

## ANTICIPATION GUIDES

**WHAT?** **Anticipation Guides** assist the reader in examining their prior knowledge of text before reading the material. The guides ask students to anticipate or make predictions about the content they will read by responding to a series of statements regarding the text.

**WHEN?** This instructional activity is used **Before and After Reading**. In order to support the U-46 Literacy Roadmap, the use of the **Anticipation Guide** is introduced in grade five. While a teacher can use this instructional activity any text material, it is best used with informational text.

**WHY?** The use of **Anticipation Guides** for instruction is helpful for several reasons.

- This instructional activity
  1. fosters and activates the reader's prior knowledge of a topic,
  2. motivates the reader to read the assigned text by focusing interest on the topic, and
  3. provides a basis for class discussion so the teacher can discover any misconceptions or strongly held beliefs that need clarification before, during, or after reading.
- The **Anticipation Guides** provide a means of assessing prereading support needed by students and postreading evaluations, indicating how the beliefs and knowledge of students changed.

### **HOW?**

1. Select the text students will read.
2. Map the text for the major and supporting ideas. The map should include the critical ideas, information, and issues.
3. Consider the prior knowledge of students related to the content of the text.
4. Create three to eight statements that may challenge or modify the student's prior knowledge and beliefs about the content.
5. Introduce to topic to the students and provide the following directions:

Read each of the statements and note whether you agree or disagree with the statement.

Work with a partner/small group to discuss each statement, comparing and contrasting and defending each of the responses to the statements.

Read the text.

After reading the text, reread each statement to determine if you still agree or disagree with the statement.

Students are provided an opportunity for explaining their position on the statements after reading. The students note if they believe the author would agree or disagree with them.
6. The teacher can use the students' responses to the statements as the base for class discussion or asking students to develop questions for additional reading.

### **REFERENCES/FURTHER READING**

Allen, J. (2004). *Tools for teaching content literacy*. Portland, ME: Stenhouse.

Readance, J., Bean, T., and Baldwin, R. (1998). *Content area literacy: An integrated approach*. Dubuque, IA: Kendall/Hunt Publishers.

Sejnost, R. and Thiese, S. (2001). *Reading and writing across content areas*. Arlington Heights, IL: Skylight Publishing.

