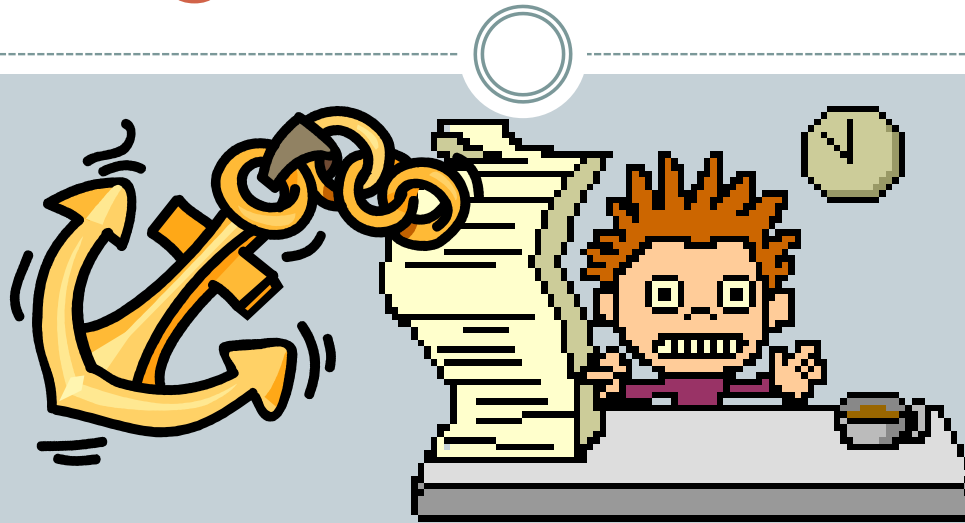


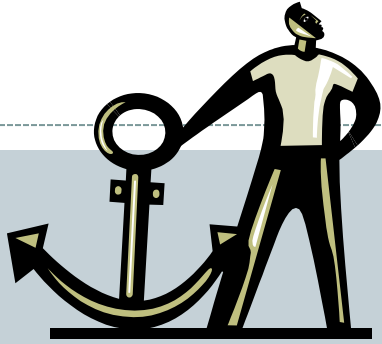
# Anchor your Students Learning and Understanding



WENDY KING, 5<sup>TH</sup> GRADE TEACHER  
MOUNT VERNON ELEMENTARY SCHOOL  
WENDY.KING@ROCKCASTLE.KYSCHOOLS.US

# When you hear the word Anchor...

## What do you think of ?



The definition of the word anchor is:

**any device that keeps an object in place;  
somebody who or something that provides a  
sense of stability**

How does this term relate to EDUCATORS??

# ANCHOR CHARTS...



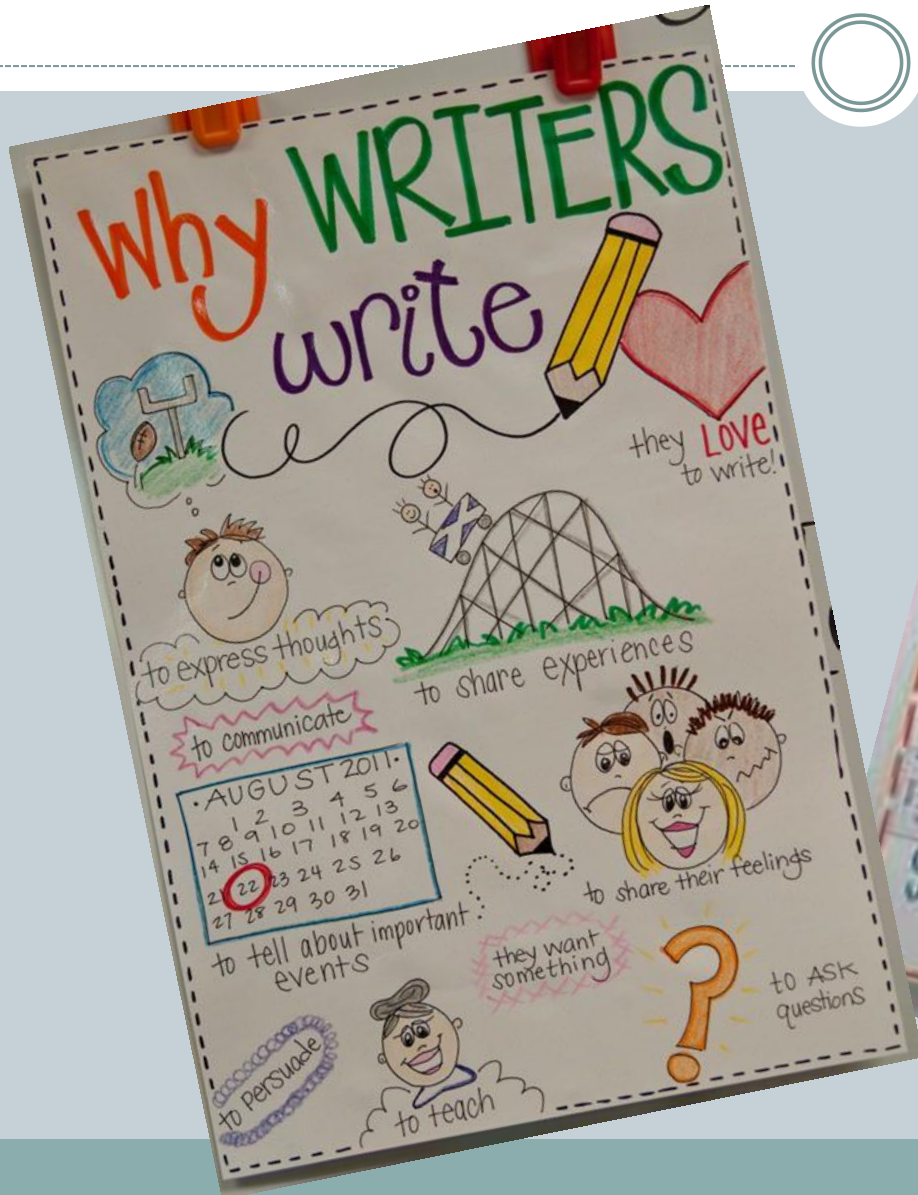
What ARE THEY?

Chances are you are already using these in your classroom...and you may not even know it...

## **What are the features of an anchor chart?**

- An anchor chart should have a single focus.
- The anchor chart is co-constructed with the students.
- The anchor chart has an organized appearance.
- The anchor chart matches the learners' developmental level.
- Make thinking permanent and visible.

# What do ANCHOR CHARTS look like in a classroom?



# Research shows using Anchor charts...



⚓ Allow connections from one strategy to another

⚓ Build on earlier learning

⚓ Clarify a point

⚓ Provide visual cues to develop independence

(Debbie Miller, 2002)

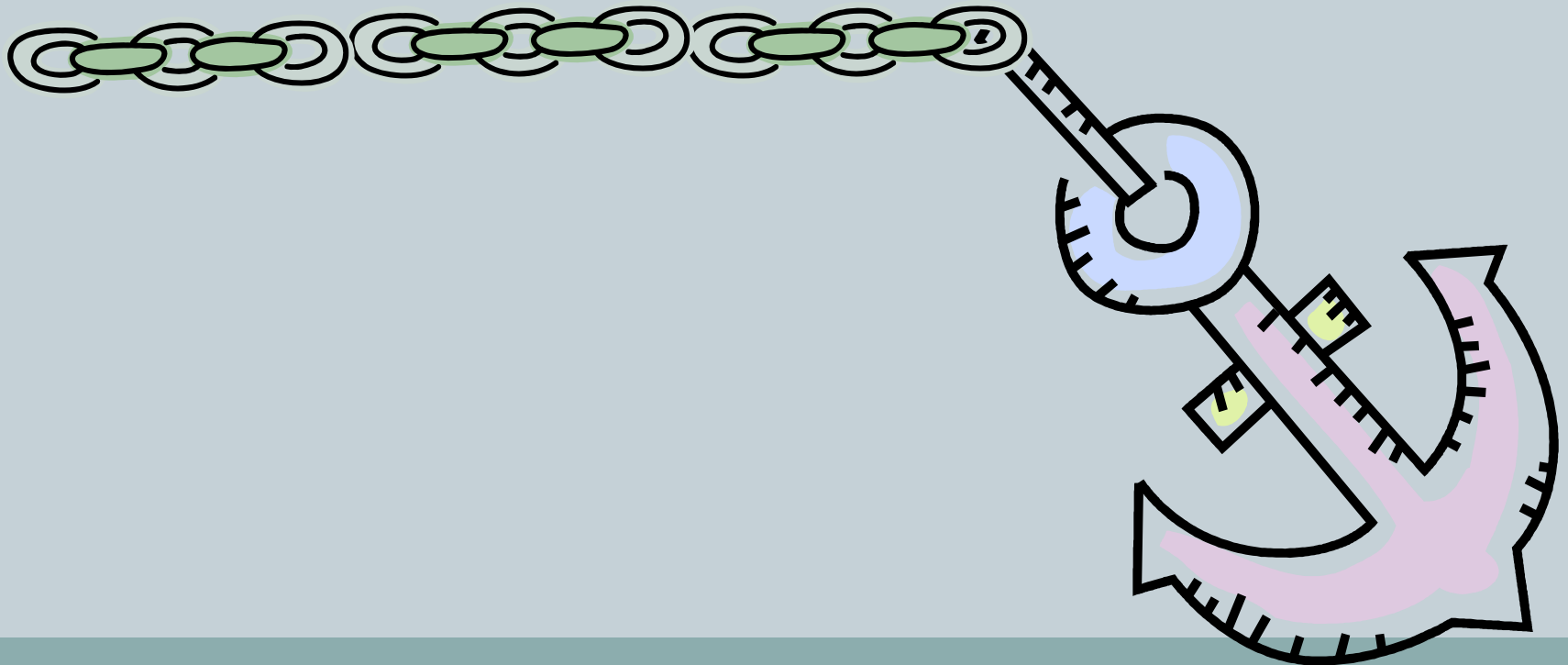
⚓ Learning can be scaffolded by creating and displaying anchor charts.

(Harvey and Goudvis, 2000)

⚓ They are displayed in the classroom in order to provide a visual resource for the students.

(Linda Hoyt, 2005)

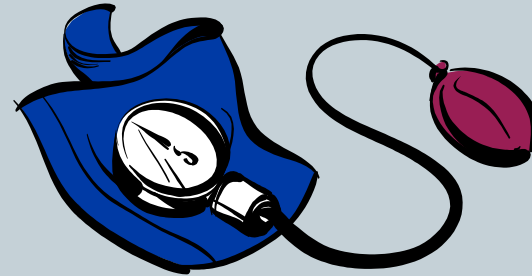
# So... How can I make these work with *MY* content??



# FIRST STEP...



Deconstructing the Standards...



WAIT... Don't panic....

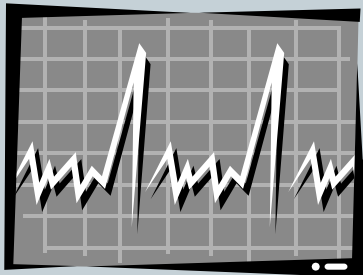
and have your blood pressure RISE just yet...

REMEMBER ANCHOR CHARTS are **MEANT** to be constructed **WITH** our students...

and I lost a few of you...

**Beep...Beep..**

Don't flat line on me yet!





# It's Quite Simple... REALLY...



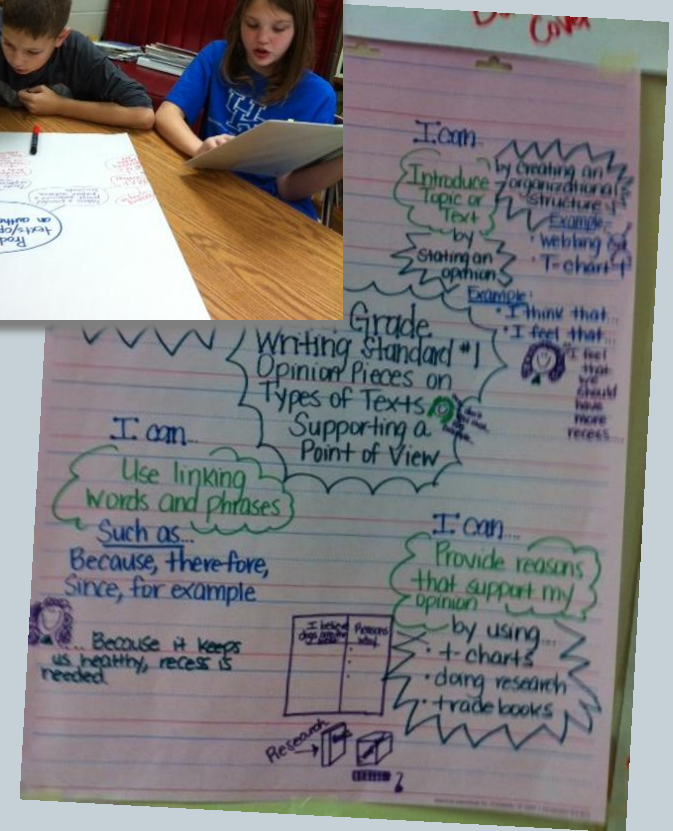
- Ask yourself...



Because my Fifth Graders make deconstructing these standards look like child's play...



# Check this out...



# YOU ARE SMARTER...

## - Take any Anchor Standard...

- Look at the demonstrators that fall below this standard

The **anchor standard** is the **MAIN** goal, the *stability* that all the demonstrators should be hinged upon...

(reference Chart Paper example)



I tell my students that without an anchor" my boat would drift. The same applies to my teaching; without that anchor standard my teaching is drifting about to the next big idea or lesson... I need the stability!

Once you begin to think like this, and explain this to your students; deconstructing these new standards actually becomes <sup>\*6</sup>fun<sup>9\*</sup>



I have the anchor goal ready and the demonstrators are left up to students to deconstruct meaning, activities, and progress.

I can describe the beginning,  
middle, and end of a story.

**B** → Who are the characters?  
What is the setting?

**M** → What happens to the  
characters?

**E** → How are the characters  
different than they were at  
the beginning of the story  
because of what took place in the  
story?

Good readers pay attention to the different  
parts of the story to better their  
comprehension.

# Why use them & Other tips, for success...



- Makes our thinking public and accessible to all.
- Anchor charts are made together with the class. They are working documents. Sometimes they are messy and not picture perfect. Charts not made with the kids are decorations. As we develop them remember it is not an exercise in decorating or making the room look nice. They are tools for the kids to use each and every day.
- I also take pictures and sometimes print a book of "Take it to Your Seat" anchor charts.
- Debbie Diller, highly encourages anchor charts be intentional about putting an edge/frame around each chart. (I have found, doing this with marker before we start filling in the chart is much easier.) Research shows that this makes the eye pay more attention.



**Now YOU try...**

**Anchor's away**