

Participant Notes











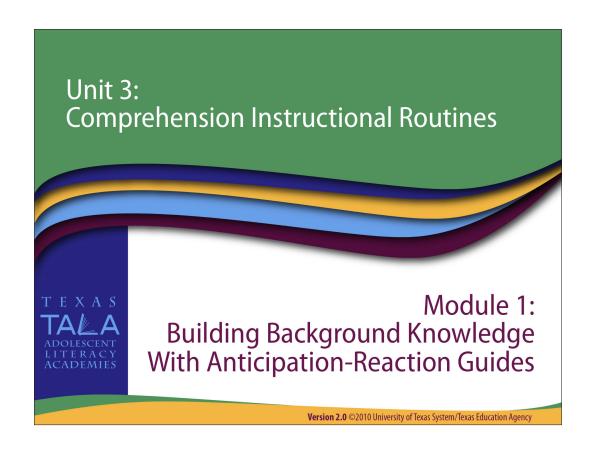


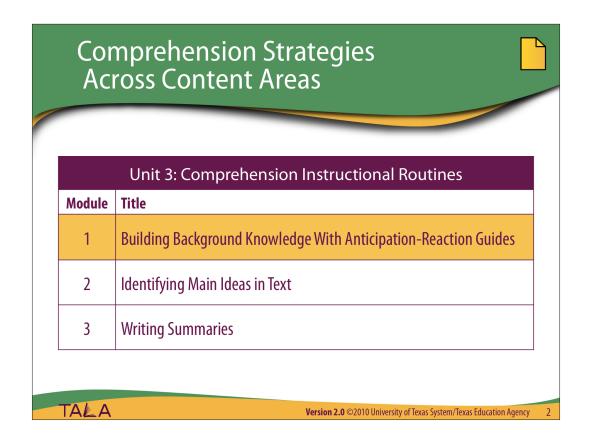
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Objectives

- Understand how building background knowledge before reading improves students' comprehension of text.
- Construct opinion statements for an Anticipation-Reaction Guide.
- Apply the three-step process for explicit instruction to the implementation of the Anticipation-Reaction Guide.

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Building on Existing Knowledge and Experiences

 Stimulating students' background knowledge by having them justify responses to prompts before reading improves the students' learning of the targeted content.

(Pressley et al., 1992)

• Students with learning disabilities, in particular, benefit from strategies that build background knowledge and acquaint them with ways to use their prior knowledge while reading.

(Grossen, Hagen-Burke, & Burke, 2002; Stahl, Hare, Sinatra, & Gregory, 1991)

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Building on Existing Knowledge and Experiences (cont.)

English language learners benefit from efforts to:

• Activate their background knowledge

(García, 1991; Peregoy & Boyle, 2001; Schifini, 1994)

Construct preview guides or anticipation guides to identify purposes for reading

(Peregoy & Boyle, 2001)

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Anticipation-Reaction Guide

Statement	Reader's Opinion	Relevant Text/ Evidence	Page	Discussion	Reader's Conclusions
Debatable statement related to the major concepts or themes	Agree or disagree with the statement and explain why.	Cite pieces of text that provide support or counterarguments for the opinion.		Discuss how the evidence supports or counters the opinion. Revise the opinion, if desired.	Use the text to support the opinion or respond to the counterarguments in the text.

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Anticipation-Reaction Guide Preparation



- Review the text and identify four or five important concepts or themes.
- Form opinion statements about the concepts or themes:
 - Not true/false statements of facts
 - No expectation for one right answer
- · Create the guide, including:
 - Statements
 - Reader's opinion section
 - Place to record evidence and page numbers while reading
 - Place for key discussion points
 - Place to articulate the reader's conclusions about the statements

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Composing Opinion Statements

Zlateh the Goat by I. B. Singer

Correct Examples

- Livestock (cows, sheep, goats, pigs) should be raised only for supplying food to people.
- No one can help you but yourself. In times of trouble, you can count on only you.
- Sometimes we do not realize the value of what we have.
- Animals can communicate as well as humans can.

Incorrect Examples

- Goats can be used for their fur and milk.
- Aaron learns to count on his goat in a time of need.
- No matter how much he loves Zlateh, Aaron must give her to the butcher for slaughter.
- Zlateh does not know how to keep Aaron in the snowstorm because she cannot communicate with humans.

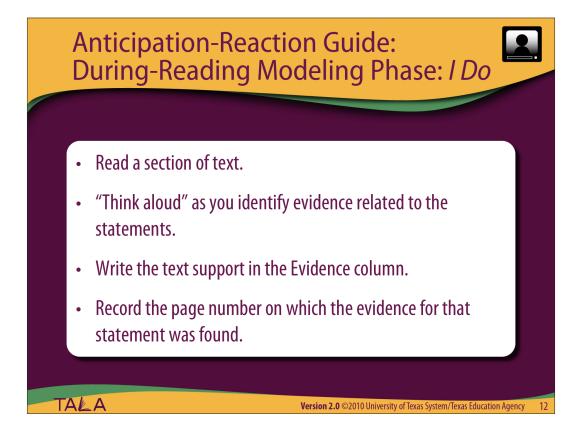
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Anticipation-Reaction Guide: English Language Arts Sample					
Statement	Reader's Opinion	Relevant Text/ Evidence	Page	Discussion	Reader's Conclusions
Livestock (cows, sheep, goats, pigs) should be raised only for supplying food to people.					
2. No one can help you but yourself. In times of trouble, you can count on only you.					
3. Sometimes we do not realize the value of what we have.					
4. Animals can communicate as well as humans can.					
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Anticipation-Reaction Guide: Before-Reading Modeling Phase: I Do Explain the purpose for completing an Anticipation-Reaction Guide. Start thinking about some important ideas in the text. Recall what you already know or have experienced. Establish a reason for reading the text. "Think aloud" as you read each statement. Model using your prior knowledge and experience. Explain your reasoning for why you agree or disagree.

Zlateh the	e Goat by I. B. Singer				
Statement	Reader's Opinion	Relevant Text/ Evidence	Page	Discussion	Reader's Conclusions
Livestock (cows, sheep, goats, pigs) should be raised only for supplying food to people.	I <u>agree</u> because I have seen animals raised on a ranch.				
2. No one can help you but yourself. In times of trouble, you can count on only you.	I <u>disagree</u> because I have a friend I know I can count on.				
3. Sometimes we do not realize the value of what we have.	I agree because Theodore Taylor from "The Cay" is like this; and so are some people in real life:				
4. Animals can communicate as well as humans can.	I <u>disagree</u> because we learned about dolphin communication in science class:				



Anticipation-Reaction Guide: During Reading

Zlateh the Goat by I. B. Singer

Statement	Reader's Opinion	Relevant Text/ Evidence	Page	Discussion	Reader's Conclusions
Livestock (cows, sheep, goats, pigs) should be raised only for supplying food to people.	I <u>agree</u> because I have seen animals raised on a ranch.	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.	484, 485, 486		
2. No one can help you but yourself. In times of trouble, you can count on only you.	I <u>disagree</u> because I have a friend I know I can count on.	Zlateh helps Aaron quite a bit. The goat keeps him company in a storm, keeps him warm, and helps to ease his hunger.	484, 485, 486		
3. Sometimes we do not realize the value of what we have.	I <u>agree</u> because Theodore Taylor from "The Cay" is like this, and so are some people in real life:	Although Aaron loved Zlateh, he was willing to give her to the butcher for slaughter. But when she saves him in the blizzard, he never thinks of giving her away again.	487		
4. Animals can communicate as well as humans can.	I <u>disagree</u> because we learned about dolphin communication in science class:	Zlateh says only one word, but she loves and trusts her people and she helps them as bet she can, as shown by the way she comes to Aaron's rescue in the storm.	484, 485, 486, 487		

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

- Go to the Discussion column.
- Think aloud as you analyze how the evidence related to each statement and the opinion you marked. The evidence could:
 - Support your opinion about the statement
 - Present a counterargument that changes your opinion
 - Present a counterargument that does not change your opinion

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Zlateh	the Goat by I. B. Singer		_		ading _
Statement	Reader's Opinion	Relevant Text/ Evidence	Page	Discussion	Reader's Conclusions
Livestock (cows, sheep, goats, pigs) should be raised only for supplying food to people.	I <u>agree</u> because I have seen animals raised on a ranch.	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.	484, 485, 486	The text evidence contradicts the statement. I changed my opinion because I saw how the goat provided more than food.	Although livestock are primarily raised for food, they can provide many other things to humans, such as warmth and companionship.
2. No one can help you but yourself. In times of trouble, you can count on only you.	I <u>disagree</u> because I have a friend I know I can count on.	Zlateh helps Aaron quite a bit. The goat keeps him company in a storm, keeps him warm, and helps to ease his hunger.	484, 485, 486	The text evidence supports the statement because Zlateh was there for Aaron, just like my friend is there for me.	We are not always alone in facing trouble: Friends, family—even animals —can help us:
3. Sometimes we do not realize the value of what we have.	I <u>agree</u> because Theodore Taylor from "The Cay" is like this, and so are some people in real life.	Although Aaron loved Zlateh, he was willing to give her to the butcher for slaughter. But when she saves him in the blizzard, he never thinks of giving her away again	487	The text supports the statement because Aaron didn't realize how much Zlateh was worth until the storm.	Sometimes we do not realize the value of what we have until something happens to open our eyes to it.
4. Animals can communicate as well as humans can.	I <u>disagree</u> because we learned about dolphin communication in science class.	Zlateh says only one word, but she loves and trusts her people and she helps them as best she can, as shown by the way she comes to Aaron's rescue in the storm.	484, 485, 486, 487	The text supports the statement because Zlatch shows her loyalty and love by helping Aaron.	Although animals may not speak with words like humans do, they can communicate through their actions

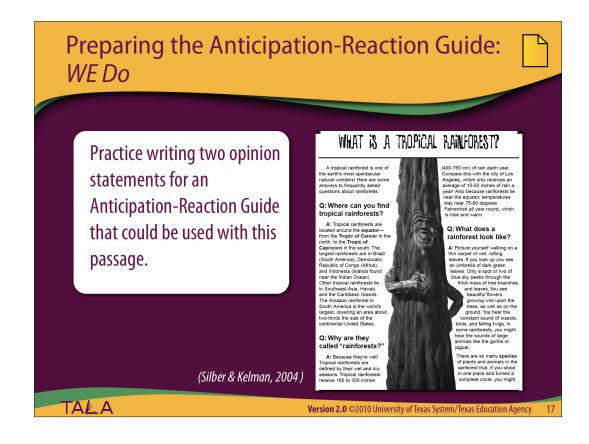
Anticipation-Reaction Guide: After-Reading Modeling Phase: *WE Do*

Prior to the lesson, the teacher:

- Reviews the text and identifies four or five important concepts or themes
- Forms opinion statements about the concepts or themes
- · Creates the guide

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Anticipation-Reaction Guide: Social Studies Reader's **Relevant Text/** Reader's Statement Page Discussion **Opinion Evidence Conclusions** 1. The businesses that mine oil should be allowed to pay for access to rain forests if oil is discovered 2. Governments around the world have a responsibility to put limits or restrictions on what can be done with rainforests. 3. The good results of taking plants and minerals from the rainforest are more important than the bad side effects to the 4. To protect the rainforests from destruction, people should not be allowed to live in them. TALA **Version 2.0** ©2010 University of Texas System/Texas Education Agency

Anticipation-Reaction Guide: Teacher-assisted Phase: WE Do

Before Reading

- Review the routine by asking students:
 - How will Anticipation-Reaction Guides help us with reading a text or learning a new concept?
 - What steps are completed before reading? During reading? After reading?
 - What must I be able to do for each of my responses?
- Read each statement.
 - Ask students to offer reasons why someone might agree or disagree.
 - Have students state whether they agree or disagree and why.

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Anticipation-Reaction Guide: Teacher-assisted Phase: WE Do (cont.)

During Reading

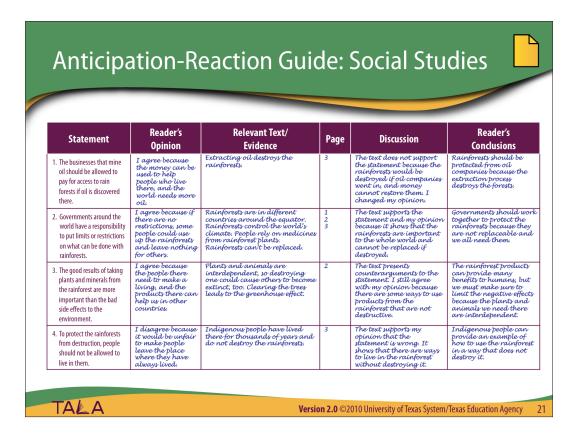
- Read a section of text.
- Help students to identify evidence related to the statements.
- Together, write the text support in the Evidence column.
- Record the page number on which the evidence for that statement was found.

After Reading

- Return to the statements.
- Discuss the evidence to help students decide how it relates to their opinions.
- Help students come to a conclusion about the statement using the evidence.

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Anticipation-Reaction Guide: Independent Practice: YOU Do Prior to the Lesson Identify four to five important concepts or themes. Create the guide.

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Anticipation-Reaction Guide: Independent Practice: *YOU Do* (cont.)

Before Reading

- Review the routine by asking students:
 - How will Anticipation-Reaction Guides help us with reading a text or learning a new concept?
 - What steps are completed before reading? During reading? After reading?
 - What must I be able to do for each of my responses?
- Read each statement and have students indicate whether they agree or disagree.
- Ask students to explain why they agree or disagree.

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Anticipation-Reaction Guide: Independent Practice: *YOU Do* (cont.)



During Reading

- Have students identify text support related to the statements and write it in the Evidence column.
- Record the page number on which the evidence for that statement was found.

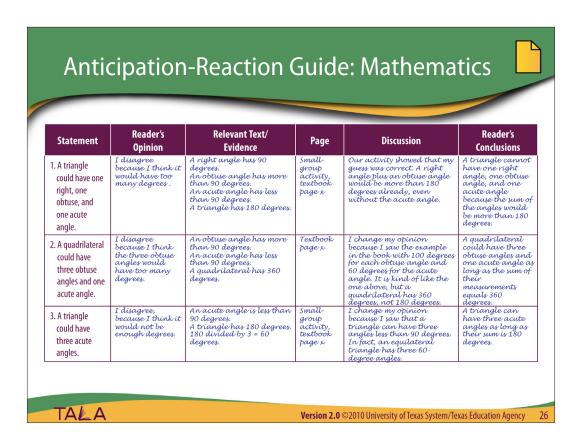
After Reading

- Discuss the evidence to help students decide how it relates to their opinions.
- Help students come to a conclusion about each statement, using the evidence.

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		eaction Gu		Jerenice	
Statement	Reader's Opinion	Relevant Text/ Evidence	Page	Discussion	Reader's Conclusions
You would expect people to get hungry whenever they see or smell food.	I agree beauge I feel hungry when I see a food commercial or smell my reighbor's barbecue.	Hunger is an internal stimulus that happens when the body sends signals that it needs more food.	204	The text eridence does not support the statement: I change my opinion, because hunger is an internal stimulus that comes from the body.	Hunger is an internal stimulus and the desire to eat caused by the sight or smell of food is different from actual hunger:
2. Because earthworms spend most of their time living underground, internal stimuli should be more important for their survival than external stimuli.	I disagree because I have noticed that can there noticed that reach the minimum respond to min and that might be an external stimulus:	Enclinomy-reponds to external stronds because they more many from light. During the daylight hours, they would stay in the soil so their stan will not thy out.	208	The text exclence supports my opinion that each niomy repond to important external stimuli, like light.	Earthwomy need to respond to restend stimuli for their warrind by t like other animaly.
B. If you look at a vine growing in a clear glass vase, you can easily see how plants respond to external stimuli.	I agree because you can see the plant roots and leaves through the glass:	Flants respond to light by bending toward it. Also, the roots of plants' respond to faguety when they grow down into the water or soil. Flants may also respond to touch. Some vines have tendrif that grow around supports, like stems of nearly vilants.	209 210	The text evidence does not support the statement. I change my opinion because although you can see the roots, you cannot observe the actions of the plants the way we can observe animals movins.	Hants respond to external stimulibut it is difficult to- observe the responses in real time:
4. Organisms that can respond to sights and sounds in their environment would have a better chance of surviving than those that don't have organs capable of sensing sights and sounds.	I agree because I imagine that they would miss signals of danger like seeing other animals moving away or hearing footsteps of a predator.	Bople and other running use their series of sight and sound to detect dangers in the environment. But other organism may have different sense organs. For example, countils have learned that monarch butterflies can these through the sense of the magnetic detect dranger in the magnetic detect dranger in the organism or exhibitorism or span in the detect of the organism of the detect of the	211 212 213	The list exidence does not fully support the statement because animals have other ways to sense things than we does not state men to sense things than we do. I change my opinior heaving modulat help the monards to migrate or the dolphins to detect things in the water.	Organisms have sense organs that fit their needs for survicid in their own enseronments:



Scaffolding Anticipation-Reaction Guides



• Provide sentence stems for rationale.

– I agree/disag	ree with this statement because $_$	and	support the
idea that	<u>_</u> .		

- I agree/disagree with _______ because I learned that ______.
- The author presents the argument that ______, but I believe ______
 because ______.
- The author shows ______, and that makes me think that ______.
- On page ______ it says that ______. This means ______.
- Supply the page numbers or the paragraph where evidence can be found for each statement.

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Scaffolding Anticipation-Reaction Guides (cont.)

- Use different options for responding:
 - Utilize response cards.
 - Share reasoning with partner.
 - Allow English language learners to discuss in their native language first.

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Summary

- Understand how building background knowledge before reading improves students' comprehension of text.
- Construct opinion statements for an Anticipation-Reaction Guide.
- Apply the three-step process for explicit instruction to the implementation of the Anticipation-Reaction Guide.

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Reflection Log



Anticipation-Reaction Guides

Think about how you might use the information presented in this module to plan instruction and support students' academic literacy needs.

- What seemed particularly useful to you?
- What ideas were new and interesting?
- What confirmed or challenged your previous beliefs?
- What questions do you still have?

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