

**Build text-dependent comprehension strategies for informational and literary texts.**



Explicit instruction based on Common Core and other new State Standards



# Introduction

Benchmark Education's Anchor Comprehension Workshop for Grades K–6 provides tightly integrated resources that support a complete assessment, teaching, and learning cycle. Teachers can rely on Anchor Comprehension Workshop resources for explicit and differentiated instruction that can meet the needs of a wide range of students.

This brochure identifies the components and instructional path for the Anchor Comprehension Workshop. You'll quickly see how this resource enables teachers to identify students' needs, plan appropriate instruction, model and guide student practice, and provide additional reinforcement as needed to ensure that all students master targeted strategies.

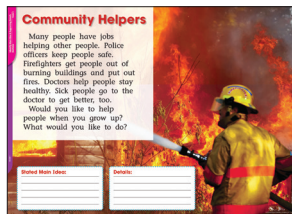
## Anchor Comprehension Workshop Components:

### Assessment Toolkit

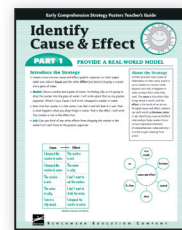


**Comprehension Strategy Assessments**  
Grade-specific pre-, post-, and ongoing assessments for Grades K–6 (1 volume per grade)

### Whole-Group Mini-Lesson Resources



**Anchor Comprehension Posters and Interactive Whiteboard Resources**  
200 double-sided strategy-specific posters (with vinyl clings) for explicit modeling and guided practice

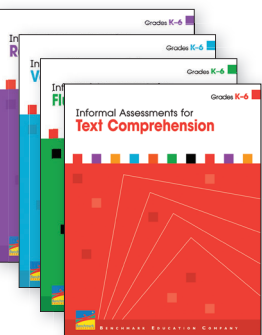


**Poster Teacher's Guides**  
100 explicit 5-day lesson guides, 1 per poster set

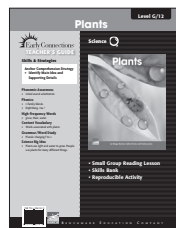
### Small-Group Reading Resources



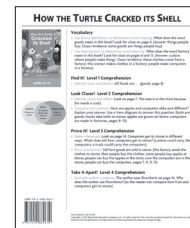
**Anchor Comprehension Leveled Texts**  
580 precisely leveled titles (6-packs) organized by comprehension strategy and level



**Informal Assessments**  
Developmentally appropriate observations, checklists, and rubrics for ongoing assessment (4 volumes)



**Leveled Texts Teacher's Guides**  
An individual guide for each BEC leveled text with explicit comprehension strategy instruction based on the text

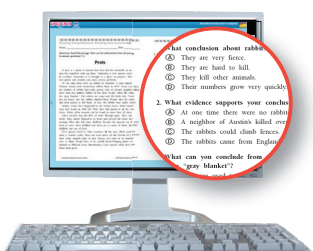


**Comprehension Question Cards**  
for every title with 4 levels of text-dependent comprehension questions

### Fidelity of Implementation Resources

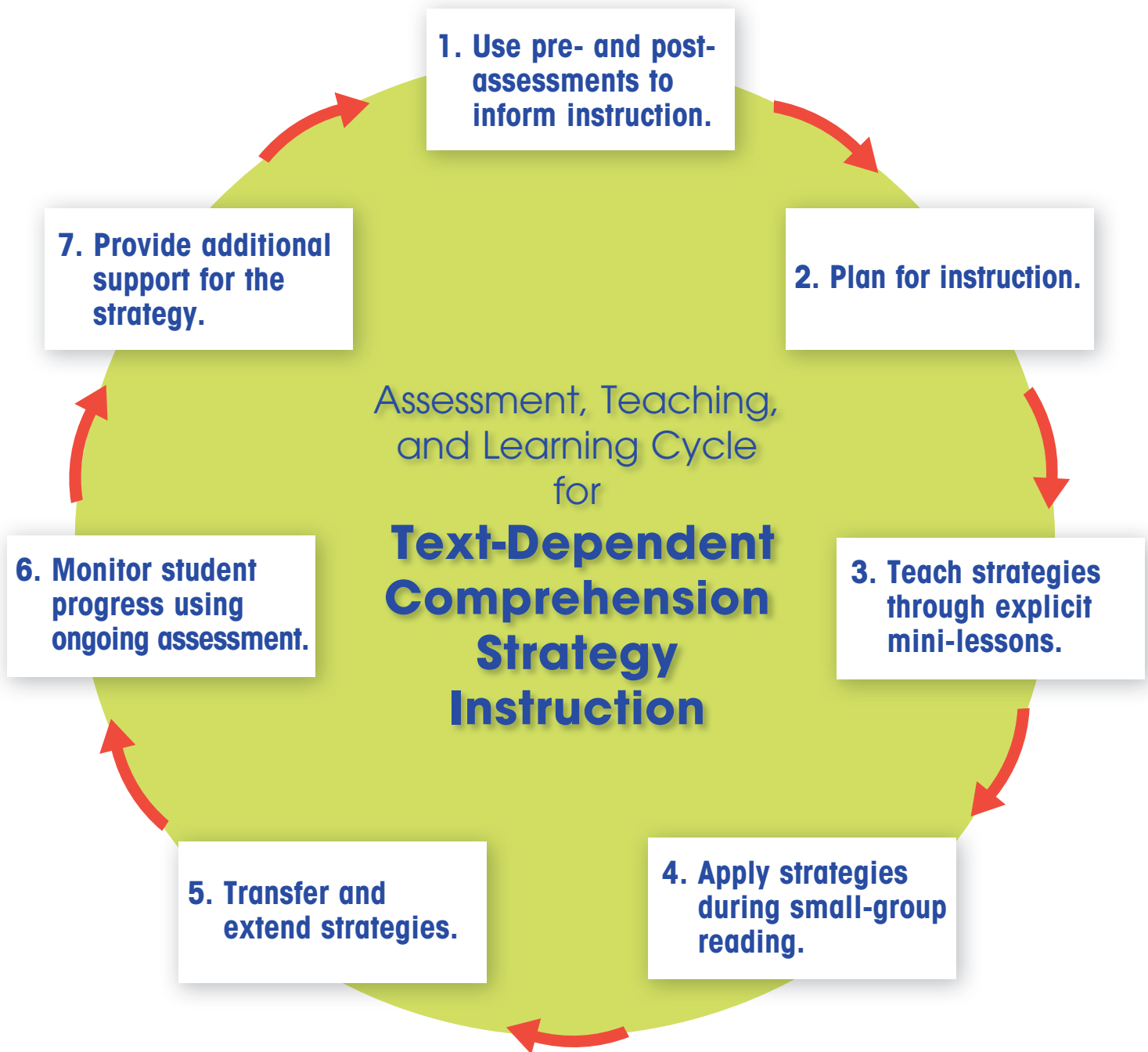


**Fidelity of Implementation Toolkit for Administrators, Coaches, and Teachers**  
See page 11 for more information.



**Online Comprehension Strategy Assessments**  
with individual and class reports for data-driven instruction

**Anchor Comprehension Workshop's** integrated resources help teachers implement an assessment, teaching, and learning cycle that ensures student success.



- Administer the print or online version of the “Comprehension Strategy Assessment Pretest.”
- Use the “Individual Pretest/Posttest Scoring Chart” to analyze test results.
- Determine the needs of students (as a class, small flexible groups, or individually).
- Group students according to the comprehension strategy of greatest need.
- At the end of each year, administer the corresponding post-assessment to document student progress over time and make future instructional decisions.



Individual Pretest/Posttest Scoring Chart				
Student Name _____		Date _____		
Teacher Name _____		Grade _____		
Cluster	Comprehension and Word Solving Skills	Item Numbers	Pretest Score	Posttest Score
1	<b>Library Elements</b> Analyze Character Analyze Story Elements Determine Issue from Main-Believe	1, 2, 3, 10	/4	/4
2	<b>Text Structure and Features</b> Compare and Contrast Identify Cause and Effect Identify Sequence or Steps in a Process	7, 11, 13, 19	/4	/4
3	<b>Inferences and Conclusions</b> Draw Conclusions Make Inferences Make Predictions	9, 12, 15, 20	/4	/4
4	<b>Distinguishing Important Information</b> Identify Main Idea and Supporting Details Summarize or Paraphrase Information	5, 6, 14, 17	/4	/4
5	<b>Word Meaning</b> Use Context Clues to Determine Word Meaning Identify Synonyms, Antonyms, and Homonyms Use Knowledge of Word Structures to Determine Word Meaning	4, 8, 16, 18	/4	/4
		<b>TOTAL</b>	<b>/20</b>	<b>/20</b>

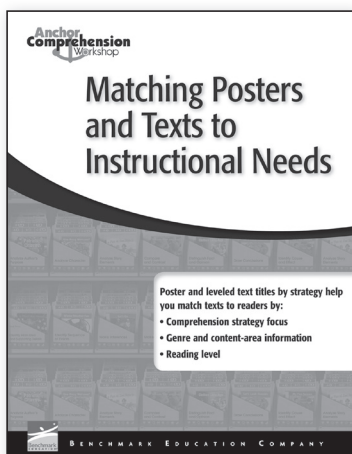
  

Pretest Score		Posttest Score	
Number Correct/Total	Percent Score	Number Correct/Total	Percent Score
<b>/20</b>	<b>%</b>	<b>/20</b>	<b>%</b>

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## Sample Strategy: **IDENTIFY MAIN IDEA AND SUPPORTING DETAILS**



Anchor Comprehension Posters



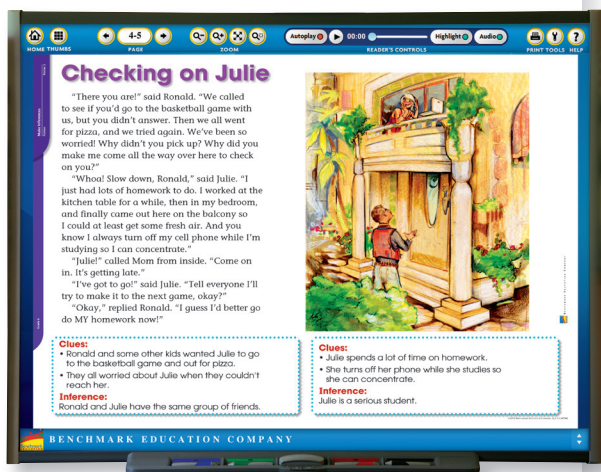
Anchor Comprehension Levelled Texts

## 2. Plan for Instruction

- Use *Matching Posters and Texts to Instructional Needs* (in the Anchor Comprehension Workshop Toolkit) to select appropriate Anchor Comprehension posters and leveled texts matched to the target strategy and your students' developmental needs.
- Prepare lessons to model and practice the targeted comprehension strategy using the accompanying Teacher's Guides for the selected poster(s) and leveled texts.

# 3. Teach Strategies Through Explicit Whole-Group Posters for Mini-Lessons

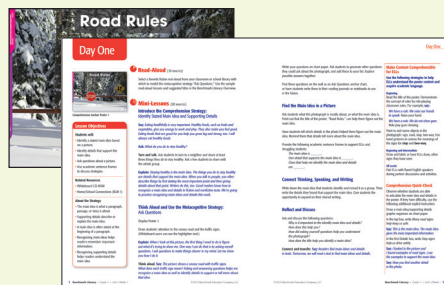
- Use the selected Anchor Comprehension posters to model and demonstrate the targeted comprehension strategy.



- All of the posters in the Anchor Comprehension Workshop are available as interactive whiteboard e-Posters on the subscription website: [www.benchmarkuniverse.com](http://www.benchmarkuniverse.com).

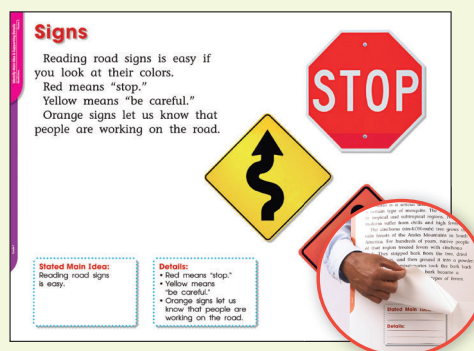
## Sample Strategy: IDENTIFY MAIN IDEA AND SUPPORTING DETAILS

### Poster 1/Side 1: Introduce and model strategies.



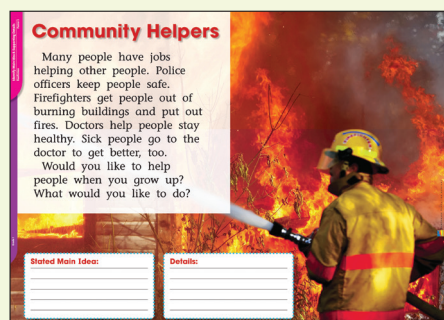
Build strategy awareness and oral language by relating the strategy to visual information.

### Poster 1/Side 2: Guide practice using a new passage.



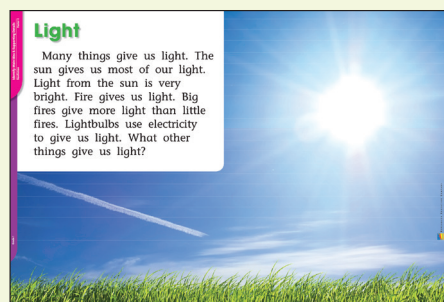
Collaborate with students to practice the strategy. Annotations on the poster may be concealed with provided clings.

### Poster 2/Side 1: Apply and practice.



Challenge students to analyze the text using the comprehension strategy.

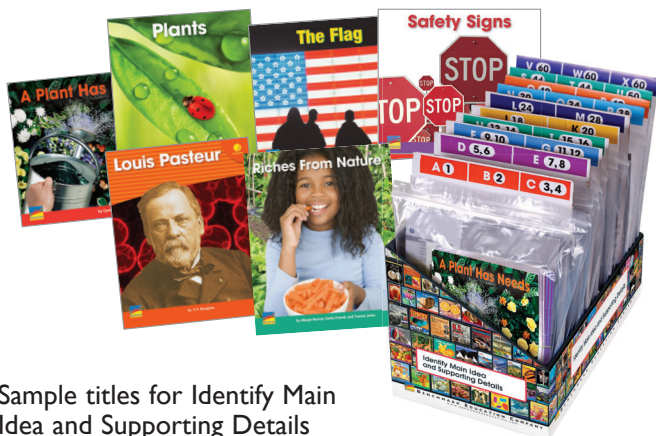
### Poster 2/Side 2: Link strategy introduction to authentic test preparation.



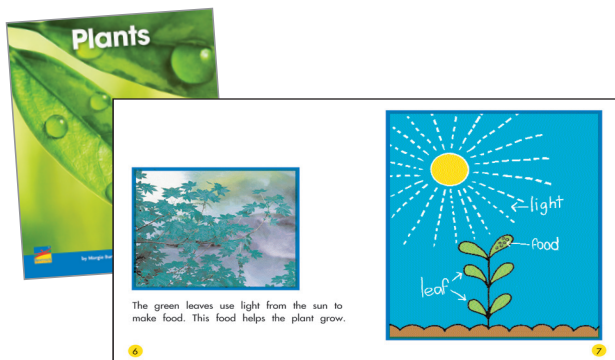
Analyze and answer text-dependent questions by applying the target comprehension strategy.



## Sample Strategy: IDENTIFY MAIN IDEA AND SUPPORTING DETAILS



Sample titles for Identify Main Idea and Supporting Details



Leveled Texts, G/12

## 4. Apply Strategies During Small-Group Reading with Leveled Texts Matched to the Strategy

- Use the selected leveled texts (at various reading levels) to practice and guide understanding of the targeted comprehension strategy.

### Small Group Reading Lesson

K-W-L	
Topic: Plants	
What I know (or think I know)	What I want to know
What I learned	What I learned

#### Before Reading

##### Activate Prior Knowledge

Encourage students to draw on prior knowledge and build background for reading the text. Create an overhead transparency of the graphic organizer "K-W-L" (left) or copy the organizer on chart paper, leaving the columns blank. Begin a discussion by asking students what they know about plants. If appropriate, direct students' attention to plants growing in the classroom or outside the window. Ask students if they know things a plant needs to live. Ask how we use plants. Record their responses in the "K" column of the graphic organizer. Then ask students what they would like to learn about plants. Record their responses in the "W" column of the graphic organizer. Tell them they will try to find the answers as they read the book, and that they will add information they learn about plants in the "L" column after they have read the book.

##### Preview the Book

- Read the title and names of the authors to students. Ask:
  - What do you see in the photograph on the cover? What do you think the ladybug is doing?
  - What parts of a plant are shown on the cover?
- Show students the title page. Ask:
  - What do you think this girl is doing??
  - What kinds of plants are shown?

Preview the photographs in the book with the students, reinforcing the language used in the text. For example, say: On page 2 I see three kinds of plants. What are some ways plants are alike?

##### Set a Purpose for Reading

Have students turn to page 2 and read the book silently. Say: I want you to see if you can find answers to the questions on our K-W-L chart. Monitor students' reading and provide support when necessary.

##### Review Reading Strategies

Use the cues provided to remind students that they can apply different strategies to identify unfamiliar words.

#### During Reading

##### Observe and Prompt Reading Strategies

Observe students as they read the book. Take note of how they are problem-solving on text. Guide, or prompt, individual students who cannot problem-solve independently.

#### After Reading

##### Reflect on Reading Strategies

After students have completed their reading, encourage them to discuss the reading strategies they used. Reinforce the good reading behaviors you observed by saying:

- [Student's name], I saw that you segmented the sound word grow, /gr/ and /ow/, to help you figure out the word. That was good reading.
- I noticed, [student's name], that on page 3 you finger-traced the yellow arrows in the diagram. Did this help you understand how plants get water from the ground?

##### Build Comprehension

##### ASK AND ANSWER QUESTIONS

- Help students review the text content and relate it to what they already know by asking some or all of the following questions.
  - What parts do some plants have? We can write what we learned in the "L" column of our K-W-L chart. (Some plants have roots, stems, leaves, and flowers. p. 3) (Locate facts)
  - What parts of a plant does the book say we eat? What parts do animals eat? Let's list these in the "L" column. (We eat roots, stems, leaves, flowers, and seeds, pp. 12-13; animals eat seeds, stems, and leaves, pp. 14-15) (Locate facts/Compare and contrast)
  - If a plant does not get water for a long time, what might happen to it? Why? (Answers will vary. One possible answer: The plant will become weak or die because it needs water in order to grow.) (Make inferences)
  - What kinds of plants would you like to grow? (Answers will vary.) (Use creative thinking)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Main Idea/Supporting Details**

Topic: \_\_\_\_\_

Supporting Details

Main Idea #1

Supporting Details

Main Idea #2

that they can use information from various places in the book, as well as background knowledge, to answer different types of questions. These lessons provide four types of questions, designed to give students practice in understanding the relationship between a question and the source of its answer.

- Questions that require students to go to a specific place in the book.
- Questions that require students to integrate information from several sentences, paragraphs, or chapters within the book.
- Questions that require students to combine background knowledge with information from the book.
- Questions that relate to the book topic but require students to use only background knowledge and experience, not information from the book.

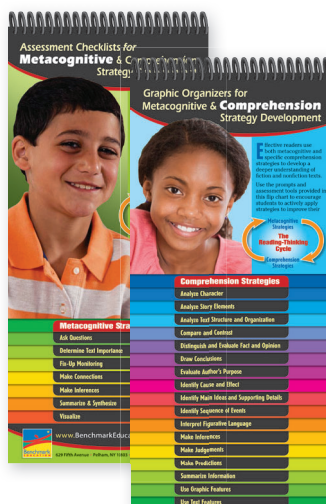
Every Teacher's Guide has an explicit comprehension strategy lesson that extends the poster instruction.

# 5.

## Transfer and Extend the Targeted Strategies

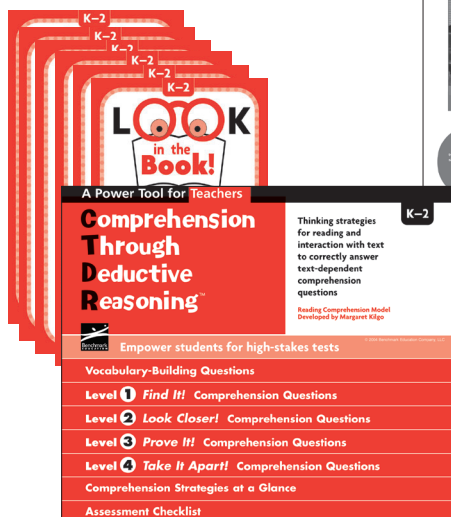
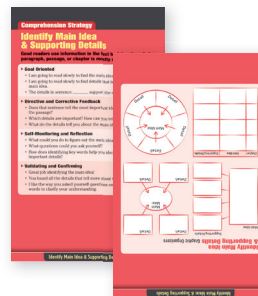
- Provide responsive prompts to support and validate students' use of targeted metacognitive and comprehension strategies using the responsive prompts in the Metacognitive & Comprehension Strategy Development Flip Chart.
- Use the CTDR Power Tool Flip Charts and matching Comprehension Question Card for each leveled text. Students can practice the critical-thinking strategies that will enable them to answer literal and inferential text-dependent comprehension questions. They can then support their answers with evidence found in the text.
- Connect reading, writing, and the content areas with literacy extensions and mini-lessons.

## Sample Strategy: IDENTIFY MAIN IDEA AND SUPPORTING DETAILS

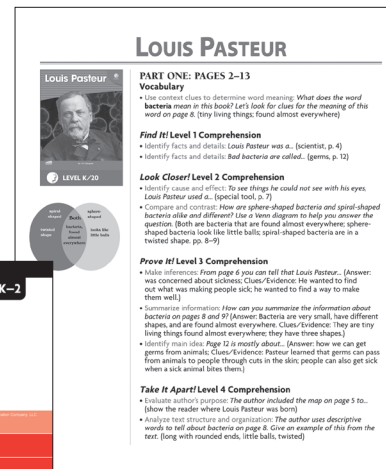


Metacognitive & Comprehension Strategy Development Flip Chart

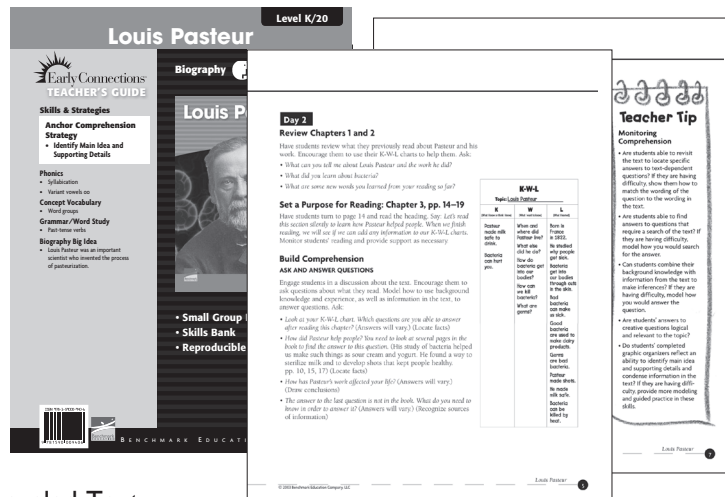
Support students' use of metacognitive and comprehension strategies with differentiated responsive prompts, assessment checklists, and graphic organizers.



Comprehension Power Tool Flip Chart






Comprehension Question Card



Leveled Text Teacher's Guides



## 6. Monitor Student Progress Using Ongoing Assessments

- | <div style="background-color: #d3d3d3; padding: 2px; border: 1px solid black; display: inline-block;"> <b>Reading Comprehension Strategy Assessment • 11</b> </div>   | <div style="background-color: #d3d3d3; padding: 2px; border: 1px solid black; display: inline-block;"> <b>Reading Comprehension Strategy Assessment • 12</b> </div>   |
|---|---|
| <p>Name _____ Date _____</p> <p><i>Directions: Read the passage. Then use the information from the passage to answer questions 1–2.</i></p> <div style="text-align: center; margin: 20px 0;"> <h3 style="margin: 0;">Water Birds</h3>  </div> <p>Ducks and geese are different from most other birds. Like other birds, they can fly. But ducks and geese can also swim. Ducks and geese use their feet to swim. Their feet are like paddles. They use their wings to fly. They can fly away from danger. They can fly to a warm place for the winter.</p> <p>Both ducks and geese build nests. They lay their eggs. Then they raise their babies in the nests. If you see a nest, you can take a look. But don't get too close. Watch the birds from far away, but don't touch!</p> <p><b>1. What is another good title for this passage?</b></p> <p style="margin-left: 20px;"> <input type="radio"/> A "Ducks and Geese"<br/> <input type="radio"/> B "Feet Like Paddles"<br/> <input type="radio"/> C "Fly Away"         </p> <p><b>2. Which sentence tells how ducks and geese are different from other birds?</b></p> <p style="margin-left: 20px;"> <input type="radio"/> A They lay eggs.<br/> <input type="radio"/> B They make nests.<br/> <input type="radio"/> C They can swim.         </p> | <p>Name _____ Date _____</p> <p><i>Directions: Read the passage. Then use the information from the passage to answer questions 1–2.</i></p> <div style="text-align: center; margin: 20px 0;"> <h3 style="margin: 0;">Four-legged Friends</h3>  </div> <p>Dogs can be fun. They can be your friends. They like to play. Dogs can be good pets, but they take a lot of care.</p> <p>Dogs need to be fed twice a day. They need fresh water every day. They need a clean place to sleep. Dogs need a lot of exercise.</p> <p>Dogs cannot be left alone for a long time. They need to be around people. A dog that stays alone all day will be unhappy. It might bark a lot. In fact, the most important thing a dog needs is love. A loved dog is a happy dog.</p> <div style="text-align: center; margin: 20px 0;">  </div> <p><b>1. What is this passage mostly about?</b></p> <p style="margin-left: 20px;"> <input type="radio"/> A Dogs need to be fed.<br/> <input type="radio"/> B Dogs can be good pets, but they take a lot of care.<br/> <input type="radio"/> C Dogs cannot be left alone for a long time.         </p> <p><b>2. Name two things that dogs need.</b></p> <div style="margin-left: 20px;"> <hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/> </div> |

Informal Assessments for  
**Reading Development**

Grades K-6

Informal Assessments for  
**Text Comprehension**

Grades K-6

Informal Assessments for  
**Fluency Development**

Grades K-6

Informal Assessments for  
**Vocabulary Development**

Grades K-6

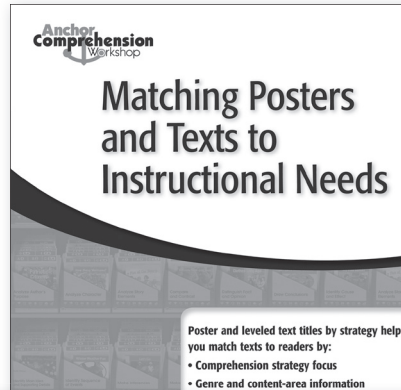
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# 7. Provide Additional Support for the Strategies

- Use *Matching Posters and Texts to Instructional Needs* to select additional titles at students' instructional reading levels to support strategy instruction or intervention.
- Continue to reinforce the targeted comprehension strategy with additional leveled text selections using the explicit mini-lessons provided in each title's Teacher's Guide.

## Sample Strategy: IDENTIFY MAIN IDEA AND SUPPORTING DETAILS



Letter Level	Number Level	Title	Comprehension Strategy	Genre/Content Area
A	1	Things Like Doing*	Identify Main Idea & Supporting Details	Nonfiction/Social Studies
A	1	A Bear Cub Grows	Identify Main Idea & Supporting Details	Nonfiction/Science
A	1	A Plant Has Needs	Identify Main Idea & Supporting Details	Nonfiction/Science
B	2	The Flag	Identify Main Idea & Supporting Details	Nonfiction/Social Studies
C	3	Families Have Rules	Identify Main Idea & Supporting Details	Nonfiction/Social Studies
C	3	Soft and Hard	Identify Main Idea & Supporting Details	Nonfiction/Science
C	4	A Plant Has Parts	Identify Main Idea & Supporting Details	Nonfiction/Science
C	4	A Pair of Rabbits	Identify Main Idea & Supporting Details	Nonfiction/Math
D	5	What Is in a Forest?	Identify Main Idea & Supporting Details	Nonfiction/Science
D	5	Telling Time	Identify Main Idea & Supporting Details	Nonfiction/Math
D	6	Jobs in a Community	Identify Main Idea & Supporting Details	Nonfiction/Social Studies
D	6	Safety Signs	Identify Main Idea & Supporting Details	Nonfiction/Social Studies
E	7	Cores All Around	Identify Main Idea & Supporting Details	Nonfiction/Math
E	8	A Community Has Homes	Identify Main Idea & Supporting Details	Nonfiction/Social Studies
F	9	Our Money	Identify Main Idea & Supporting Details	Nonfiction/Math
F	10	Water Goes Up! Water Comes Down!	Identify Main Idea & Supporting Details	Nonfiction/Science
G	11	All Work, No Play*	Identify Main Idea & Supporting Details	Nonfiction/Social Studies
G	11	How Does a Cactus Grow?	Identify Main Idea & Supporting Details	Nonfiction/Science
G	12	Plants	Identify Main Idea & Supporting Details	Nonfiction/Science
H	13	Who Works in Government?*	Identify Main Idea & Supporting Details	Nonfiction/Social Studies
H	13	Run with Frost	Identify Main Idea & Supporting Details	Nonfiction/Math
H	13	How Do Animals Stay Alive?	Identify Main Idea & Supporting Details	Nonfiction/Science
H	14	The Wright Brothers*	Identify Main Idea & Supporting Details	Biography/Social Studies
H	14	Rhinos from Nature	Identify Main Idea & Supporting Details	Nonfiction/Science
H	14	Around the World with Music	Identify Main Idea & Supporting Details	Nonfiction/Social Studies
I	15	Finding Fossils*	Identify Main Idea & Supporting Details	Nonfiction/Science
I	15	Where Are We?	Identify Main Idea & Supporting Details	Nonfiction/Social Studies
I	15	Clothes Long Ago	Identify Main Idea & Supporting Details	Nonfiction/Social Studies
I	16	Measuring Length*	Identify Main Idea & Supporting Details	Nonfiction/Math
I	16	Children as Young Scientists	Identify Main Idea & Supporting Details	Nonfiction/Science
J	16	Our Sun	Identify Main Idea & Supporting Details	Nonfiction/Science
J	18	Environ	Identify Main Idea & Supporting Details	Nonfiction/Science
J	18	What's a Matter?	Identify Main Idea & Supporting Details	Nonfiction/Science
J	20	Look Partner	Identify Main Idea & Supporting Details	Biography/Science
L	24	Toysies	Identify Main Idea & Supporting Details	Nonfiction/Science
M	28	Jane Goodall*	Identify Main Idea & Supporting Details	Biography/Science
M	28	Plant and Animal Partners	Identify Main Idea & Supporting Details	Nonfiction/Science
M	28	Probability	Identify Main Idea & Supporting Details	Nonfiction/Math
M	30	Habitats of Africa	Identify Main Idea & Supporting Details	Nonfiction/Science
M	30	Our Solar System: The Sun	Identify Main Idea & Supporting Details	Nonfiction/Science
M	30	The Seven Natural Wonders*	Identify Main Idea & Supporting Details	Nonfiction/Science
O	34	Bridge: Chemistry in Medicine	Identify Main Idea & Supporting Details	Nonfiction/Science
O	34	Music Counts	Identify Main Idea & Supporting Details	Nonfiction/Math
O	34	Medical Pioneers*	Identify Main Idea & Supporting Details	Biography/Science
O	34	Great Inventions and Where They Came From*	Identify Main Idea & Supporting Details	Nonfiction/Social Studies
P	38	Bridges: Gold	Identify Main Idea & Supporting Details	Nonfiction/Science
P	38	Our Government	Identify Main Idea & Supporting Details	Nonfiction/Social Studies
Q	40	The Good and Bad	Identify Main Idea & Supporting Details	Nonfiction/Social Studies
Q	40	Old Oak Park*	Identify Main Idea & Supporting Details	Genre: Personal Letters
Q	40	Colonial Times	Identify Main Idea & Supporting Details	Nonfiction/Social Studies
R	40	Bridges: Ancient Greece	Identify Main Idea & Supporting Details	Nonfiction/Social Studies
R	40	Pioneers in Medicine	Identify Main Idea & Supporting Details	Biography/Social Studies



Leveled Texts, Levels A–X



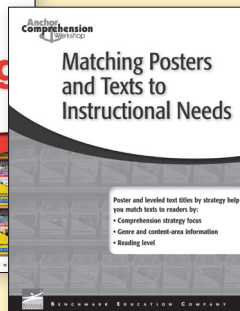
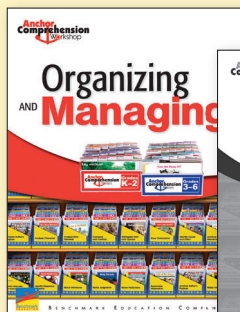
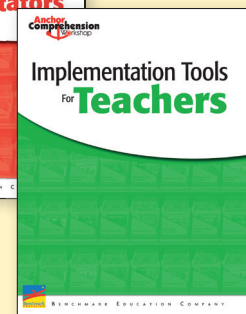
# Fidelity of Implementation Toolkit



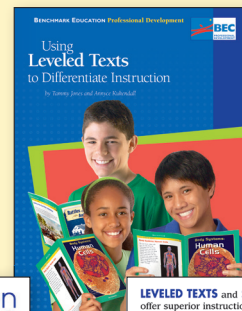
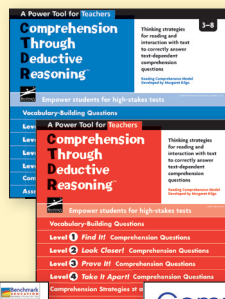
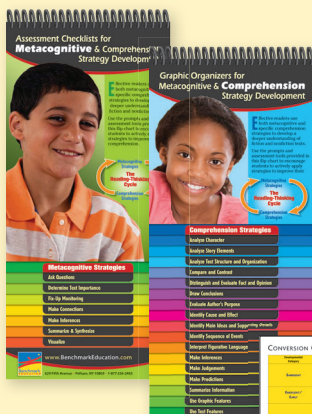
The Anchor Comprehension Workshop Fidelity of Implementation Toolkit includes teaching, management, and documentation tools that support administrators, literacy coaches, trainers, and teachers. These tools are designed to ensure that program implementation is consistent and effective.



Accountability tools for administrators, coaches, and teachers

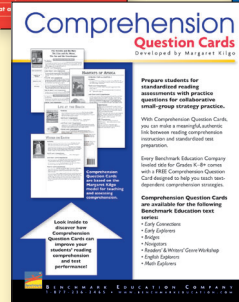


Management tools



Best-practice teaching tools

Text Level	Lexile Measure	Reading Level
1	10-20	1
2	20-30	2
3	30-40	3
4	40-50	4
5	50-60	5
6	60-70	6
7	70-80	7
8	80-90	8
9	90-100	9
10	100-110	10
11	110-120	11
12	120-130	12



Comprehension Strategy	GRADES K–2 WORKSHOP			GRADES 3–6 WORKSHOP			
	Emergent	Early	Early/Fluent	Lower Intermed.	Intermed.	Upper Intermed.	Advanced
Analyze Character	■	■	■	■	■	■	■
Analyze Story Elements	■	■	■	■	■	■	■
Compare and Contrast	■	■	■	■	■	■	■
Draw Conclusions	■	■	■	■	■	■	■
Identify Cause and Effect	■	■	■	■	■	■	■
Identify Main Idea and Supporting Details	■	■	■	■	■	■	■
Identify Sequence of Events	■	■	■	■	■	■	■
Make Inferences	■	■	■	■	■	■	■
Make Predictions	■	■	■	■	■	■	■
Summarize Information	■	■	■	■	■	■	■
Analyze Text Structure and Organization			■	■	■	■	■
Use Graphic Features to Interpret Information			■	■	■	■	■
Use Text Features to Locate Information			■	■	■	■	■
Evaluate Author's Purpose			■	■	■	■	■
Distinguish & Evaluate Fact and Opinion				■	■	■	■
Interpret Figurative Language					■	■	■
Make Judgments					■	■	■