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

May 12, 2016

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

<table>
<thead>
<tr>
<th>Targets</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching/ Tasks</strong></td>
<td>Strategies for scaffolding reading or listening comprehension</td>
</tr>
<tr>
<td><strong>Tools</strong></td>
<td>Chart paper; Student forms</td>
</tr>
<tr>
<td></td>
<td>Robust AAC system</td>
</tr>
<tr>
<td><strong>Testing</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Team</strong></td>
<td></td>
</tr>
</tbody>
</table>
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
Essential Elements for Literature and Informational Texts focus on:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
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.”

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

<table>
<thead>
<tr>
<th>Sample Purpose: Read so you can</th>
<th>Too Narrow</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name the setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe a character</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tell several places the main character went</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tell where the boy hid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify three key events in the story</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the actions of the main character</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tell what pet the character got</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The ‘One Finger’ Rule!!

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

http://dlmpd.com/generating-purposes-for-reading/
Where Can You Find Powerful Purposes for Reading and Listening?
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

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
 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
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.
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
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
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 Studies*
EE.RI.3.3 Order two events from a text as “first” and “next.”
Which Stories Have a Strong Sequence?

- Brown Bear, Brown Bear, What Do You See?
- The Very Hungry Caterpillar
- Goldilocks and the Three Bears
- Goodnight Moon
Most students do know about first and next.

“You know a lot about first and next!”
<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15</td>
<td>Math</td>
</tr>
<tr>
<td>9:15</td>
<td>Science</td>
</tr>
<tr>
<td>9:45</td>
<td>Specials</td>
</tr>
<tr>
<td>10:25</td>
<td>Reading</td>
</tr>
<tr>
<td>11:25</td>
<td>Success Lab</td>
</tr>
<tr>
<td>11:55</td>
<td>Lunch &amp; Recess</td>
</tr>
<tr>
<td>12:40</td>
<td>Social Studies</td>
</tr>
<tr>
<td>1:25</td>
<td>Intervention</td>
</tr>
<tr>
<td>1:55</td>
<td>AP &amp; Word Work</td>
</tr>
<tr>
<td>3:05</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>
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
Purpose. Read the book so that you can decide what comes first and next.
Purpose needs to be really clear

‘Read so you can ________________’

For some classes/ students, it might be
‘Listen so you can ________________’
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.

- **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 / **Dad**/sister)

<table>
<thead>
<tr>
<th>Dad</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>strong</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>scary</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>short</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>generous (bring)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>funny</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Boy in 'Hero'</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>stronly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>brave</td>
<td></td>
<td></td>
</tr>
<tr>
<td>funny</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>happy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Doodle Buddy
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

<table>
<thead>
<tr>
<th>Boy in 'Hero'</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Mean</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Brave</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Funny</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Nice</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Happy</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Go Back to the book:

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

<table>
<thead>
<tr>
<th>Boy in 'Hero'</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>strong</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>mean</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>brave</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>funny</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>nice</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>happy</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Might TEACH the Strategies Through Easy Books, Then Extend

Listen for:
- Predicting?
- Sequence Events?
- Setting?
- Feelings?
- Actions/ events?
- Compare Characters?
- Best title?
- Write new end?
- Fave part/ char?
Active 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
Purpose:
• “Read to find out the feelings of the boy in our story”
- Check the list.
- Accept all answers.
- Give evaluative feedback

<table>
<thead>
<tr>
<th>Feelings When We Are Working</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>frustrated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tired</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bored</td>
<td></td>
<td></td>
</tr>
<tr>
<td>scared</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EE.RL.4.9 Compare characters, settings or events in stories, myths or texts from different cultures.

From DLM Essential Elements: http://dynamiclearningmaps.org/content/essential-elements
Activate Background Knowledge:
- Set up a comparison of two characters they know
- Example, Ana and Marcus; cat & dog; Mom & Dad

<table>
<thead>
<tr>
<th>Feature</th>
<th>Ana</th>
<th>Both</th>
<th>Marcus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student in this class</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Tall</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Love math</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a dog</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Love to read</td>
<td></td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>
Lesson: Fairy Tales: Compare Characters

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.”

<table>
<thead>
<tr>
<th>Feature or Action</th>
<th>3 Little Pigs</th>
<th>Both</th>
<th>Red Riding Hood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanted to eat another character</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very sharp teeth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dressed up like Granny</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dangerous</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Huffed and puffed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Feature or Action</th>
<th>3 Little Pigs</th>
<th>Both</th>
<th>Red Riding Hood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanted to eat another character</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Very sharp teeth</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Dressed up like Granny</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dangerous</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Huffed and puffed</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
- Go back to the books
- Give evaluative feedback
- Help them figure out which is correct

<table>
<thead>
<tr>
<th>Feature or Action</th>
<th>3 Little Pigs</th>
<th>Both</th>
<th>Red Riding Hood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanted to eat another character</td>
<td>√</td>
<td></td>
<td>✗</td>
</tr>
<tr>
<td>Very sharp teeth</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Dressed up like Granny</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dangerous</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Huffed and puffed</td>
<td></td>
<td></td>
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</tbody>
</table>
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


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.
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.
Butterflies are

Butterflies are

Butterflies are not
Butterflies can fly, drink from flowers, can be many colours, hatch from an egg.
A mummy is
A mummy is
A pyramid is
A pyramid is

That's it!
Ancient Egypt

- Pyramids
- Mummies
- Pharaohs
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.
Some rocks are

Some rocks are

Some rocks are

Some rocks are not

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

What is more functional than literacy?

Dr. Caroline Ramsey Musselwhite
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 is made available by the Angelman Syndrome Foundation and a generous grant from The Foster Family Charitable Foundation, a family foundation established in Central California.