Anticipation Guide

Head, M. H. & Readence, J. E. 1986. Anticipation guides: Meaning through prediction. In E. R. Dishner, T. W. Bean, J. E. Readence & D.W. Moore (Eds.) Reading in the content areas (2nd ed.) pp.229-234. Dubuque, IA: Kendall/Hunt. Found in Tompkins, G. E. 1998. 50 literacy strategies: Step by step. Upper Saddle River, NJ: Prentice-Hall, Inc.

Anticipation guides activate student interest in a text by triggering their background knowledge. The strategy may be used with literature or expository texts. It can be adapted for various grade levels Students from 3rd grade up should be able to use an anticipation guide individually or in a group.

Procedures:

1. Select a text that the students are going to read.

2. Identify several major concepts related to the reading. Keep in mind students' background knowledge about the topic and any misconceptions they may have about the topic.

3. Develop a list of 4 to 6 statements that are general enough to stimulate a discussion and can be used to clarify misconceptions. The list can be distributed individually or written on chart paper for a whole group activity.

4. Create a chart with 6 columns. The first column will contain the statement. The following two columns – Agree - Disagree – will be used prior to reading the assigned text. Repeat these same titles for the next two columns to be completed after reading the text. The final column should be the widest to allow students to provide a written response based on the reading for their second set of responses.

5. Introduce the anticipation guide and have students respond to the first statement. Do they agree or disagree with it and why. After modeling the process, you can continue as a whole class activity (recommended for K & 1st grades) or have the students work in small groups or individually to complete the guide.

6. Have students read the text.

7. Have students fold their paper, so that columns 2 & 3 are hidden. Ask them to read each statement again and decide whether they agree or disagree and check their answers in columns 4 & 5. Once they have reviewed all the statements, they compare their predictions to their post-reading responses. In small groups or as a whole class, discuss the changes in their answers. Either individually or as a group, students cite information in the text that supports or discounts each statement. Take the time to address common misconceptions.

8. If this last step is done in small groups, each group may select one statement that surprised them and another that they felt was a key concept in the reading. In this discussion, there is an opportunity to dispel common misconceptions.

9. Individual charts are collected to determine if students were able to use the text to substantiate their opinions and correct misconceptions.

K & 1st Grades Level Variation

a. Complete the chart together guided by the group's consensus about each statement. That is you read the statement and have student color in or mark a happy face if they agree and a sad face if they disagree.

b. For these grade levels or readers at these levels, you may read aloud the text, assign a more advanced reader to read the text to a small group or provide an audio recording of the reading to listen as they follow along in the text. It is also highly recommended to have texts at different grade levels, but covering the same concepts.

Online Variation

A. Follow steps 1 – 6 above, making allowances for younger readers as noted in the above section.

B. Create the anticipation guide on *Google Doc or Google Forms*, so that each student can have an individual copy. There is a slight advantage to using *Google Forms,* since it allows you to share the whole class initial predictions in aggregate form. This can spark a discussion as to why the differences in thinking. Avoid giving correct responses at this time. You may also wait to address misconceptions until the next discussion.

C. Have students complete their individual guide while they are all together.

D. Send students to breakout rooms. This can be done using the automatic feature or you can create the groups. While you are creating the groups, they may start reading on their own.

E. Give them a set time to read the text individually taking into consideration the length of the text. Or you may have one or more students in each group read the text to a small group.

F. Either individually or as a small group, have students re-read each statement and determine if they now agree or disagree. To avoid having them going back to copy their first predictions or changing them, you may create a second document for the post-reading activity.

G. Once they have re-read all the statements, they compare their predictions to their post-reading responses. In their small groups discuss the changes. Either individually or as a group, students cite information in the text that supports or discounts each statement. Assign a recorder to write the information found in the text.

H. Each group selects one statement that surprised them or that was misconception and another that they felt was a key concept in the reading.

I. Bring the whole class back together and have each group share the statements they chose

J. By visiting each group as they discuss, you may identify some common misconceptions. Make sure they are addressed in the discussion.

Anticipation Guide for _____ (topic or title of text) _____

Statement	Pre - Reading		Post - Reading		Post-Reading Rationale or Text Citation
	Agree	Disagree	Agree	Disagree	
1.					
2.					
3.					
4.					
5.					
6.					