Yes	No
happy		
sad		
frustrated		
tired		
bored		
scared		

Purpose:

• "Read to find out the feelings of the boy in our story"

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Learning to Work | Food Service | Good Day/Bad Day   9

Anchor   **Read**   **Apply**

- Check the list.
- Accept all answers.
- Give evaluative feedback

Feelings When We Are Working	Yes	No
happy		
sad		
frustrated		
tired		
bored		
scared		

Pick Your Purpose FIRST!
Sample Anchor / Read / Apply Purpose

EE.RL.4.9 Compare characters, settings or events in stories, myths or texts from different cultures.
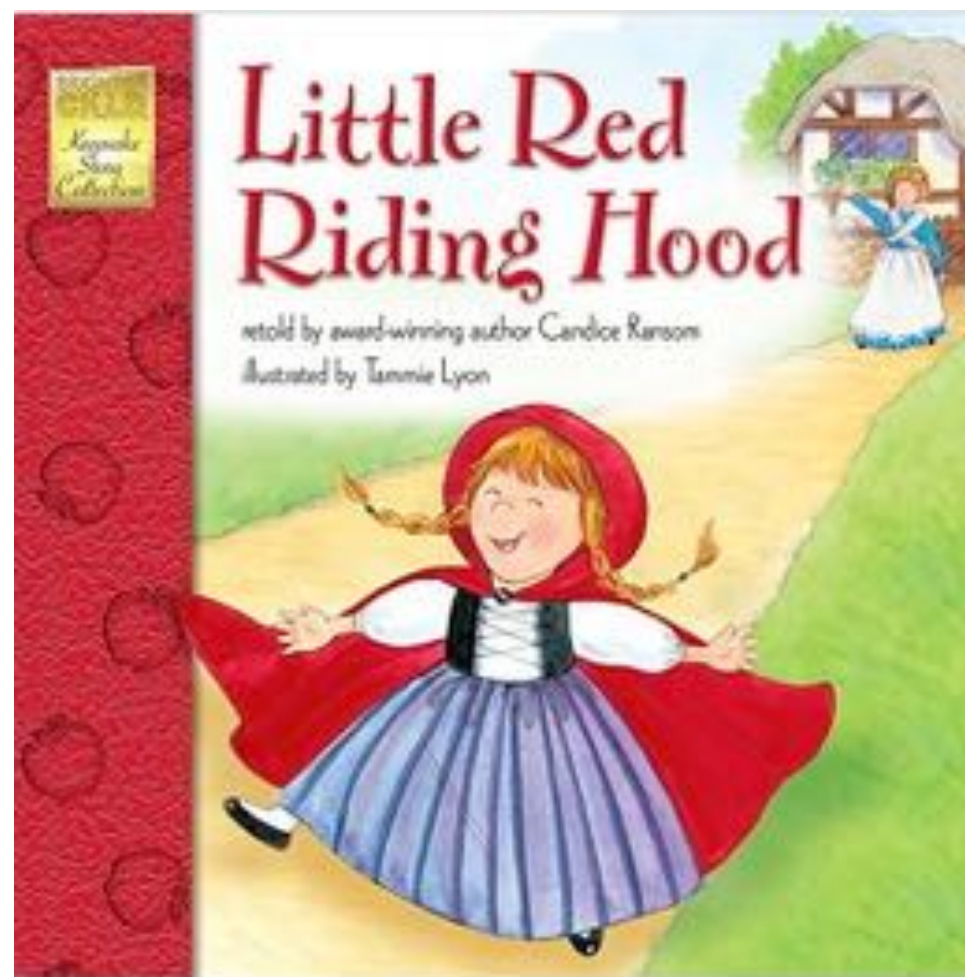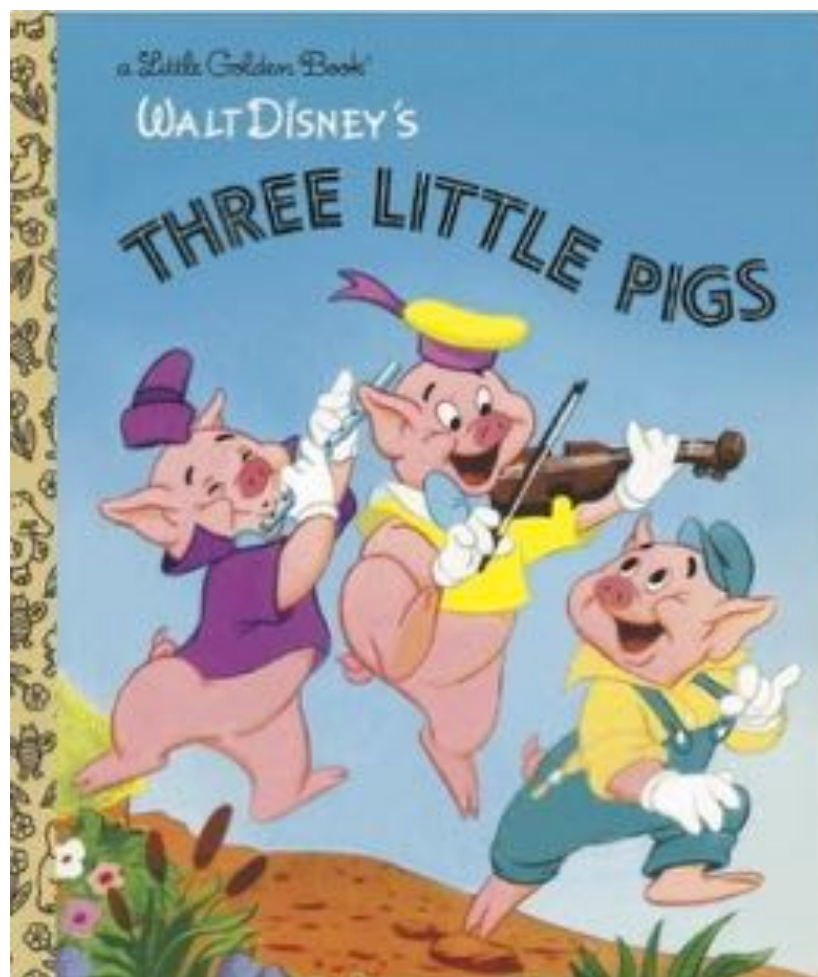
Activate Background Knowledge:
- Set up a comparison of two characters they know
- Example, <u>Ana and Marcus</u>; cat & dog; Mom & Dad

Feature	Ana	Both	Marcus
Student in this class		√	
Tall			√
Love math	√		
Has a dog			√
Love to read		√	

Anchor   **Read**   **Apply**

Purpose Statement:

Write the following statements on the board or distribute as a handout. Say, "Read to find out which of these statements is about both wolves or only one wolf."

Feature or Action	3 Little Pigs	Both	Red Riding Hood
Wanted to eat another character			
Very sharp teeth			
Dressed up like Granny			
Dangerous			
Huffed and puffed			

Anchor **Read** **Apply**

Read:

Stop no more then once to remind students that they are reading to decide if these statements are about one or both wolves.

- Check the list.
- Accept all answers.

Feature or Action	3 Little Pigs	Both	Red Riding Hood
Wanted to eat another character	√		
Very sharp teeth		√	
Dressed up like Granny	√		
Dangerous			√
Huffed and puffed		√	

- Go back to the books
- Give evaluative feedback
- Help them figure out which is correct

Feature or Action	3 Little Pigs	Both	Red Riding Hood
Wanted to eat another character	√		❌
Very sharp teeth		√	
Dressed up like Granny	√		
Dangerous			√
Huffed and puffed		√	

Summary

* Comprehension is **much more** than just WH-questions – we need to teach students increasingly complex strategies for comprehending text

* Anchor-Read-Apply is an 'umbrella' approach to support students by connecting to prior knowledge, and helping them construct meaning

* With guidance and support, students **can** be successful in engaging in increasingly complex comprehension activities

References

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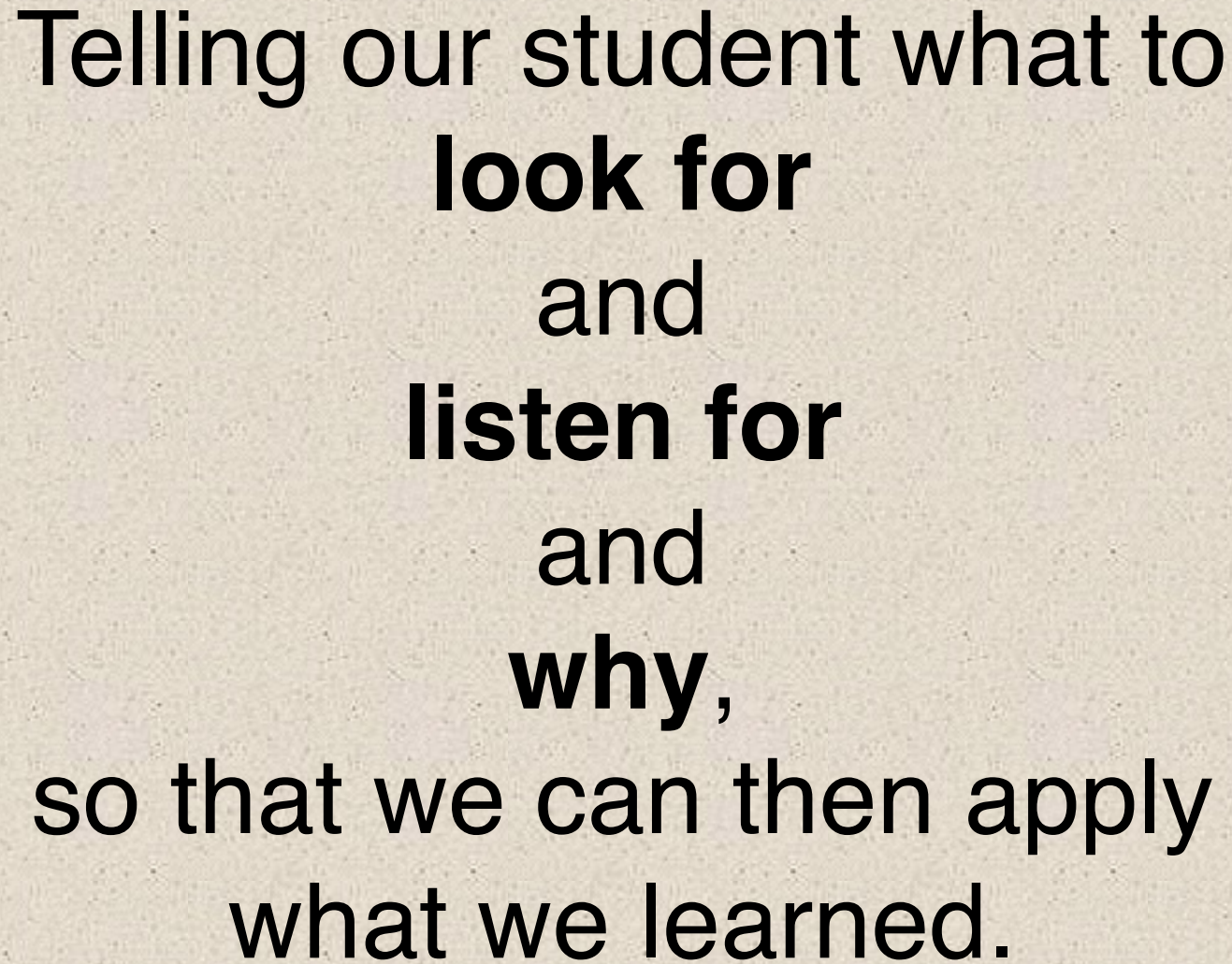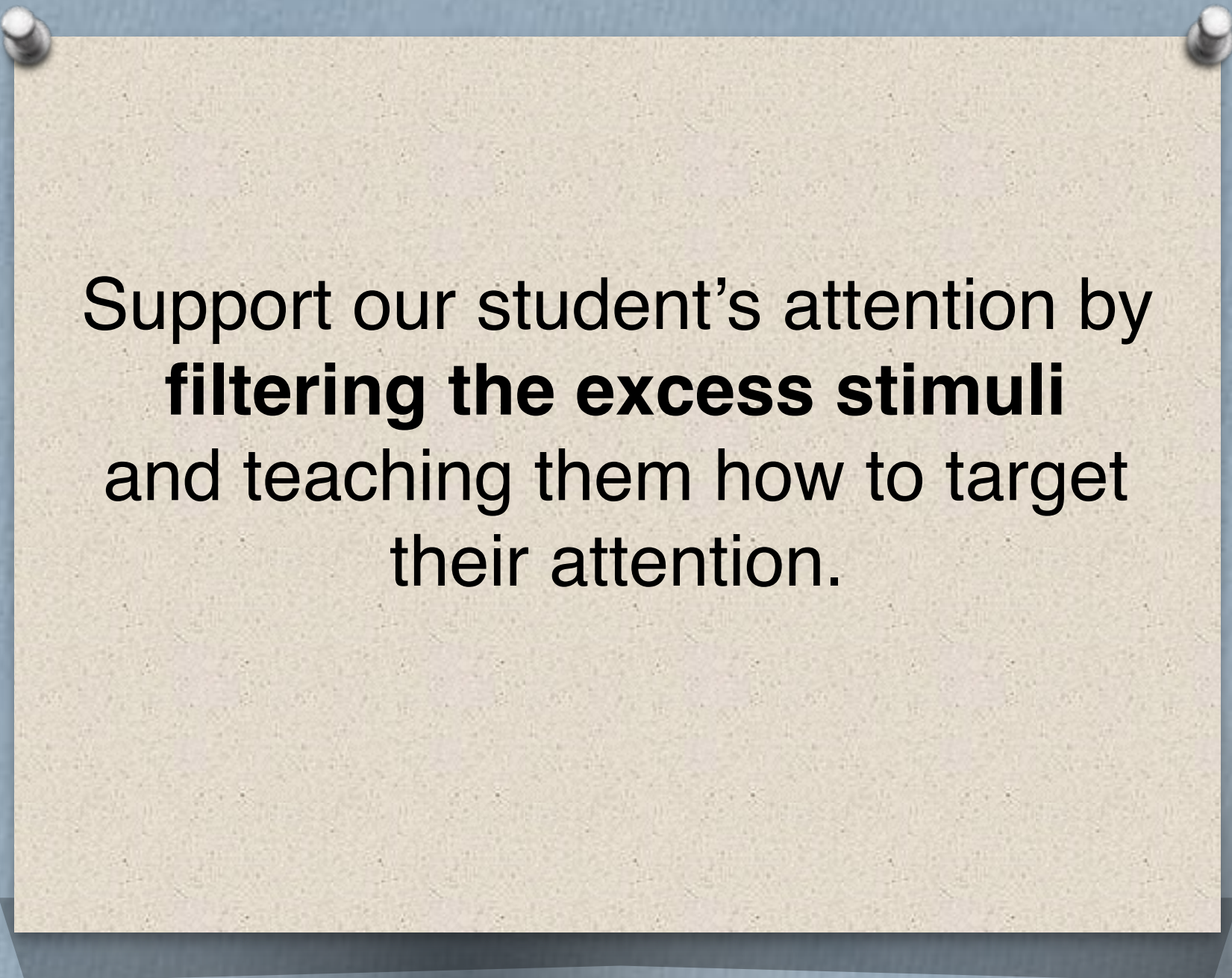
Extensions for
Anchor-Read-Apply

* How often do we say "listen" without saying what we are listening for?

* How often do we say "look" without saying what we are looking for?

* How often do we say "pay attention!" without to *what*, and and why it matters?

Telling our student what to
look for
and
listen for
and
why,
so that we can then apply
what we learned.

Support our student's attention by **filtering the excess stimuli** and teaching them how to target their attention.

Providing the "why"

- We are lining up so we can go to lunch!

- We are washing our hands so we can eat.

- We are getting our coats so we can go to recess.

- We are listening to our friends so we can share what we did this weekend, too.

Providing the "why"

- Watch my hands so you know how to do this.

- Listen to the story so that you can say what was your favorite part.

- Listen to the story so you can share if you thought it was a good story or not.

What is our key objective?

- IEP goal: use AAC to express likes and dislikes.

- Mrs Johnson will be reading a story to the class. We are listening so we can decide if this was a good story or not!

- We are listening to this story so we can rate it.

Awful   Not very good   Good   Really good   Brilliant
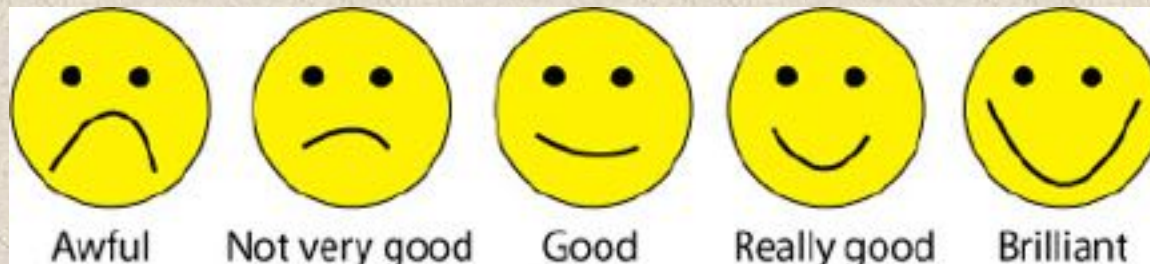
What is our key objective?

- IEP goal: use AAC to describe features of nouns

- Mrs Jones will read a story about butterflies.
  We are listening so we can talk about butterflies.

- Mr Smith will be talking about California missions.
  We will listen so that we can describe a mission.

- Ms Sinclair will be talking about ancient Egypt.
  We are listening so we can write about mummies and pyramids.

That's it!

Butterflies are

Butterflies are

Butterflies are

Butterflies are not
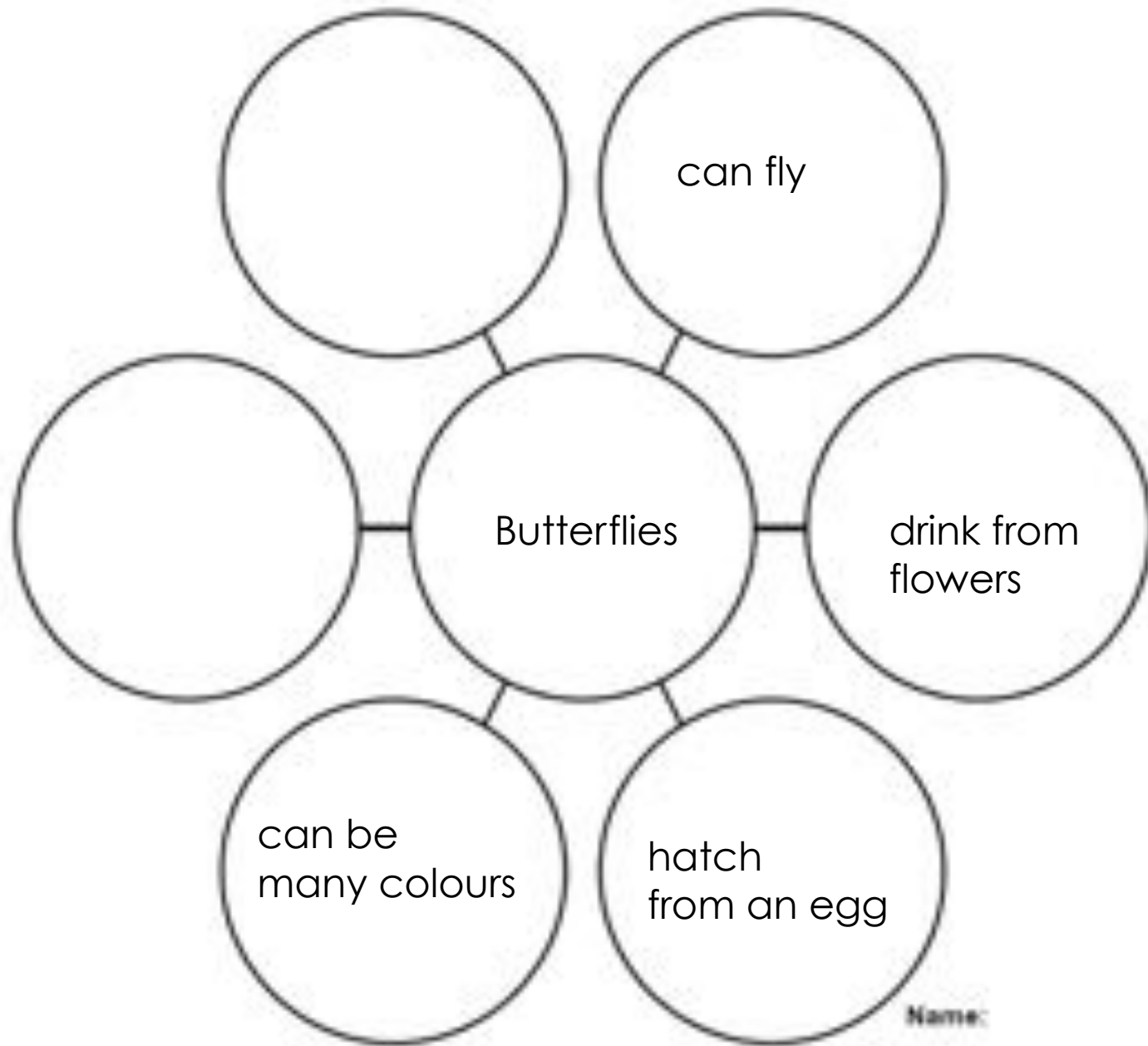
A mummy is

A mummy is

A pyramid is

A pyramid is

That's it!

That's it!

As a Canadian, I can

As a Canadian, I can

As a Canadian, I can

As a Canadian, I cannot

What is our key objective?

- IEP goal: use AAC to compare/contrast

- Mrs Johnson will be talking about rocks.
  We will listen so that we can compare and contrast different kinds of rocks.

- Mr Smith will talk about pioneers. We will listen so we can compare how pioneers lived to how we live.

- Ms Sinclair will talk about the US and Canada. We will listen so we can talk about how the US and Canada are the same and different.
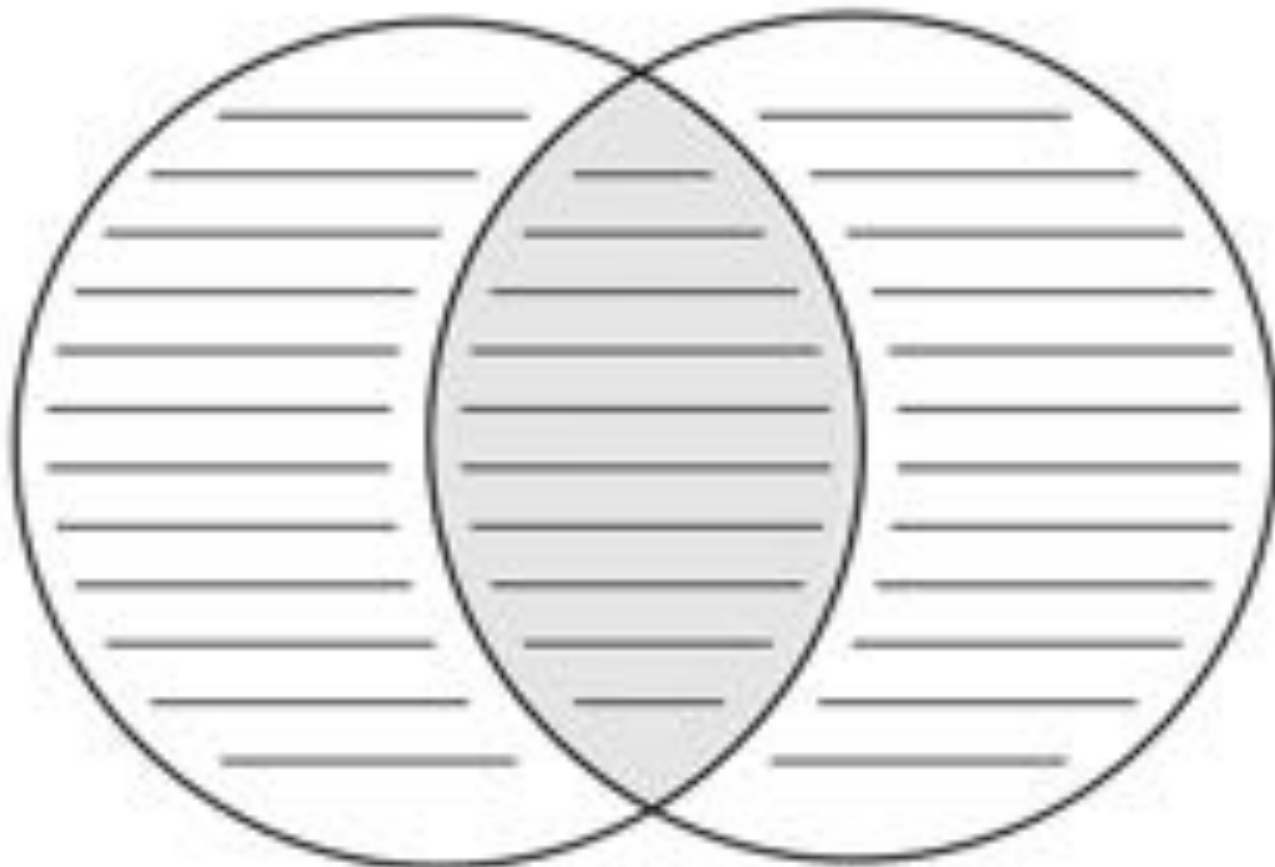
That's it!

Some rocks are

Some rocks are

Some rocks are

Some rocks are not

Name _____

Igneous rocks

Sedimentary rocks

We CAN support students with significant disabilities in growing their literacy skills . . . Including language and text comprehension!

Possible Next Steps

* Think about how you set up anchor-read-apply with a book your student loves

* Share the webinar link with teachers

* Read FB posts

* Try to build AAC using anchor/read/apply approach in non-literacy activities

* Plan to attend/view next week's webinar!

Questions?

Thank You!

*The ASF Communication Training Series
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