FOR-PD's Reading Strategy of the Month

Rationale:
Students learn more effectively when they already know something about a content area and when concepts in that area mean something to them and to their particular background or culture (Peshkin, 1992; Protheroe & Barsdate, 1992; & Lee, 1992). When teachers link new information to the student's prior knowledge, they activate the student's interest and curiosity, and infuse instruction with a sense of purpose. Prior knowledge is a powerful resource students use to understand text. Research indicates that students with prior knowledge of particular topics remember more information than do students with little or no prior knowledge. (Kujawa and Huske, 1995) Students' use of these strategies is not automatic or procedural. And when they practice using these strategies, they do not use a rote set of steps. Instead students learn to use the strategies in methodical phases in a stop-start fashion before, during, and after reading (Strategic Teaching and Reading Project, 1995).

Text comprehension can be improved by instruction using specific comprehension strategies (NIFL, 2001). According to the 2000 report of the National Reading Panel, two out of the eight most promising types of instruction that appear to be effective for classroom use in developing comprehension are comprehension monitoring and graphic organizers.

The Anticipation Guide was developed by J. E. Readence in 1986, and it is normally used with small group or individual reaction with students in grades 2-12. It is a detailed activity that uses prediction in order to make a connection to comprehension. It is a variation of the study guide and is designed to enhance comprehension by encouraging students to make predictions about concepts to be covered in the text. It can be used in any subject area when students have some background and preconceived notions relating to the concepts to be presented. Statements are created which support and contrast author ideas with student belief systems. The purpose of the guide is to prepare students to read with specific purposes.

Steps:

- Identify major concepts students are expected to learn.
- Determine ways these concepts might support or challenge their beliefs.
- Create 4-6 statements: important points, concepts, controversial ideas. misconceptions – no simple, literal ones.
- Students react to statements, defend opinions before reading.
- Read to confirm or disconfirm responses.

Anticipation guides lead to great conversations both before and after a learning activity.

Possible Response Options:

- Strongly Disagree…Strongly Agree (with the statement).
- Likely…Unlikely, or Certain…Impossible (probability as it relates to an event or person).
- True…False (with gradations in between).

How to Use the Strategy:
The Anticipation Guide is normally used prior to reading a passage. It can be used with expository and narrative text. After the students fill out the choices, discuss for possible correction of misconceptions, prejudices, or simple errors. Challenge students' preconceived notions about a subject, author, or idea. It will cause students to examine their attitudes, knowledge, assumptions and/or understanding of the given subject.

Make sure you first **model how to use the strategy** to your students and **explain why** you chose the Anticipation Guide.

Ideas for Assessment:
Due to the creative/untraditional means of the Anticipation Guide, informal assessment would more than likely be most appropriate for this activity. Informal assessment is different from those assessments which we normally give students (i.e., true/false, matching, essay questions, standardized tests, etc.). They are "untraditional," (i.e., drawing a picture, making a video of a particular skill, etc). On many occasions this type of assessing allows students to create a product rather than coming to a definitive answer. Often times students work with other classmates to complete.

"Informal assessments, such as performance/ authentic assessments are closely aligned with the curriculum taught and are not designed to separate achievement but rather to give feedback to the students and to the teacher regarding the progress of each individual student in meeting a commonly understood goal or standard. The intent of these assessments is to provide needed assistance to individual students so that 100% of the population meets the goal or standard." (FOR-PD, 2004)

(Click on the graphic above to go to a pdf file of the Anticipation Guide worksheet or go to the html file.)

Samples of Anticipation Guides:

- Stellaluna - elementary (PDF: 252k)
- Night - secondary (PDF: 256k)

For more informative links on the Anticipation Guide reading strategy:
http://www.somers.k12.ny.us/intranet/reading/fungi.pdf - a printable example of an anticipation guide on fungi (PDF: 4k).

http://www.somers.k12.ny.us/intranet/reading/canal.pdf - a printable anticipation guide/questionnaire (PDF: 4k).

http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1anti.htm - a printable anticipation guide on dinosaurs.

http://www.westga.edu/~kidreach/outsiders.html - anticipation guides for the novel *The Outsiders*.

http://transition.alaska.edu/www/portfolios.html - useful and specific guidelines for using technology to support alterative assessment especially electronic portfolio, within the classroom.

References

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Name: _____

Topic: _____

Anticipation Guide

Directions:

Response Before	Statement	Response After

Name: _____

Topic: *Night* – Secondary

Anticipation Guide

Directions: Before we read the book, read the statements to yourself. If you believe the statement is true, write the word "true" to the left of it in the "Response Before" column. If you believe the statement is false, put the word "false" to the left of it in the "Response Before" column. (Be ready to explain your answer.) Then we will read *Night* and see if the responses were correct.

Response Before	Statement	Response After
_____	The Holocaust took place between the years 1933–1945.	_____
_____	Only Jews were tortured at the Nazi death camps.	_____
_____	Music was used as a means to maintain sanity for some victims of the Holocaust.	_____
_____	Rosh Hashanah is the Jewish New Year.	_____
_____	Auschwitz was a Nazi death camp.	_____