# Unit 3:
# Comprehension Instructional Routines

TEXAS TALA ADOLESCENT LITERACY ACADEMIES

# Module 1:
# Building Background Knowledge With Anticipation-Reaction Guides

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# Comprehension Strategies Across Content Areas

| Unit 3: Comprehension Instructional Routines | |
|---|---|
| **Module** | **Title** |
| 1 | Building Background Knowledge With Anticipation-Reaction Guides |
| 2 | Identifying Main Ideas in Text |
| 3 | Writing Summaries |

# 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)*

# 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

# 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

*Zlateh the Goat* by I. B. Singer

| Statement | Reader's Opinion | Relevant Text/ Evidence | Page | Discussion | Reader's Conclusions |
|---|---|---|---|---|---|
| 1. 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 mark the Agree or Disagree box.


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# Anticipation-Reaction Guide: Before-Reading Modeling Phase: *I Do*

- Explain the purpose for completing an Anticipation-Reaction Guide.
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- "Think aloud" as you read each statement.
  - Model using your prior knowledge and experience.
  - Explain your reasoning for why you mark the Agree or Disagree box.


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

*Zlateh the Goat* by I. B. Singer

| Statement | Reader's Opinion | Relevant Text/ Evidence | Page | Discussion | Reader's Conclusions |
|---|---|---|---|---|---|
| 1. Livestock (cows, sheep, goats, pigs) should be raised only for supplying food to people. | I agree 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 disagree 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 disagree because we learned about dolphin communication in science class. | | | | |


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# Anticipation-Reaction Guide: During-Reading Modeling Phase: *I Do*

- Read a section of text.
- "Think aloud" as you identify evidence related to the statements.
- Write the text support in the Evidence column.
- Record the page number on which the evidence for that statement was found.


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# Anticipation-Reaction Guide: During-Reading Modeling Phase: *I Do*

- Read a section of text.
- "Think aloud" as you identify evidence related to the statements.
- Write the text support in the Evidence column.
- Record the page number on which the evidence for that statement was found.


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# Anticipation-Reaction Guide: During Reading

*Zlateh the Goat* by I. B. Singer

| Statement | Reader's Opinion | Relevant Text/ Evidence | Page | Discussion | Reader's Conclusions |
|---|---|---|---|---|---|
| 1. Livestock (cows, sheep, goats, pigs) should be raised only for supplying food to people. | I agree 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 disagree 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 agree 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 disagree 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 | | |

# 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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# Anticipation-Reaction Guide: After Reading

*Zlateh the Goat* by I. B. Singer

| Statement | Reader's Opinion | Relevant Text/ Evidence | Page | Discussion | Reader's Conclusions |
|---|---|---|---|---|---|
| 1. Livestock (cows, sheep, goats, pigs) should be raised only for supplying food to people. | I agree 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 disagree 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 agree 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 disagree 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 Zlateh shows her loyalty and love by helping Aaron. | Although animals may not speak with words like humans do, they can communicate through their actions. |


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# 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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# Preparing the Anticipation-Reaction Guide: *WE Do*

Practice writing two opinion statements for an Anticipation-Reaction Guide that could be used with this passage.

*(Silber & Kelman, 2004 )*

## WHAT IS A TROPICAL RAINFOREST?

A tropical rainforest is one of the earth's most spectacular natural wonders! Here are some answers to frequently asked questions about rainforests.

**Q: Where can you find tropical rainforests?**

**A:** Tropical rainforests are located around the **equator**—from the **Tropic of Cancer** in the north, to the **Tropic of Capricorn** in the south. The largest rainforests are in Brazil (South America), Democratic Republic of Congo (Africa), and Indonesia (islands found near the Indian Ocean). Other tropical rainforests lie in Southeast Asia, Hawaii, and the Caribbean Islands. The Amazon rainforest in South America is the world's largest, covering an area about two-thirds the size of the continental United States.

**Q: Why are they called "rainforests?"**

**A:** Because they're wet! Tropical rainforests are defined by their wet and dry seasons. Tropical rainforests receive 160 to 300 inches (400-760 cm) of rain each year. Compare this with the city of Los Angeles, which only receives an average of 10-20 inches of rain a year! Also because rainforests lie near the equator, temperatures stay near 75-80 degrees Fahrenheit all year round, which is nice and warm.

**Q: What does a rainforest look like?**

**A:** Picture yourself walking on a thin carpet of wet, rotting leaves. If you look up you see an umbrella of dark green leaves. Only a spot or two of blue sky peeks through the thick mass of tree branches and leaves. You see beautiful flowers growing wild upon the trees, as well as on the ground. You hear the constant sound of insects, birds, and falling twigs. In some rainforests, you might hear the sounds of large animals like the gorilla or jaguar.

There are so many **species** of plants and animals in the rainforest that, if you stood in one place and turned a complete circle, you might

# Anticipation-Reaction Guide: Social Studies

| Statement | Reader's Opinion | Relevant Text/ Evidence | Page | Discussion | Reader's Conclusions |
|---|---|---|---|---|---|
| 1. The businesses that mine oil should be allowed to pay for access to rain forests if oil is discovered there. | | | | | |
| 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 environment. | | | | | |
| 4. To protect the rainforests from destruction, people should not be allowed to live in them. | | | | | |


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# 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 mark 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: Social Studies

| Statement | Reader's Opinion | Relevant Text/ Evidence | Page | Discussion | Reader's Conclusions |
|---|---|---|---|---|---|
| 1. The businesses that mine oil should be allowed to pay for access to rain forests if oil is discovered there. | I agree because the money can be used to help people who live there, and the world needs more oil. | Extracting oil destroys the rainforests. | 3 | The text does not support the statement because the rainforests would be destroyed if oil companies went in, and money cannot restore them. I changed my opinion. | Rainforests should be protected from oil companies because the extraction process destroys the forests. |
| 2. Governments around the world have a responsibility to put limits or restrictions on what can be done with rainforests. | I agree because if there are no restrictions, some people could use up the rainforests and leave nothing for others. | Rainforests are in different countries around the equator. Rainforests control the world's climate. People rely on medicines from rainforest plants. Rainforests can't be replaced. | 1<br>2<br>3 | The text supports the statement and my opinion because it shows that the rainforests are important to the whole world and cannot be replaced if destroyed. | Governments should work together to protect the rainforests because they are not replaceable and we all need them. |
| 3. The good results of taking plants and minerals from the rainforest are more important than the bad side effects to the environment. | I agree because the people there need to make a living, and the products there can help us in other countries. | Plants and animals are interdependent, so destroying one could cause others to become extinct, too. Clearing the trees leads to the greenhouse effect. | 2 | The text presents counterarguments to the statement. I still agree with my opinion because there are some ways to use products from the rainforest that are not destructive. | The rainforest products can provide many benefits to humans, but we must make sure to limit the negative effects because the plants and animals we need there are interdependent. |
| 4. To protect the rainforests from destruction, people should not be allowed to live in them. | I disagree because it would be unfair to make people leave the place where they have always lived. | Indigenous people have lived there for thousands of years and do not destroy the rainforests. | 3 | The text supports my opinion that the statement is wrong. It shows that there are ways to live in the rainforest without destroying it. | Indigenous people can provide an example of how to use the rainforest in a way that does not destroy it. |


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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.

# 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 mark Agree/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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# 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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# Anticipation-Reaction Guide: Science

| Statement | Reader's Opinion | Relevant Text/ Evidence | Page | Discussion | Reader's Conclusions |
|---|---|---|---|---|---|
| 1. You would expect people to get hungry whenever they see or smell food. | I agree because I feel hungry when I see a food commercial or smell my neighbor's barbecue. | Hunger is an internal stimulus that happens when the body sends signals that it needs more food. | 204 | The text evidence 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 earthworms respond to rain and that might be an external stimulus. | Earthworms respond to external stimuli because they move away from light. During the daylight hours, they usually stay in the soil so their skin will not dry out. | 208 | The text evidence supports my opinion that earthworms respond to important external stimuli, like light. | Earthworms need to respond to external stimuli for their survival just like other animals. |
| 3. 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. | Plants respond to light by bending toward it. Also, the roots of plants respond to gravity when they grow down into the water or soil. Plants may also respond to touch. Some vines have tendrils that grow around supports, like stems of nearby plants. | 209<br>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 moving. | Plants respond to external stimuli but 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. | People and other animals use their sense of sight and sound to detect dangers in the environment. But other organisms may have different sense organs. For example, scientists have learned that monarch butterflies can detect changes in the magnetic field of the earth. Dolphins rely on echolocation or sonar to detect objects and to communicate. | 211<br>212<br>213 | The text evidence does not fully support the statement because animals have other ways to sense things than we do. I change my opinion because my sight or hearing wouldn't help the monarch to migrate or the dolphins to detect things in the water. | Organisms have sense organs that fit their needs for survival in their own environments. |

# Anticipation-Reaction Guide: Mathematics

| Statement | Reader's Opinion | Relevant Text/ Evidence | Page | Discussion | Reader's Conclusions |
|---|---|---|---|---|---|
| 1. A triangle could have one right, one obtuse, and one acute angle. | *I disagree because I think it would have too many degrees .* | *A right angle has 90 degrees.*<br>*An obtuse angle has more than 90 degrees.*<br>*An acute angle has less than 90 degrees.*<br>*A triangle has 180 degrees.* | *Small-group activity, textbook page x* | *Our activity showed that my guess was correct. A right angle plus an obtuse angle would be more than 180 degrees already, even without the acute angle.* | *A triangle cannot have one right angle, one obtuse angle, and one acute angle because the sum of the angles would be more than 180 degrees.* |
| 2. A quadrilateral could have three obtuse angles and one acute angle. | *I disagree because I think the three obtuse angles would have too many degrees.* | *An obtuse angle has more than 90 degrees.*<br>*An acute angle has less than 90 degrees.*<br>*A quadrilateral has 360 degrees.* | *Textbook page x* | *I change my opinion because I saw the example in the book with 100 degrees for each obtuse angle and 60 degrees for the acute angle. It is kind of like the one above, but a quadrilateral has 360 degrees, not 180 degrees.* | *A quadrilateral could have three obtuse angles and one acute angle as long as the sum of their measurements equals 360 degrees.* |
| 3. A triangle could have three acute angles. | *I disagree, because I think it would not be enough degrees.* | *An acute angle is less than 90 degrees.*<br>*A triangle has 180 degrees.*<br>*180 divided by 3 = 60 degrees.* | *Small-group activity, textbook page x* | *I change my opinion because I saw that a triangle can have three angles less than 90 degrees. In fact, an equilateral triangle has three 60-degree angles.* | *A triangle can have three acute angles as long as their sum is 180 degrees.* |

# Scaffolding
# Anticipation-Reaction Guides

- Provide sentence stems for rationale.
  - I agree/disagree with this statement because ____ and ____ support the idea that ____.
  - 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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