

Anticipation Guide

Purpose

Use *before*, *during*, and *after* reading to:

- Forecast and cue major concepts in the text to be read
- Motivate students to want to read text to see if prior knowledge is confirmed or disproved
- Require students to make predictions
- Activate students' existing background knowledge and set purpose for reading text
- Focus readers on the main ideas presented in text
- Help readers assess for misconceptions and reader-text discrepancies
- Create active interaction between reader and text
- Provide pre- and post-assessment information

Directions

1. Identify the important ideas and concepts students should focus on when reading.
2. Create 4–6 statements that support or challenge students' beliefs, experiences, and preexisting ideas about the topic. The statement should be reasonably answered either way.
3. Set up a table for student responses like the example below. Vary the anticipation and reaction categories as appropriate to the specific content, such as true/false, supported by evidence/not supported by evidence, or accurate/misrepresentation.
4. Before reading the text, have students react to each statement in the *Before Reading* column individually and be prepared to support their position.
5. In small groups or as a whole class, ask students to explain their initial responses to each statement.
6. Ask students to read the selection to find evidence that supports or rejects each statement.
7. After reading the text, ask students to react to each statement in the *After Reading* column to determine if they have changed their minds about any of the statements.

Extensions

- For debatable topics, add two response columns—one for the student, one for the author—so the opinions can be compared and contrasted.
- Have students use additional sources of information to support opinions.
- Ask students to rewrite any false statements based on the reading, individually or in cooperative groups.

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Cross Content Sample

<p>English Language Arts <i>Before, during, and after reading Romeo and Juliet</i></p> <p>Have students anticipate and react to the text, using the response headings of <i>Agree/Disagree</i>, including statements such as:</p> <ul style="list-style-type: none">• Shakespeare is still relevant today.• Parents should have a say about whom a child chooses to marry.• Revenge has its place.	<p>Mathematics <i>Before, during, and after reading a math textbook chapter on percents</i></p> <p>Have students anticipate and react to the text, using the response headings of <i>True/False</i>, including statements such as:</p> <ul style="list-style-type: none">• A 20% off sale is better than a buy one-get one free sale.• A mortgage of \$1000 at 5% for 30 years is more expensive to pay off than \$1000 at 7% for 30 years.
<p>Science <i>Before, during, and after reading a global warming report issued by international scientists</i></p> <p>Have students anticipate and react to the text, using the response headings of <i>Agree/Disagree</i>, including statements such as:</p> <ul style="list-style-type: none">• Increasingly hotter temperatures around the globe show global warming is occurring.• Hurricanes will continue to increase in frequency, especially in southern locations.• Human causes are the leading reason for global warming.	<p>Social Studies <i>Before, during, and after reading an informational Web site on voting</i></p> <p>Have students anticipate and react to the text, using the response headings of <i>Accurate/Misrepresentation</i>, including statements such as:</p> <ul style="list-style-type: none">• More people voted for Independents in 2004 than in 2000.• More people switched parties in the 2004 election than in the previous four elections.

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Name _____

Topic _____

Read each statement below. Respond in the left column whether you agree (A) or disagree (D) with each statement. Think about why you agree or disagree, and be prepared to share.

Before Reading Agree/Disagree	Statement/Question	After Reading Agree/Disagree
	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	
	8.	
	9.	
	10.	

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Name _____

Date _____

Title of story _____

Author _____

Use the following anticipation guide to preview a story before you read it. Before reading, mark whether or not you agree or disagree with each statement. After reading the story, fill in the page number where you found the answer to each statement, tell whether or not you were right, and reflect on what you found.

	Agree/Disagree	Page #	Were you right?	Reflect
1.				
2.				
3.				
4.				
5.				
6.				
7.				

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