

# Comprehension Instruction: Anchor, Read, Apply

**Book of the week:** Amazing Caves

**Level:** Mid Foundation (RAZ B)

## Monday:

*Purpose for reading:* Read to discuss what you know about caves, what you want to know, and to discover what you can learn.

*Anchor:* Use the KWL structure to discuss the topic of caves before reading the book.

Draw three columns on the whiteboard as shown below:

K	W	L

Explain to the students that the K is for Know. This is where you are going to list the things that you know about caves. Each student gets an opportunity to tell you one thing they know about caves and write it in the first column. If needed, model (or get another staff member to model) contributing a piece of information yourself.

Now explain, that the W is for What you want to know. Ask students to tell you something that they want to know about caves and write their answers in the second column. Again, model this if needed.

Let them know that the third column is for things that you have learned from reading the book. Explain that they should focus when reading the book on new information – and that you will complete this column after reading the book.

*Read:* Read the book

*Apply:* Ask the students to tell you something they have learned from the book. They can refer back to the book as needed. Write each student's answer in the L column.

Once each student has had a turn, then review the two previous columns. Check off items in the K column that the text supported as a fact. Now, go through the W column and tick off anything they wanted to know that the book told them.

(Take a photo/copy of the table as you may want to use this for a writing purpose during the week – reading to answer one or more of the W column questions and then writing about them.)

### **Tuesday:**

*Purpose for reading:* Read to discuss describing words for caves.

*Anchor:* Talk about describing words for the school library (or another space that you are all familiar with). Get the students to contribute describing words – use comprehensive AAC as needed to help them generate describing words and to talk about categories of describing words.

Remind students of the purpose for reading

*Read:* Read the book

*Apply:* discuss the purpose as a group, ensuring every student gets to contribute. Write the describing words up as the students mention them.

### **Wednesday:**

*Purpose for reading:* Read to discover three things that can be found in caves.

*Anchor:* Talk about things you find in the school library.

Remind students of the purpose for reading

*Read:* Read the book

*Apply:* discuss the purpose, either verbally or getting each student to write and/or draw their answer

### **Thursday:**

*Purpose for reading:* Read to discover more information about caves by using the pictures.

*Anchor:* Talk about a couple of photos of a forest like the ones below. Are all forests the same? Read the sentences – Forests have trees. Forests have animals. Now talk about extra information that you get from the pictures.

	
<p>Forests have trees.</p>	<p>Forests have animals.</p>

Remind students of the purpose for reading.

*Read:* Read the book

*Apply:* discuss the purpose, either verbally or getting each student to write and/or draw their response.

**Friday:**

*Purpose for reading:* Read to write a report on the book. Write about something that you learned from the book this week.

*Anchor:* Discuss something that you have learned from the book and write about it using an appropriate writing level in your mini-lesson e.g. one good sentence.

*Read:* Read the book

*Apply:* Have students write to the purpose