

## ◆ Anticipation guides

**Use:** Before, during, and after reading

This is an effective way to **activate prior knowledge** before the students begin reading. It also **motivates students** to read by leading them to feel a vested interest in how the content will validate (or not validate) their own assumptions.

This is a GREAT way to have students **look for and cite evidence** to support conclusions.

### Preparation:

→ **Of the strategies shown, this takes the most prep (and time to get good at it), but it also tends to be the most effective.**

Plan for student groups (usually 3-4 students per group).

Write anticipation guide; copy one per student.

### NOTES ON WRITING AGs:

- The first time you write an AG, write only **4-6 statements**. You want to finish them all (including discussion) in one class period.
- **Do not** take statements verbatim from the text. When we reword, students are forced to actually comprehend what they are reading.
- It is important to have some statements that are debatable. Perhaps the information is **implied instead of stated**. And perhaps there is no definite answer based solely on the text. (For a short AG, do not have more than 1 “unanswerable” question.)
- Use the sample AG I provided to better understand the following procedures.

### Procedure:

1. Students **read** anticipation guide statements **individually**, committing **in writing** to a position on each statement. Students do not see the reading passage yet.
2. Students **discuss** positions **with group**, trying to persuade each other and with the freedom to change their own positions on any statements. Students still do not yet see the passage.
3. Students now **see & read** the assigned passage **individually**. They write their responses on their anticipation guides, also writing the page/s (or paragraph/s) in which they find **the evidence** that supports their final response.
4. Students **discuss** their “after reading” responses **with their groups**. They try to come to a consensus, using evidence to support their views. They are free to change their “after reading” responses as they discuss.
5. Teacher leads a **whole-class discussion**. If students need specific information on which they will be tested, make sure they mark it or correct it on the anticipation guide.

