

LA-TPN: Anticipation Guide

GRADES

9 - 12

DISCIPLINE

Other

COURSE

 **Career Awareness I**

PACING



SKILL AND DEFINITION

PRODUCT AND PROMPT

SCORING GUIDE

INSTRUCTIONAL STRATEGIES

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	<p>PRE READING>ACTIVE READING> STUDENTS WILL BUILD INTEREST BEFORE READING AND CHECK THEIR PRIOR KNOWLEDGE TO COMPARE WITH INFORMATION FROM TEXT WHILE READING.: Ability to activate students' prior knowledge and build curiosity and interest in a topic before reading using an Anticipation Guide. Students will also be able to discuss their pre- and post-reactions, as well as, give examples from the text that will support or challenge their initial reactions.</p>	<p>LA-TPN: ANTICIPATION GUIDE Read the statements on your Anticipation Guide and indicate if you agree or disagree with each statement by placing a check mark in the appropriate column. As you read, you will revisit your Anticipation Guide and either keep your initial reaction or change it, and give a brief reflection for each. Even if your "after reading" reaction is the same as your "before reading" reaction, you must still provide a reflection. You will be assessed not only on the completion of the Anticipation Guide, but also on the depth of your reflection.</p>	<ul style="list-style-type: none"> Students will respond to the Anticipation Guide statements before reading. During/after reading, students will give reasonable examples (directly from the text, their own summary, or real-world) that will support or challenge their initial reactions. To differentiate, students who may not be able to write out their reflection, may be allowed to orally explain and receive credit. If that is done, you may make note of that on their Anticipation Guide. It is at the teacher's discretion to determine each student's level of understanding that is appropriate for the mastery of the task, and assign the appropriate grade or participation points. 	<p>Anticipation Guide</p> <p>An Anticipation Guide is a strategy that is used before reading to activate students' prior knowledge and build curiosity about a new topic. Before reading a selection, students respond to several statements that challenge or support their preconceived ideas about key concepts in the text. Using this strategy stimulates students' interest in a topic and sets a purpose for reading. Anticipation guides can be revisited after reading to evaluate how well students understood the material and to correct any misconceptions. There are several ways to construct an anticipation guide for middle and high school students. Most include the following steps (Duffelmeyer, 1994):</p> <ol style="list-style-type: none"> Identify the major ideas presented in the reading. Consider what beliefs your students are likely to have about the topic. Write general statements that challenge your students' beliefs. Require students to respond to the statements with either a positive or negative response. <p>Instructional Process</p> <ol style="list-style-type: none"> Have students complete the anticipation guide before reading. They may work by themselves, in pairs or small groups. Remind students that they should be prepared to discuss and debate their reactions to the statements on the anticipation guide after they have completed it. After students have finished the guide, encourage a class discussion of students' reactions to the statements. Remember, you want to activate their critical thinking about the topic, so dig deeper than students' answers and get to their justifications. <i>(For this, I use Round Robin: In this Kagan Engagement strategy, students, in pairs or groups, share their thoughts and ideas about a particular topic designated by the teacher. Each group is given a "Talking Piece"-a marker, a plastic chip, a ball-virtually anything! The key here is that the only person that can talk is the person holding the talking piece. Each student shares their idea and passes the talking piece to the next person in their group. This rotation is done until time is called by the teacher.)</i> Have students read the text with their anticipation guide responses fresh in their minds so they can react to the text as they read. Encourage students to mark or write down where the text supports their initial reaction to statements, or causes them to rethink those reactions. Have a class discussion after reading. Ask students if any of them changed their position on any of the statements. Encourage students to share how they reacted to the text, given their initial responses captured in

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				the anticipation guide and instructional strategies. Examples from the text where their initial responses were either supported or challenged. <i>(Again, you can use Round Robin for sharing.)</i>
<p>Standards:</p> <p>CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>				
<p>Additional Attachments:</p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;">  </div> <div> <p>Round Robin</p> </div> </div> <div style="margin-top: 10px;"> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;">  </div> <div> <p>Anticipation Guide</p> </div> </div> </div> <div style="margin-top: 10px;"> <p>Complete Anticipation Guide</p> <p>Complete Anticipation Guide</p> </div>				

by Michelle R. Tureau