

# **ANTICIPATION GUIDES**

## Reading Strategy

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In reviewing the content of this professional development module it may be helpful for you to use the following tools to take notes, summarize key points, and identify ideas to implement in your classroom:

[Cornell Notes Sheet Example](#) - Sample Cornell Notes Sheet that demonstrates how to take notes, summarize key points, and identify specific ideas for implementation.

[Cornell Notes Sheet Blank Form](#) - Blank Cornell Notes Sheet for use in taking notes, summarizing key points, and identifying specific ideas for implementation.

[Mind Map Example](#) - Example of how to use a mind map to take notes, summarize key points, and identify specific ideas for implementation.

[Mind Map Blank Form](#) - Blank Mind Map for use in taking notes, summarizing key points, and identifying specific ideas for implementation.

[Professional Development Action Plan](#) - Form to use in taking ideas for implementation from the professional development module (from Cornell Notes Sheet and/or Mind Map) and planning to implement them in your classroom.

## Anticipation Guides – Reading Strategy

Anticipation guides are typically a list of statements related to the topic(s) presented in a section of text. The average number of statements will range from six to twelve. Before reading, the students review the anticipation guide and indicate if they agree or disagree with each of the statements. Most of the statements are clearly true or false, but two or three of them should be written to generate controversy and argument.

Anticipation guides have been recognized as an effective reading strategy since their development by H.L. Herber (1978). The guides were primarily used to activate students' prior knowledge of a subject. However today, educators are also using the strategy to increase motivation to read the text.

The *first* step in using this strategy is to create an anticipation guide that focuses on the topic(s) of the text to be read. Indiana University (2006) suggests the following steps:

1. Write six to twelve statements that focus on the important points of the reading selection.
2. When writing the statements, make certain the students can react to them without having first read the text.
3. Make certain the statements can be supported or opposed by the text (see note below).
4. Write statements that challenge students' beliefs (Duffelmeyer, 1994).
5. Write statements that are general rather than specific (Duffelmeyer, 1994).

Note: When writing the statements, make certain the text provides information that either supports or opposes the statement; but, make certain the text is re-worded in the anticipation guide so the student will have to interpret the text or draw several parts together to come to a conclusion of the answer, particularly for the "controversial" statements. Statements should provoke critical thinking. This can be done by using vague terms such as "many" or "most." In fact, it is OK to have some occasional statements for which there is no correct answer. These statements often create intense discussion and a more meaningful understanding of the topic (Forget, 2004).

The *second* step directs the students to read the statements on the anticipation guide and indicate if they agree or disagree with the statement. This can be as easy as writing or checking an "A" for agree or a "D" for disagree. Dr. Mark Forget uses this step in the process to create motivation within the students to read to the selected text. This is part of the MAX Teaching process (Forget, 2004). The process of this step is as follows:

1. Students first review the anticipation guide individually and mark the guide lightly or with pencil to indicate if they agree or disagree with each statement.
2. After students have finished marking their anticipation guide, they meet together in groups of three or four. It is very important that each student comes to the group with something in writing. In this way the student is “making a commitment” to what he or she believes. They discuss why they responded to each statement the way they did and are given the option of changing their response.

Now the students are ready to read the text. Steps 3, 4 and 5 take advantage of the student’s motivation to read the text and find information to argue their point

The *third* is silent reading of the text. During this time, each student identifies evidence of from the text to support their group’s position on the statement. This can be done easily by writing the page and paragraph number by each of the statements to indicate where the supporting evidence is found.

The *fourth* step: After reading, the groups meet again to review their findings, and are given an opportunity to change their position on each of the statements. Groups should come to a consensus of agreement or disagreement on the statement. An option at this point is for the group to agree or disagree with the statement by modifying or giving qualifiers to the statement.

The *fifth* step is to review the anticipation guide. When groups finish completing the anticipation guide, project a copy of the anticipation guide onto a screen either by overhead or LCD projector. While reviewing the anticipation guide:

1. Address each statement on the anticipation guide, calling on several (if not all) groups to share the evidence for their position with the class.
2. The evidence students present must be from the text.
3. Act as a moderator. Do not refer to a key for the anticipation guide, but rather allow the students the opportunity to define their position. For questions that incite debate and argument, allow the students to re-write the statement so that it is correct and all can agree with the statement.

### **Introduction and Summary:**

Using an anticipation guide in this way provides for both the introduction and summary for the reading activity.

### **Motivation factors:**

The student takes a stand and commits to either agreeing or disagreeing with the statements.

Group participation provides a safe environment for the student to become involved.

Students enjoy arguing.

**Extended Activities:**

Students can refer to the anticipation guides as review sheets for tests. In addition, the statements can be used as writing prompts.

**Modifications for low-level readers or special needs students:**

Read the statements aloud to the students. Pause between statements to solicit thoughts and opinions from the students. You may elect to read the text to the students as well, pausing after six or seven paragraphs to ask the students if any information has been given to support or oppose any of the statements on the anticipation guide (Forget, 2004).

**Example:**

Examine the following anticipation guide on the next page. It is designed for the technology article “Privacy and Security as Ideology” (approximately first five pages) up to “Ideology and Its Critique”.

[http://ieeessit.org/technology\\_and\\_society/free\\_sample\\_article.asp?ArticleID=13](http://ieeessit.org/technology_and_society/free_sample_article.asp?ArticleID=13)

Notice how most of the statements provide fairly clear evidence (for or against) in the text. Of course, the wording in the guide is different from the text, so there may be one or two that will argue the finer points of the answer – but this is a good thing.

Most of the statements will be supported in the positive. However, there are a couple that should result in “disagree” (#1 and #8). Number seven (and perhaps others) leaves plenty of room for arguing either “agree” or “disagree.” In these cases, the teacher should lead the class in modifying or re-writing the statement so that all groups can agree with the response.

Processing the text in this fashion with an anticipation guide provides for analysis, synthesis, and evaluation.

**Privacy and Security as Ideology**  
by Bernd Carsten Stahl

Agree/Disagree	Statement	Evidence
_____	1. Privacy and Security are essentially the same thing.	
_____	2. Security and Privacy can “make or break” an e-commerce business.	
_____	3. Downloading proprietary software is a moral issue.	
_____	4. Privacy is the right to be let alone.	
_____	5. The right to privacy is an absolute right.	
_____	6. Privacy is needed in order to have healthy relationships.	
_____	7. Security is more easily understood than privacy.	
_____	8. The concept of security in technology refers to financial issues.	
_____	9. Hacking and viruses are considered to be illegal activities.	
_____	10. Both security and privacy address moral and psychological needs.	

**Examples of Anticipation Guides:**

The internet has several sites that include examples of anticipation guides for a variety of subjects. A few are listed below:

<http://www.somers.k12.ny.us/intranet/reading/canal.html>

<http://www.somers.k12.ny.us/intranet/reading/fungi.html>

<http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1anti.htm>

[http://www.nwgaresa.com/LFS\\_units/Cell%20Division%20anticipation%20guide.pdf](http://www.nwgaresa.com/LFS_units/Cell%20Division%20anticipation%20guide.pdf)

<http://maxteaching.com/materials.html>

<http://www.somers.k12.ny.us/intranet/reading/canal.pdf>

<http://edinanua.blogspot.com/2007/09/anticipation-guide-to-engage-students.html>

[http://www.indiana.edu/%7E1517/anticipation\\_guides.htm#How%20to%20Use%20Anticipation%20Guides](http://www.indiana.edu/%7E1517/anticipation_guides.htm#How%20to%20Use%20Anticipation%20Guides)

## Anticipation Guide Template

Agree/Disagree	Statement	Evidence
_____	1.	
_____	2.	
_____	3.	
_____	4.	
_____	5.	
_____	6.	
_____	7.	
_____	8.	
_____	9.	
_____	10.	
_____	11.	
_____	12.	

## References

Duffelmeyer, F. (1994). Effective Anticipation Guide Statements for Learning from Expository Prose. *Journal of Reading*, 37, 452-455

Forget, M. (2004). *Max Teaching with Reading and Writing: Classroom Activities for Helping Students Learn New Subject Matter While Acquiring Literacy Skills*. Victoria, Canada: Trafford Publishing.

Forget, M. (2007). MAVCC Literacy Summit, October 15-17, 2007. Oklahoma City, Oklahoma.

[http://www.indiana.edu/~l517/anticipation\\_guides.htm](http://www.indiana.edu/~l517/anticipation_guides.htm)

<http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/anticipation%20guide.htm>

<http://www.suite101.com/article.cfm/reading/62368>

<http://english.byu.edu/novelinks/reading%20strategies/Anthem/antic%20general.htm>

[http://www.education-world.com/a\\_lesson/daily/p/daily/p/daily/p067.shtml](http://www.education-world.com/a_lesson/daily/p/daily/p/daily/p067.shtml)

[http://www.glencoe.com/sec/teachingtoday/downloads/pdf/anticipation\\_guide.pdf](http://www.glencoe.com/sec/teachingtoday/downloads/pdf/anticipation_guide.pdf)

<http://oame.on.ca/main/files/thinklil/AnticipationGuide.pdf>