

Unit 3 • Module 1: Building Background Knowledge With Anticipation- Reaction Guides

Section 1

Slide 1—Title Slide

Welcome to the first module in the Comprehension Instructional Routines unit, Building Background Knowledge With Anticipation-Reaction Guides.

Slide 2—Comprehension Strategies Across Content Areas

The routines in this unit are designed to make students think actively about information and ideas in a text.

Literal comprehension requires students to correctly identify information directly stated in the text. Inferential comprehension, however, involves the correct interpretation of implied meanings. This often requires students to connect given information with information from other texts or from their background knowledge. Therefore, building or activating background knowledge prior to reading a selection can assist with inferential comprehension.

It is important to note that not all texts or concepts will require the building and activation of background knowledge. This routine is not intended to be used on every lesson, but applied when the investment of instructional time will truly benefit inferential comprehension of a major lesson.

Please refer to **Handout 1: TEKS/ELPS/CCRS Connections**, which explains how this routine will assist students to meet specific subject area expectations of the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and College and Career Readiness Standards (CCRS).

Slide 3—Objectives

Our objectives for this module are: to understand how building background knowledge before reading improves students' comprehension of text; to construct opinion statements for an Anticipation-Reaction Guide; and to apply the three-step process for explicit instruction to the implementation of the Anticipation-Reaction Guide.

As we begin the module, you may hear or see some unfamiliar terms. These will be explained as we work through the slides.

Slide 4—Building on Existing Knowledge and Experiences

The routine introduced in this module gives students a means to make connections between texts and their experiences.

Research indicates greater benefits in asking students to consider why, not just what, they are about to learn. This is because students must activate a broader network of prior knowledge to justify their responses—as opposed to simply searching their memories for facts they may or may not have previously learned.

Slide 5—Building on Existing Knowledge and Experiences (cont.)

Activating a broader network of prior knowledge is critical for English language learners who are already devoting a significant amount of attention to the language of a text. Research suggests that two instructional activities are especially useful: preview guides and anticipation guides. This module will focus on anticipation guides and demonstrate how to incorporate oral discussions and explanations about the important concepts students will encounter in text.

Section 2

Slide 6—Anticipation-Reaction Guide

Please refer to the slide to see how we'll organize the Anticipation-Reaction Guide. When implemented appropriately, this guide can support students before, during, and after reading. The Anticipation-Reaction Guide helps identify students' existing knowledge and beliefs about a given concept.

When used *before* reading, the guide helps teachers identify what students really know about the major themes or concepts of the upcoming lesson. The ensuing discussion can expose any inaccuracies, incomplete understanding, or conflicting beliefs. It also activates students' interest and curiosity in the topic and assists students in linking new information to their prior knowledge.

When used *during* reading, the guide can help focus students' attention on important elements of the material. Students will have a purpose for reading because they will look for evidence in the text to support or provide counterarguments for their opinions. And, they

will be recording “text support” that can be used to justify their responses.

After the reading assignment, students discuss how the text evidence relates to their opinions. Students should be able to state their conclusions after this discussion, either by using the text to support their original or revised opinion, or by responding to counterarguments in the text.

Teachers have the opportunity to assess students’ depth of understanding of a text and its key concepts through the use of this routine and the ensuing discussions.

Slide 7—Anticipation-Reaction Guide Preparation

Now, turn to **Handout 2: Preparing Anticipation-Reaction Guides**.

The teacher should create Anticipation-Reaction Guide statements in advance. Here are the preparation steps.

Review the text and identify four or five major concepts that will lend themselves to forming opinion statements. These statements should not be expressed in true/false fashion because, over time, students will become wary of risking a response on the Anticipation-Reaction Guide if they think they will be proven wrong later.

The goal is to activate students’ prior knowledge about a topic and find out what they are really thinking—not just see who can guess well about information you haven’t taught them yet.

Fostering discussion about the concepts or themes is the crucial aspect of this strategy. Get students to think, not just about what they will learn, but why they should learn it and how it might affect them.

Not all lessons will lend themselves to opinion-oriented discussions. The success of this routine is dependent upon the teacher carefully selecting themes from an aligned curriculum and an appropriate reading selection.

When writing the opinion statements, be sure to consider the attitudes and beliefs of the community. It can be empowering to tap into a relevant issue to the community, although occasionally an issue might be too sensitive to handle appropriately for educational purposes.

Slide 8—Composing Opinion Statements

Examples on the slide are from the story “Zlateh the Goat,” but you do not have to read it to understand the difference between correct and incorrect examples.

Notice all the correct example statements are broad enough that students could form opin-

ions on them before reading the novel. For example, the statement, “Livestock should be raised only for supplying food to people.” Student responses will be based on their experiences and any prior knowledge of the subject. When discussing their responses in class, you can draw out what students know about animal science and the cultural experiences that influenced their answers.

The incorrect examples ask students for specific information from the novel. For example, the statement, “Aaron learns to count on his goat in a time of need.” Students will only be guessing, so there is no reason to have a discussion about these true/false statements. You may be able to talk about why students think the statement could be true or false, but, ultimately, there is only one correct answer. Take a moment to compare the correct and incorrect examples.

Slide 9—Anticipation-Reaction Guide: English Language Arts Sample

Once you have decided on your four to five statements, write them in the student guide as seen on the slide.

Slide 10—Anticipation-Reaction Guide: Before-Reading Modeling Phase: *I Do*

When introducing Anticipation-Reaction Guides, establish the purpose of the activity so students know what they are expected to do and how to use the activity to support their reading comprehension.

You want students to discuss some of the ideas they will encounter so you can assess how their prior learning and experience will either facilitate or impede their understanding of the text.

It’s not important whether students agree with the statements in the guide. What is important is whether they can effectively justify their responses. Practicing how to justify responses *before* reading by using background knowledge and personal experience will help students *after* reading when they try to use text support to justify either keeping or changing their opinions.

This video shows a social studies teacher implementing an Anticipation-Reaction Guide for a lesson using primary source documents. The format used in the video is slightly different from the one we use here. The adaptation on your handout allows for more structured discussion and conclusions, but both formats have the same process and purpose. As you watch the video, pay attention to how the teacher makes sure students know how and why to use the guide to support their understanding of the passages.

Video: Anticipation-Reaction Guide: Before Reading (6:52)

Section 3

Slide 11—Anticipation-Reaction Guide: Before-Reading Modeling Phase: *I Do* (cont.)

Notice that only the Statement and Reader's Opinion columns are completed *before* reading the text. When modeling, explain your rationale for your opinions. Model writing your rationale in a brief sentence and ask students to do so as well.

For the sample guide on this slide, you might explain your choices in this way:

For statement 1, I agree because livestock are dirty and can't be trained like dogs and cats. My uncle has a ranch, and I know the cows are not like pets. My cousins don't name the cows, even though they take care of them. They are raised to be food.

I disagree with statement 2 because my best friend is always there for me and I'm there for him. When I was running a marathon, I thought I couldn't finish the last 5 miles. I was ready to quit. My feet hurt, I could barely breathe, and I felt as though I were hardly moving. Then I saw my best friend in the crowd with his running shoes on. He came out and ran the last 5 miles with me, cheering me on. If he had not done that, there is no way I could have made it. He told me he'd help me, and he did. I know I can count on him.

I agree with statement 3. I remember that when we read *The Cay* by Theodore Taylor, the character Phillip learned to appreciate all that he took for granted: his family, his home, his sight, and even his skin color. I think that happens a lot. We don't know the value of what we have until we lose it.

And I agree with the last statement because we learned in science about how dolphins communicate with one another. They use most of their brains for communicating and have a sort of speech system with their whistles and clicks. They can even communicate with humans. Their sonar is probably more sophisticated than a lot of human communication.

Remind students that there is no right or wrong opinion.

Slide 12—Anticipation-Reaction Guide: During-Reading Modeling Phase: *I Do*

After responding to the statements, move to the *during*-reading phase. Read a section of text. "Think aloud" as you identify evidence related to the statements. Write the text support in the Evidence column, and record the page number on which the evidence for that statement was found.

In addition, show examples of how text evidence can support your opinion or present a

counterargument.

The social studies teacher in the following classroom video is continuing the use of the Anticipation-Reaction Guide as students read primary source documents.

Remember that the format of the Anticipation-Reaction Guide used in the video is slightly different from the one we use here. As you watch the video, pay attention to how she keeps her students actively involved in reading and monitors their comprehension.

Video: Anticipation-Reaction Guide: During Reading (4:11)

Section 4

Slide 13—Anticipation-Reaction Guide: During Reading

The slide shows how you might record the evidence on our sample guide.

When students are still learning to find textual support, it may be necessary to have them record only direct quotes. As they develop their reading skills, they can switch to paraphrasing, as is used in this sample. For example, the evidence relating to the first statement about whether livestock should be raised only for supplying food to people is, “Zlateh the goat is used for her fur as well as her milk. When she and Aaron get caught in a snowstorm, Zlateh is Aaron’s companion, source of warmth, and friend.”

Be sure to teach students *how* to paraphrase. You may consider using the Get the Gist routine introduced in the next module.

Slide 14—Anticipation-Reaction Guide: After-Reading Modeling Phase: *I Do*

Now let’s move to the discussion column of the guide.

Explain to students that opinions can change as we learn and have new experiences. You can think aloud as you analyze how the evidence relates to the statement and the opinion you marked. The evidence might support your opinion about the statement, or present a counterargument that changes your opinion, or present a counterargument that does not change your opinion.

Encourage students to consider the evidence and not to be too eager or too reluctant to change their opinions. Students should also consider the type of text and the author when weighing the evidence.

Although students may be more easily swayed by nonfiction texts, we will see some examples

that still allow for differences of opinion, as long as they are justified.

The Anticipation-Reaction Guide provides a means for students to get involved with the text and really grapple with the information in a way that would not be possible if the statements were written to result in only one right answer.

Slide 15—Anticipation-Reaction Guide: After Reading

Please locate **Handout 3**, which has the completed English language arts sample for this Anticipation-Reaction Guide.

Notice that the textual evidence supports some statements and presents counterarguments for others. The discussion column shows how the evidence relates to the statement and our opinion. Sometimes the evidence changes our opinion, and we use that evidence to explain why. The conclusion reflects our final opinion, as informed by the text.

It is beneficial for students to see you changing your opinion after analyzing the evidence in the text. When indicating your opinions on the guide, purposefully state opinions that you will want to change.

Slide 16—Anticipation-Reaction Guide: After-Reading Modeling Phase: *WE Do*

When students understand how to use the guide *before*, *during*, and *after* reading, they will begin to gradually release responsibility for completing it.

That said, the teacher should always do the preparation work for Anticipation-Reaction Guides before implementing them in class, such as reviewing the text and identifying important concepts, forming opinion statements, and creating the guide itself.

Section 5

Slide 17—Anticipation-Reaction Guide: Social Studies

This sample guide shows the kind of statements that could be written for the “What Is a Tropical Rainforest?” passage.

For example, “The businesses that mine oil should be allowed to pay for access to rainforests if oil is discovered there.” Or, “Governments around the world have a responsibility to put limits or restrictions on what can be done with rainforests.”

When creating these statements, preteach any vocabulary that might be unfamiliar or con-

fusing to your students. For a detailed discussion of student-friendly definitions, see Unit 2, Module 2.

Slide 18—Anticipation-Reaction Guide: Teacher-assisted Phase: *WE Do*

Let's review the steps of creating a successful Anticipation-Reaction Guide experience. Before reading, start by ensuring students know the purpose as well as the process for using Anticipation-Reaction Guides. The first bullet point on the slide has sample questions you could ask your students. Pause for two seconds. Once you have reviewed the purpose and procedures, you are ready to read the statements and guide students in responding, as is outlined on the second bullet point.

When asking students to offer opinions, provide enough time for responses. At first, students may be reluctant to share their opinions. Remember, it is not important whether students agree with a statement, as long as they can effectively explain their rationale for doing so. In fact, hearing others' explanations may change some students' minds during the course of the discussion.

You can decide whether students articulate their rationale in writing or orally. Integrating the writing step gives struggling or reluctant readers practice and incentive to put their thoughts together both before and after discussion with peers.

Slide 19—Anticipation-Reaction Guide: Teacher-assisted Phase: *WE Do (cont.)*

The bullet points on the slide under "During Reading" review that part of the routine. It may be necessary to cue students to certain textual support while they are still learning how to relate information in the text to the opinion statements. Ask them to stop and consider whether a particular part might fit with one of the statements on the guide. Verbalize the connection.

Guide students in either quoting or paraphrasing evidence to ensure the information is appropriately recorded for later use.

The bullet points on the slide under "After Reading" review that part of the routine. Remind students that changing an opinion does not mean the previous opinion was incorrect. There is usually good reason for forming the initial opinion, but sometimes new ideas and experiences can lead one to reconsider.

Also remember that it is all right if students do not want to change their opinions based on new evidence, as long as they can justify keeping their opinion despite the information from the text. Students must acknowledge the counterarguments and offer a convincing response.

Slide 20—Anticipation-Reaction Guide: Social Studies

Please locate **Handout 6: Anticipation-Reaction Guide: Social Studies Sample**. This is the completed sample for social studies after all steps in the guided practice are complete.

You will notice the reader found textual evidence that supported some statements and presented counterarguments for others. Let's take a look at the first row. The reader initially agreed with the statement that businesses that mine oil should be allowed to pay for access to rainforests if oil is discovered there. After finding textual evidence that oil destroys the rainforest, the reader changed her opinion.

The reader's conclusion reflects the final opinion, as informed by the text. Take a moment to review the rest of the handout.

The speaker pauses for 30 seconds.

Now let's see how the teacher in our classroom video continues to scaffold her students' use of the Anticipation-Reaction Guide. Remember that the teacher in the video is using a slightly different version of the chart. Pay attention to the roles scaffolding and discussion play in the lesson.

Video: Anticipation-Reaction Guide: After Reading (4:35)

Section 6

Slide 21—Anticipation-Reaction Guide: Science

Please locate **Handout 7**, a completed sample for science.

You can begin with the statements and have students formulate opinions, then provide a hands-on experience with the concept through labs or demonstrations before turning to the text for additional evidence. The Anticipation-Reaction Guide should facilitate the use of text in the appropriate stage of the lesson, according to your students' needs. English learners, in particular, benefit from the opportunity to see and experience concepts before reading about them.

In this sample, the reader found textual evidence that supported some statements and presented counterarguments for others. Let's look at the first row. The reader initially agreed with the statement that you would expect people to get hungry whenever they see or smell food. After finding textual evidence that hunger is an internal stimulus that happens when the body sends signals that it needs more food, the reader changed her opinion.

The reader's conclusion reflects her final opinion, as informed by the text.

Complex and ethical issues can provide interesting science material for an Anticipation-Reaction Guide. Remember, not all lessons will lend themselves to this instructional routine, but targeting a few themes from an aligned curriculum will help foster the schoolwide approach.

Take a moment to review the rest of the handout.

The speaker pauses for 30 seconds.

Slide 22—Anticipation-Reaction Guide: Mathematics

Please locate **Handout 8**, a completed sample for math.

Mathematics lends itself to a slightly different use of the Anticipation-Reaction Guide. In preparation for the introduction of a new mathematical concept, you might find it useful to present statements that hit upon common misconceptions, asking students to note whether they agree or disagree and why. What would be different from what we have seen in other examples is that these statements might not be debatable—in other words, there may be only one correct answer that you intend all students to understand at the end of the lesson.

Let's look at the first row. The reader initially disagreed with the statement that a triangle could have one right, one obtuse, and one acute angle. After finding textual evidence that a right angle has 90 degrees and an obtuse angle has more than 90 degrees, the reader's opinion was reinforced.

Slide 23—Scaffolding Anticipation-Reaction Guides

Please locate **Handout 9: Scaffolding Anticipation-Reaction Guides**, which lists the scaffolding steps for Anticipation-Reaction Guides.

Remember, avoid providing intensive scaffolding unless it is needed. However, students who struggle may need additional support in forming their reasons for agreeing and disagreeing, or in identifying and using appropriate textual support. In these cases, sentence stems are useful during the discussion of the statements. Students will have a frame for practicing correct academic English.

Direct quotes are generally easier for students to provide than paraphrasing, so make sure students can find and use quotes before asking them to paraphrase material.

Slide 24—Scaffolding Anticipation-Reaction Guides (cont.)

We discussed some of these response options in Unit 1: Overview of Schoolwide Intervention, Module 2: Increasing Active Student Involvement. In addition to keeping students actively involved, these options support students who are still developing proficiency in English or reluctant to respond publicly by themselves.

Response cards: Ask students to hold up an *A* for *Agree* or *D* for *Disagree*. Call on students to give a reason why someone might agree or disagree. The teacher then restates the student's response and builds upon it.

Share reasoning with partner: This is a form of Think-Pair-Share. The point is to get at the rationale behind agreeing or disagreeing. English language learners working in pairs may be allowed to use their native language while they discuss and process the information. Students can then work with the teacher in crafting the English response. You can also ask students to report his or her partner's best reasons.

Slide 25—Summary

The objectives for this module were: to understand how building background knowledge before reading improves students' comprehension of text; to construct opinion statements for an Anticipation-Reaction Guide; and to apply the three-step process for explicit instruction to the implementation of the Anticipation-Reaction Guide.

Note that not all texts or concepts will require the building and activation of background knowledge. This routine is not intended to be used on every lesson, but applied when the investment of instructional time will truly benefit inferential comprehension of a major lesson. **Handout 10** is a blank copy of an Anticipation-Reaction Guide for you to use as a classroom master.