

## Advisory Program Description

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Name of Entity: Anchor Comprehension Workshop
Contact Information: Cate & Scott Calendar, office phone: 720-612-7376, email: contact@educationcolorado.com
Type of Program: Intervention Program
If this program is intervention or supplemental which component(s) of reading are addressed: <input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension
Grade Level: K-6
Summary of the program: <b>Anchor Comprehension Workshop</b> is a comprehensive comprehension resource for Grades K–5 that ensures that students succeed. Scientific research has demonstrated that high-quality reading instruction focuses on five essential domains of reading. These domains are at the heart of Anchor Comprehension Workshop. Within each domain, explicit differentiated instruction supports all students as they become successful, strategic readers.  The program supports a consistent, developmentally spiraling set of English language arts skills and strategies based on careful analysis of state standards and assessments. Through whole group and small group reading instruction, students are supported with teacher modeling and challenged in small group reading to apply what they have learned. While students are in their instructional zone, they continue to receive strategy support as they progress along the continuum of learning to read and reading to learn.  <b>Anchor Comprehension Workshop</b> was designed to provide the assessment driven explicit modeling, guided practice, and independent practice of metacognitive and tested comprehension strategies that guarantee students achievement. Some of the desired learning outcomes are that students prove their answers to a comprehension question with stated or implied information from the text, build comprehension, build deductive reasoning skills, write in response to reading, and to prepare students for standardized tests.

NOTE: We use the following descriptions to define various types of instructional support in early literacy. Please review the descriptions and identify your program according to the type of instructional support is it intended to deliver. *Each approved instructional program should classify itself under one type of instructional programming only.*

**Core Instruction** is instruction provided to all students in the class, and it is usually guided by a comprehensive core reading program. Part of the core instruction is usually provided to the class as a whole, and part is provided during the small group, differentiated instruction period. Although instruction is differentiated by student need during the small group period, materials and lesson procedures from the core program can frequently be used to provide reteaching, or additional teaching to students according to their needs.

**Supplemental Instruction** is instruction that goes beyond that provided by the comprehensive core program because the core program does not provide enough instruction or practice in a key area to meet the needs of the students in a particular classroom or school. For example, teachers in a school may observe that their comprehensive core program does not provide enough instruction in vocabulary, or in phonics, to adequately meet the needs of the majority of their students. They could then select a supplemental program in these areas to strengthen the initial instruction and practice provided to all students.

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**Intervention Instruction** is provided only to students who are lagging behind their classmates in the development of critical reading skills. This instruction will usually be guided by a specific intervention program that focuses on one or more of the key areas of reading development. This type of instruction is needed by only a relatively small minority of students in a class. In some cases, students in 2nd and 3rd grade may have lagged so far behind grade level development of reading skills that very little content from the grade level comprehensive core program is suitable for them. In these cases, students may need to receive instruction guided by a comprehensive intervention program that is specifically designed to meet their specific needs while at the same time accelerating their growth toward grade level reading ability.