

Script for:  
**Anticipation Guides – Reading Strategy**

Welcome to Anticipation Guides, a Reading Strategy.

An Anticipation guide is typically a list of statements related to the topic or topics presented in a section of text to be read. 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 in 1978. The guides were primarily used to activate students' prior knowledge of a subject. However today, educators are also using this 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 or topics of the text to be read. In 2006, Indiana University suggested 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). In the 2004 publication, *Max Teaching With Reading and Writing*, Dr. Mark Forget, encouraged teachers to make certain the text is reworded 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.
4. In 1994, research from Duffelmeyer noted that statements should be written that challenge students' beliefs, and
5. That are general rather than specific.

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 on a space in front of the

statement. 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. The process of this step is as follows:

1. Students first review the anticipation guide individually and mark the guide lightly 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. The next 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* step 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 page and paragraph number by each of the statements to indicate where the supporting evidence is found. Provide a column of space on the anticipation guide for the student to jot down these references.

After reading, it’s time for the *fourth* step: 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 agreeing or disagreeing 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 where the action is likely to take place. Here you 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:

- Address each statement on the anticipation guide, calling on several (if not all) groups to share the evidence for their position with the class.
- The evidence students present must be from the text.
- Act as a moderator. Do not refer to a key for the anticipation guide, but rather allow the students the opportunity to define their positions. 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.

You will notice that using an anticipation guide in this way provides activity for both the introduction to a lesson and for summary of the reading activity.

Students are often motivated to read and become involved in this activity because:

- At the very beginning, 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, and
- Students enjoy arguing.

If the teacher is working with low-level readers or special needs students, Dr. Forget recommends reading 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.

The following is an example of an anticipation guide, that has been prepared for the first part of the technology article “Privacy and Security as Ideology” by Bernd Carsten Stahl. The text includes the first five pages of the article up to the section “Ideology and Its Critique.” For a copy of this example included in the web link to the article, open the “Anticipation Guide Example” file at the end of this presentation.

Here are the statements:

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.

Notice how most of the statements are provided 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;” for example, numbers 1 and 8. Number seven, and

perhaps others, leave plenty of room for arguing either “agree” or “disagree.” In these cases, the teacher should lead the class in modifying or re-writing the statements 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.

The internet has several sites that include examples of anticipation guides for a variety of subjects. For a text listing for a few of these sites, open the “Websites” file available at the end of this presentation.

<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/~EI517/anticipation\\_guides.htm#How%20to%20Use%20Anticipation%20Guides](http://www.indiana.edu/~EI517/anticipation_guides.htm#How%20to%20Use%20Anticipation%20Guides)

An anticipation guide template is available for download at the end of this presentation.

For a text listing of the references for the material included in this podcast, open the “Sources” file available at the end of this presentation.

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/~I517/anticipation\\_guides.htm](http://www.indiana.edu/~I517/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/thinklit/AnticipationGuide.pdf>