



Slide 1. The Dynamic Learning Maps™ Alternate Assessment System is a new assessment designed to more validly measure what students with significant cognitive disabilities know and can do. This presentation will provide information about directed reading-thinking activities and other approaches used to develop text comprehension skills with a focus on how this applies to students with significant cognitive disabilities.

Slide 2. This training, *Directed Reading-Thinking Activities and Other Approaches to Text Comprehension Instruction*, is one of a series of trainings that support teachers of students with significant cognitive disabilities in their efforts to teach and assess more effectively. Sponsored by a grant from the U.S. Department of Education, Office of Special Education Programs, this training is part of the professional development efforts of the Dynamic Learning Maps Alternate Assessment Consortium.

In this module you will learn about three additional approaches to text comprehension instruction that follow the anchor-read-apply framework. These will include Directed Reading-Thinking Activities, Yes or No, and the KWL Approach.

Slide 3. From your own experience and from completing previous modules, you know that text comprehension is a complex activity that can be overwhelming for students with significant cognitive disabilities. It is critical that we teach students how to comprehend text whether they are reading independently or listening. We can't just test comprehension, we must teach it. Use of the anchor-read-apply instructional framework supports students in learning how to comprehend text by helping them activate their background knowledge, read for a specific purpose, and complete a brief task that is related to the purpose for reading. Students and teachers also refer back to the text after reading and completing the after reading task related to the purpose to confirm or reconsider their responses.

For a more detailed explanation of this framework, be sure to complete the Anchor-Read-Apply module.

Slide 4. You have already learned that students with significant cognitive disabilities benefit from repeated readings if the text is read for a different purpose each time you return to it.

Slide 5. The comprehension approaches you will learn about in this module should be used for the initial reading of a text or passage because they require students to use what they know to make predictions or determine what they want to learn from a passage. If students have already read the text, there is no point in making predictions or determining what you want to learn from a passage.

Slide 6. Like other approaches that address text comprehension, the Directed-Reading-Thinking Activity can be a directed-listening-thinking activity. In other words, students can read the text independently or listen to someone else read during the lesson.

Slide 7. Let's begin by reviewing Directed-Reading-Thinking Activities or DR-TA. This is a teaching strategy that guides students in making predictions based on their background knowledge, then reading to confirm, refute or change those predictions. This strategy helps students become active and thoughtful readers who combine existing background knowledge with information provided in the story.

Slide 8. Whether the students will read or listen to the text, in the DR-TA, the anchor activity begins with a preview of the story title and the first few pictures in the book. Before doing any reading, students are asked what they think will happen in the story based only on the information gathered from the title and first few pictures. As students make predictions, the adult helps them connect their predictions. The goal is to go beyond naming characters and single events and actually predict the series of events that will unfold. After this anchor activity, teachers clearly state the purpose

Slide 9. Let's read to see how well our predictions match what happens in the story.

Slide 10. Next, the teacher and students read the text.

Slide 11. At a predetermined point, the teacher stops, reviews the predictions made by the group, and asks students to confirm, revise or completely change their predictions based on what is happening in the story.

Slide 12. The apply task of a DR-TA lesson requires the students to work with the teacher to determine which parts of their predictions match what happened in the text and what did not match. It is not important that students predict the correct outcome of a story. The purpose was not, "Let's see if our prediction is right." No, the purpose was, "Let's see how well our predictions match what actually happened." The lessons helps students learn to integrate their existing background knowledge with the information in the text. If we only evaluate predictions as right or wrong, no integration occurs.

Slide 13. Let's try a DR-TA activity using a Tarheel Reader book called, *The Train Ticket*. Look at the pictures from the first three pages of the book, then we'll pause for activity #1.

Slide 14. Here's the 1<sup>st</sup> picture.

Slide 15. This is the 2<sup>nd</sup> picture,

Slide 16. And this is the 3<sup>rd</sup> picture.

Slide 17. Pause for Activity 1 (Work as a group to predict what will happen in this story).

Slide 18. Here are some examples of what students may have told us after seeing these 3 pictures. In this case, they labeled something in each of the three pictures. This is typical when you get started with DRTA, but it is only a starting place. These are simply labels

and do not tell us what will happen. To help students move from simple labels to actually constructing a complete prediction, build on each student response.

Slide 19. There are many ways you could build on the student responses. Keep in mind that you want to encourage students to build on one another's responses. You also want to keep the focus on students drawing upon their own background knowledge. For example, when a student says girls you could simply say, "Tell me more about the girls." You could confirm by saying, "there is a man," and then expand their response by asking, "What do you think the man will do?" You could ask, "Who is writing?" "Why is he writing?" The goal in each of these cases is to get the students to draw more on their background knowledge to go beyond simple labels.

Slide 20. Perhaps the most important question you'll ask when helping students expand their early predictions is, "Then what happens?" This simple question will help students move toward a prediction that includes multiple events and offers a more integrated, narrative-style prediction instead of a list of people and things they are likely to see in the story.

Slide 21. As a result of asking questions, the students' initial list of three words, Girls, Man, Write is turned into a prediction. The students' prediction ends up being girls friends, man soldier, girls write man.

Slide 22. The teacher then reviews the students' prediction, "The girls are friends. The man is a soldier. The girls write to the man." and clearly states the purpose, "Let's read to see how well our predictions match the story."

Slide 23. Now, let's read the book. *The Train Ticket*.

Slide 24. Jo March lived with her sisters and mother in New England during the Civil War.

Slide 25. Their father was a Union soldier in the war.

Slide 26. The girls got news that their father was hurt in the war.

Slide 27. The girls had no money for a train ticket for their mother to visit him.

Slide 28. Jo cut off all her hair and sold it to get money for the ticket.

Slide 29. Jo's mother could get the train ticket to see her father.

Slide 30. At this predetermined spot, stop and work with students to check their predictions. The students can confirm their prediction, which means there is nothing in the book thus far that would lead them to change their prediction. They can revise it by making slight changes or additions, or they can offer a completely new prediction based on what they have learned.

Slide 31. Begin by rereading the prediction students made. In this case, “The girls are friends. The man is a soldier. The girls write the man.” Then, ask students, “Does this still match what happened in the story? “ If there is no response, go through each part of the prediction. For example, you could say, “You said, The girls are friends. Is that what the book told us? Are the girls friends? “ Working together, the students revise their prediction and add more to the end. Their new prediction is “The girls are sisters. The man is a soldier and their father. The father is sick. The mother goes to visit the father. The girls are going to be sad.”

Slide 32. Remind students of the purpose, “let’s keep reading to see how well our new prediction matches what happens in the story.” and keep reading.

Slide 33. The girls' father was going to be ok.

Slide 34. But now that Jo's hair was cut short, she wouldn't fit in with the other young women who all had long hair.

Slide 35. Jo's actions show us that family is more important than how you look.

Slide 36. After reading return to the prediction one last time and figure out which parts match what happened in the story. In this case, each of the parts of the prediction is read aloud and then circled if it matches. While all of these match, there is a lot that happened in the story that is not in the prediction. In this final APPLY step of the DRTA approach to Anchor Read Apply, go back to the text and confirm these 4 parts and identify the parts of the story that were missed.

Slide 37. For information text, Yes or No, is parallel strategy to DR-TA. Like the DRTA, the Yes-No strategy is intended to help students learn to integrate their existing background knowledge with the information provided in the text.

Slide 38. In Yes or No lessons, the anchor activity asks students to use their background knowledge to determine whether a series of statements are true (YES) or false (No). Students who have the communication skills are asked to indicate why they selected Yes or No, and the teacher keeps a tally for the group. After voting yes or no for each of the statements, the teacher states the purpose, “Let’s read to see if we are right.”

Slide 39. Next, the teacher and students read the text from beginning to end. Don’t stop as you encounter the information that matches each statement. You want students to read or listen and remember the information.

Slide 40. During the apply portion of Yes or No, the teacher and students revisit the statements discussed before reading and apply what they learned from the passage. Students may want to change their yes/no vote at this point, and that’s fine, especially if the change is based on information from the passage. After reviewing each statement and revising votes, return to the text to confirm responses and clear up any confusion.

Slide 41. Let's try a Yes or No lesson. We are going to read a book about bats. Before reading our book about bats, let's take a moment to decide either yes, this statement is true, or no, it is not. You should expect that students will say, "I don't know." In that case, tell them to think about what they do know and make their best guess. For example, when you say, "Bats look for food during the day." A student might say, "I don't know." Ask the student to think about other animals. Do other animals look for food during the day or night? Guide students in learning to use what they do know and apply it to things they don't know. Here are some statements for this book:

Bats look for food during the day.

Bats can fly.

Bats eat vegetables.

Bats live in the country.

Bats stay awake at night.

Students can indicate yes/no by saying it, signing it, gazing to or touching a yes or no card, or using any other yes/no system you've developed. Don't forget to ask your students why. Some students will struggle to respond. Students who need it might use the DLM core vocabulary to say things like, *I look* to indicate that they look for food during the day OR they saw a bat before.

Slide 42. Now, let's read the book together to see if we are right.

Slide 43. Have you ever seen a bat?

Slide 44. Bats can fly like a bird.

Slide 45. Bats eat fruit.

Slide 46. Bats eat insects.

Slide 47. Bats have ears.

Slide 48. Bats sleep during the day.

Slide 49. Bats look for food at night.

Slide 50. Bats live in the country or the city.

Slide 51. Some people are scared of bats,

Slide 52. But bats are a sign of good luck in China.

Slide 53. What do you think about bats?

Slide 54. Now, let's go back through these statements to decide whether yes, they are true or no, they are not. After students give you answers, remember to go back to the book to confirm responses and clarify any areas of confusion.

Since you create the Yes or No statements, you can make them as obvious as needed for your students. For example, the information that bats can fly is explicitly stated in the book; however, you must infer that bats stay awake at night because that is when they search for food.

Slide 55. The last strategy we will review is called KWL. In the KWL strategy, K stands for what you think you *know about a topic*, W stands for what you *want* to know, and L stands for *learned*. Once you select a book, you and your students discuss what you think you *know* about it, what you *want* to know and after reading, you will discuss what you *learned*. You are likely familiar with this strategy, but are unlikely to have considered the fact that it has an Anchor-Read-Apply structure.

Slide 56. During the anchor portion of a KWL activity, the teacher introduces the topic that will be covered in the book and asks students what they think they know about the topic. Make sure to write down all student responses. If students have a difficult time getting started, you can ask questions that help them think such as how something looks, where you might see it, or if it is something they have done before.

The 2<sup>nd</sup> part of the anchor activity involves asking students what they *want* to know about the topic and making a list of those questions. You may need to help your students form their questions. For example, students who use the DLM core vocabulary might say something like *where* to ask where something is located or *when* to ask when something lived or when something occurred.

After generating the list of questions, the teacher clearly states the purpose for reading saying something like, "Let's read to see if we can learn the answers to some of our questions."

Slide 57. Next, the teacher and students read the text from beginning to end. Do not stop when you get to the information about a particular question. The goal is for students to read or listen and remember the information to respond to the Apply task after reading.

Slide 58. During the apply portion of KWL, the teacher and students review each of the questions and decide if they learned the answer. After responding to as many questions as possible, refer back to the text to confirm responses and see if there is information about some of the other questions that was missed. Finally, if your students are curious about something you did not learn in the book, you can discuss *how* you might find that out.

Slide 59. Pause for Activity 2

Slide 60. Before we read the book, *Boy Were We Wrong About Dinosaurs!* take a look at this chart of possible information that students think they *know* and information that they want to learn.

The students in this class thought that they knew that dinosaurs were big and scary. One student had seen a dinosaur skeleton at a museum so she knew they had bones. Another student thought that there were no more dinosaurs alive. So all of those things went on the *know* side of the chart.

When asked what kinds of things the class *wanted* to learn, several students wanted to know more about how dinosaurs looked. One student who uses AAC composed the message, *what look like*. Other questions were what dinosaurs ate and why they all died. One student was sure that dinosaurs are still alive and wanted to know if they could hurt her. So, even though the statement that dinosaurs are not alive any more is in the *know* column, can they hurt me is an appropriate question for the *want* to learn column. Remember, the *know* column contains information students **think** they *know*. Not everyone has to agree on every statement.

Completing the K and W columns on the K-W-L chart serves as the anchor activity in this lesson. Before moving on to read, the teacher reviews the questions in the W column and then clearly states the purpose, “Let’s read to see if we can learn the answers to any of our questions.”

Slide 61. Boy Were We Wrong About Dinosaurs!

Slide 62. We thought dinosaurs were gray like elephants.

Slide 63. Boy were we wrong.

Slide 64. Dinosaurs had different colors and patterns like birds.

Slide 65. We thought dinosaurs dragged their tails.

Slide 66. Boy were we wrong.

Slide 67. Dinosaurs held their tails up.

Slide 68. We thought all dinosaurs had scales like fish.

Slide 69. Boy were we wrong.

Slide 70. Some dinosaurs had feathers.

Slide 71. We thought dinosaur mothers laid their eggs on the ground.

Slide 72. Boy were we wrong.

Slide 73. Dinosaurs put their babies in a nest.

Slide 74. You may study dinosaurs when you grow up.

Slide 75. You may find more clues that make us say,

Slide 76. Boy were we wrong about dinosaurs!

Slide 77. After reading, you would go back to the W column on the chart. Read through the questions one at a time and determine if you learned the answer in the book. After you finish with all of the questions, go back to the book to confirm responses and clarify any confusion.

Slide 78. Did the students *learn* any of the things they *wanted* to learn?

Slide 79. The book did not provide any information about what dinosaurs ate or how they died. It also did not say if dinosaurs could hurt you.

What we did *learn* was more about how dinosaurs looked. We found out that they were not just one color, that they had tails, and that some dinosaurs even had feathers.

Slide 80. In this module you reviewed three comprehension approaches that fall within the anchor-read-apply framework, DR-TA, Yes or No, and KWL. In each of these approaches, students use known information from their own experience and combine that with information presented in the text to comprehend the material. While many of you may have been familiar with these strategies prior to this module, we hope it is now clear how each follows the Anchor-Read-Apply framework that will help students build text comprehension skills and...

Slide 81. Work toward Dynamic Learning Maps ELA Claim 1, Students will comprehend text in increasingly complex ways.

Slide 82. For more information about text comprehension instruction and the Dynamic Learning Maps™ Alternate Assessment System, please go to [dynamiclearningmaps.org](http://dynamiclearningmaps.org). Thank you for your participation.

Slide 83. Closing – no text