

# Presenter's Preparation Outline

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

### Presentation Materials

- 2-slides-to-a-page handout of the Adobe Flash presentation
- Handouts 1 to 11
- Equipment
  - Projector
  - Sound system (speakers)
  - Laptop or other computer with CD/DVD drive (see p. 12 of Speaker Preparation for other computer specifications)
  - DVD of Flash presentation with embedded Flash video
  - Laser pointer

### Handouts

- Handout 1: TEKS/ELPS/CCRS Connections
- Handout 2: Preparing Anticipation-Reaction Guides
- Handout 3: Anticipation-Reaction Guide: English Language Arts Sample
- Handout 4: Anticipation-Reaction Guide: What is a Tropical Rainforest?
- Handout 5: "What is a Tropical Rainforest?"
- Handout 6: Anticipation-Reaction Guide: Social Studies Sample
- Handout 7: Anticipation-Reaction Guide: Science Sample
- Handout 8: Anticipation-Reaction Guide: Mathematics Sample
- Handout 9: Scaffolding Anticipation-Reaction Guides

*Outline continues on the next page.*

- Handout 10: Anticipation-Reaction Guide
- Handout 11: Reflection Log
- Handout 12: References

### **Videos**

- Slide 10: Anticipation-Reaction Guide: Before Reading (6:52)
- Slide 12: Anticipation-Reaction Guide: During Reading (4:11)
- Slide 24: Anticipation-Reaction Guide: After Reading (4:35)

### **Time**

This module will take approximately 60 minutes.

Unit 3:  
Comprehension Instructional Routines

TEXAS  
**TALA**  
ADOLESCENT  
LITERACY  
ACADEMIES

Module 1:  
Building Background Knowledge  
With Anticipation-Reaction Guides

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## Slide 1—Title Slide

This is the first module in the **Comprehension Instructional Routines** unit, **Building Background Knowledge With Anticipation-Reaction Guides**.

# 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


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## Slide 2—Comprehension Strategies Across Content Areas

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

Literal comprehension requires students to correctly identify information that is directly stated in the text. Inferential comprehension, however, involves the correct interpretation of implied meanings. This often requires students to connect the 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 should be applied when the investment of instructional time will truly benefit inferential comprehension over a unit of instruction.

 Find **Handout 1: TEKS/ELPS/CCRS Connections**, which explains how this routine will assist students in meeting specific subject area expectations of the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency

*Notes continue on the next page.*

Standards (ELPS), and College and Career Readiness Standards (CCRS).

Take a moment to review and discuss this handout with a partner at your table.

*Allow 2 minutes. Monitor and address any questions or concerns.*

Now that you have had an opportunity to review the relevance of this module to your particular subject area, let's examine our objectives for the session.

## 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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### Slide 3—Objectives

*Set expectations for this session.*

As we begin the module, you may hear or see some terms with which you are not familiar. These will be explained as we work through the section of slides employing the explicit instructional routine (*I/WE/YOU Do*).

*I/WE/YOU DO* adapted with permission from Archer, Isaacson, & Peters, 1988.

## 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)*

### Slide 4—Building on Existing Knowledge and Experiences

*Review the research statements on the slide.*

What seems to happen naturally for many successful readers does not happen naturally for those who struggle. We need to explicitly teach all students how successful readers prepare for an assignment, and we need to help students develop a basis for understanding the information and concepts they will encounter. The routine we will discuss in this module gives students a means to make connections between texts and their experiences.

Research has shown greater benefits for asking students to consider why, not just what, they are about to learn (Pressley et al., 1992). This is because students must activate a broader network of prior knowledge in order to justify their responses—as opposed to simply searching their memories for facts they may or may not have previously learned.

REFERENCES: Grossen, Hagen-Burke, & Burke, 2002; Pressley, Wood, Woloshyn, Martin, King, & Menke, 1992; 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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### Slide 5—Building on Existing Knowledge and Experiences (cont.)

*Review the research statements on the slide.*

The value of activating a broader network of prior knowledge is equally true for English language learners who are devoting a significant amount of attention to the language of a text. They need added support to free up as much attention as possible for the work of comprehending information. Research suggests that two instructional activities are especially useful: preview guides and anticipation guides. This module will focus on anticipation guides and will show how to incorporate oral discussions and explanations about the important concepts students will encounter in text.

REFERENCES: García, 1991; Peregoy & Boyle, 2001; Schifini, 1994.



# 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.

## Slide 6—Anticipation-Reaction Guide

This is the organizer we will use for the **Anticipation-Reaction Guide**. When implemented appropriately, it 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 discussion that surrounds the use of the guide can expose any inaccuracies, incomplete understanding, and conflicting beliefs. This also serves to activate 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 to be read. Students will have a purpose for reading because they will look for evidence in the text as support or counterarguments for their opinions. And they will be recording "text support" that can be used to justify their responses.

*Notes continue on the next page.*

# 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.

DUPLICATE SLIDE


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


Teachers will have the opportunity to assess students' depth of understanding of a text and its key concepts through the use of this routine and the discussions that come from it.

# 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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## Slide 7—Anticipation-Reaction Guide Preparation

 Direct participants to **Handout 2**, which includes all the information presented here.

*Review the information on the slide.*


The teacher should create Anticipation-Reaction Guide statements in advance.

To create an Anticipation-Reaction Guide, review the text and identify the major concepts. Narrow this to four or five key concepts (overarching themes) that will lend themselves to forming opinion statements. It is important that the statements not be expressed in true/false fashion. This is 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 what is most important for this strategy. Get the students to think not just about

*Notes continue on the next page.*

# 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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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. Sometimes it can be motivating or empowering to tap into an issue of relevance to the community, but sometimes the issue can be too sensitive to handle appropriately for educational purposes.

REFERENCES: Head & Readence, 1992; Herber, 1978.

# 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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## Slide 8—Composing Opinion Statements

Examples throughout this module are based on passages from several subject areas, but in the interest of time, we will read a passage only when the activity calls for it. You will never be asked to verify information from a passage, only to note the type of information required. For instance, this slide lists correct and incorrect examples of opinion statements based on the story *Zlateh the Goat*, but you will not have to read the story to understand the difference between opinion statements (the correct examples) and true/false statements (the incorrect examples).

*Review the information on the slide.*

Notice all the **correct example** statements from this English language arts sample target opinions that students could answer before they have read the novel. Those statements are all formed from the important themes that emerge in the story. Student responses will be based on their experiences and on prior knowledge of related events. When discussing their responses in class, you can draw out what students know about animal science and the cultural experiences that influenced their answers.

*Notes continue on the next page.*

# Composing Opinion Statements

*Zlateh the Goat* by I. B. Singer

### Correct Examples

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- 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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The **incorrect examples** ask students for specific information from the novel. Students will be only guessing because they have not read the book yet, so there will be little reason to have a discussion about these true/false statements. You may be able to talk about why students think the statement might be true or false, but, ultimately, you will expect students to know the one correct answer.

*Handouts 3 and 6 through 8 contain completed versions of all sample Anticipation-Reaction Guides included in the presentation. For the purposes of the activities, the participants should not view the samples in advance.*

SOURCE: Singer, 2001.

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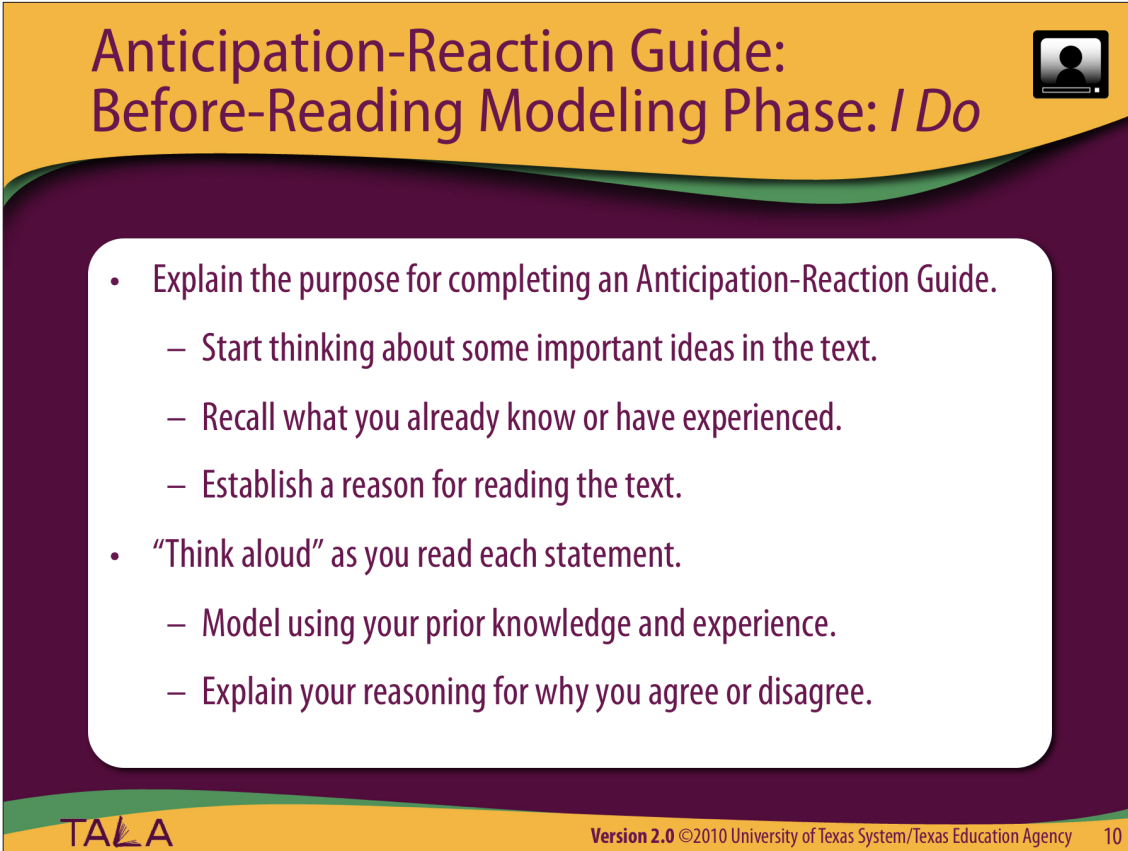
## Slide 9—Anticipation-Reaction Guide: English Language Arts Sample

Once you have decided on your four to five statements, write them in the guide to be given to students.

*Review the information on the slide.*

It is easy to find ready-made Anticipation-Reaction Guides on the Internet and in other teacher resource materials. Use caution when searching for these, however, as many are written with true/false statements, not opinion statements.

SOURCE: Singer, 2001.



**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.

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

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

*Review the first bullet and subbullets.*

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

*Review the second bullet and subbullets.*

It is not important whether students agree or disagree with the statement. 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.

*Notes continue on the next page.*





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

This video will show a social studies teacher implementing an Anticipation-Reaction Guide for a lesson using primary source documents. Pay attention to how the teacher makes sure that students know how and why to use the guide to support their understanding of the passages. 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.

*Click the icon to play the video.*

### **Activity: Tell-Help-Check**

TELL me what the teacher did to review the use of the Anticipation-Reaction Guide with her students and prepare them to use the guide to support their comprehension?

*Call on participant. Acknowledge and repeat/rephrase response.*

Can anyone HELP by adding some other things you saw the teacher doing to prepare her students to use the guide?

*Call on participant. Acknowledge and repeat/rephrase response.*

*Suggested responses:*

- *Reviewed when different portions of the guide would be completed and with what information*
- *Reviewed the purpose for using the guide*
- *Related the use of the guide to the primary focus of the lesson*
- *Asked students to share their reasoning for agreeing/disagreeing with the statements by using their background knowledge*
- *Supported students' divergent thinking*

I/WE/YOU DO adapted with permission from Archer et al., 1988.

TELL-HELP-CHECK adapted with permission from Archer, 2006, based on Ruhl, Hughes, & Gajar, 1990.

## Anticipation-Reaction Guide: Before-Reading Modeling Phase: / 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>I agree because I have seen animals raised on a ranch.</i>				
2. No one can help you but yourself. In times of trouble, you can count on only you.	<i>I disagree because I have a friend. I know I can count on.</i>				
3. Sometimes we do not realize the value of what we have.	<i>I agree because Theodore Taylor from "The Cay" is like this, and so are some people in real life.</i>				
4. Animals can communicate as well as humans can.	<i>I disagree because we learned about dolphin communication in science class.</i>				

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

Notice that only the Statement and Reader's Opinion columns are completed *before* reading the text. When modeling, explain orally 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 very 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 take them to show so the cows will be sold for a high price. 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 could not 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

*Notes continue on the next page.*

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.

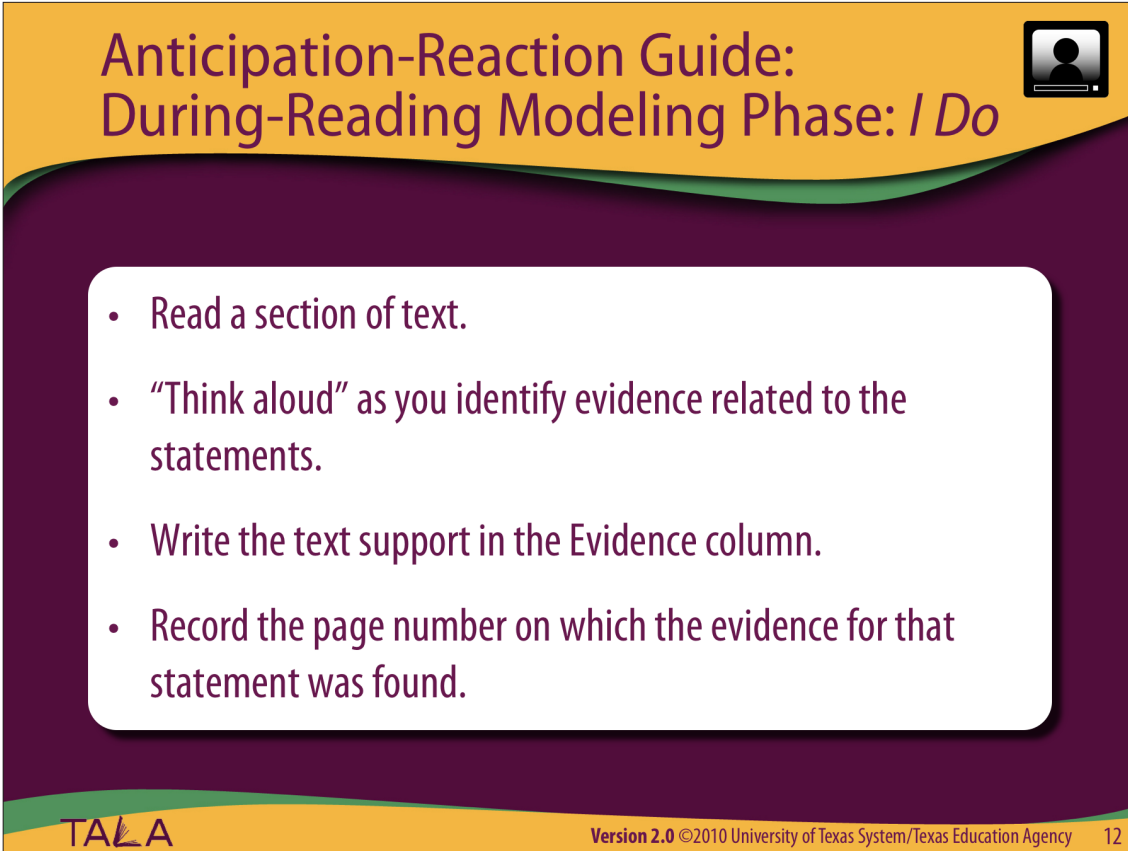
And I agree with the last statement because we learned in science about how dolphins communicate with one another. They use most of their brains for communicating and have a sort of speech system with their whistles and clicks. They can even communicate with humans. Their sonar is probably more sophisticated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

Even though my rationale is based on science, some students might disagree. For example, they might say that these communication systems are not as sophisticated as ours or that animals do not communicate in writing.

Remind students that there is no right or wrong opinion.

SOURCE: Singer, 2001.

I/WE/YOU DO adapted with permission from Archer et al., 1988.



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

After responding to the statements, move to the *during*-reading phase.

*Review the steps on the slide.*

Verbalize how you would use the Anticipation-Reaction statements to guide your reading and help you pull important information from the text. Explain how a piece of information is related to a statement. Show examples of how text evidence can support your opinion or present a counterargument, with which you might agree or disagree.



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

The social studies teacher in the video is continuing the use of the Anticipation-Reaction Guide as students read primary source documents. Pay attention to how she keeps her students actively involved in reading and monitoring their comprehension.

*Notes continue on the next page.*

Remember that the format of the Anticipation-Reaction Guide used in the video is slightly different from the one we use here. The new format provides added structure for the discussion of evidence and whether this discussion impacts their opinions about the statements.

*Click the icon to play the video.*

### **Activity: Tell-Help-Check**

TELL me how the teacher implemented the Anticipation-Reaction Guide during the reading of the primary source documents to keep her students actively involved in reading and monitoring their comprehension.

*Call on participant. Acknowledge and repeat/rephrase response.*

Can anyone HELP by adding some other things you saw the teacher doing to provide modeling during reading and to keep the students actively involved?

*Call on participant. Acknowledge and repeat/rephrase response.*

*Suggested responses:*

- *Combined the guide with partner reading to give the student following along a designated role*
- *Had students stop between rounds of partner reading to discuss and record evidence related to the statements on the guide*
- *Asked students to share their evidence and reasoning*
- *Reviewed the use of direct quotes*

Take a moment to CHECK whether your partner noticed anything else the teacher did during the reading to scaffold the instruction.

*Allow 1 minute for partners to discuss.*

I/WE/YOU DO adapted with permission from Archer et al., 1988.

TELL-HELP-CHECK adapted with permission from Archer, 2006, based on Ruhl et al., 1990.

# 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>I agree because I have seen animals raised on a ranch.</i>	<i>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.</i>	484, 485, 486		
2. No one can help you but yourself. In times of trouble, you can count on only you.	<i>I disagree because I have a friend I know I can count on.</i>	<i>Zlateh helps Aaron quite a bit. The goat keeps him company in a storm, keeps him warm, and helps to ease his hunger.</i>	484, 485, 486		
3. Sometimes we do not realize the value of what we have.	<i>I agree because Theodore Taylor from "The Cay" is like this, and so are some people in real life.</i>	<i>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.</i>	487		
4. Animals can communicate as well as humans can.	<i>I disagree because we learned about dolphin communication in science class.</i>	<i>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.</i>	484, 485, 486, 487		

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## Slide 13—Anticipation-Reaction Guide: During Reading

This is how you might record the evidence on our sample guide.

When students are still learning to find text support, it may be necessary to have them record only direct quotes. As they develop more skill, they can switch to paraphrasing (as is used in this sample). Be sure, however, to teach students *how* to paraphrase. You may consider using the Get the Gist routine introduced in Unit 3, Module 2, in order to do this.

SOURCE: Singer, 2001.

GET THE GIST reprinted with permission from Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001.

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

*Review the steps on the slide.*

Explain to students that opinions can change as we learn and have new experiences. You might try telling students the following:

“When you were younger, you liked certain television shows and played with certain toys that probably don’t appeal to you now. It doesn’t mean you were wrong before. It just means that your opinions have changed based on new evidence.”

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 textual 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 Guides provide a means for students to get actively 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.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

# 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 <i>agree</i> 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 <i>disagree</i> 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 <i>agree</i> 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 <i>disagree</i> 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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## Slide 15—Anticipation-Reaction Guide: After Reading

Notice that we found text evidence that supported some statements and that presented counterarguments for other statements. We indicate in the Discussion column how the evidence relates to the statements 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 the students to see you changing your opinion after finding the evidence in the text. When indicating your opinions on the guide, purposefully state opinions that you will want to change. Show students how you change your opinion once you locate evidence in the text.



Direct participants to **Handout 3**, which has the completed English language arts sample for this Anticipation-Reaction Guide.

SOURCE: Singer, 2001.



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

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

*Review the steps on the slide.*

Remember, the teacher should always do the preparation work for Anticipation-Reaction Guides prior to implementing the guide in class. This is true regardless of the phase of explicit instruction (*I/WE/YOU Do*).

I/WE/YOU DO adapted with permission from Archer et al., 1988.

## 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



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## Slide 17—Preparing the Anticipation-Reaction Guide: *WE Do*

### Activity: Opinion Statements

Now turn to **Handouts 4** and **5**. Because the statements can be challenging to generate, we want to practice writing them to ensure you are prepared to implement this instructional routine. We will therefore use a practice expository passage.

*Have participants work in pairs or small groups to generate the two opinion statements. Be sure they do not look ahead to the next page of the Participant Notes, which contains suggested responses.*

*Allow 5 to 7 minutes.*

*Critique participants' statements. Make sure they are not true/false statements that will assess students' knowledge of facts in the passage. The statements should be opinions that will foster discussion about the pros and cons of using products from rainforests or taking precautions to protect the environment.*

*Notes continue on the next page.*

## Additional Information for the Presenter

*In some sources, “rainforest” is written as two separate words. Both forms are acceptable. Teachers can point this out to students when they are working with sources that use the different forms of this term.*


*As with all samples and activities, this passage is provided to give teachers practice with creating an Anticipation-Reaction Guide as they might do for their own classroom. It is not intended as an actual lesson to be used with students, since all teachers must exercise professional discretion in determining the appropriateness of the specific content for their courses, as well as the alignment of the material to the TEKS.*

SOURCE: Silber & Kelman, 2004.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

## 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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### Slide 18—Anticipation-Reaction Guide: Social Studies

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

*Review the statements on the slide.*

Be sure to keep in mind the vocabulary you are using within the statements. Some students may need additional support to understand the words and the context in which they are being used. For example, the word *mine* in the first statement is more commonly known as a possessive pronoun, particularly to English language learners. Many students will not know that the word can also function as a verb or that it can take a different meaning as a noun. Usually, you can address these confusing words quickly by providing a student-friendly definition and a brief explanation of how the meaning and function are different from other contexts.

*For a detailed discussion on student-friendly definitions, see Unit 2, Module 2: Pronouncing and Defining Words. For more information on providing examples and nonexamples of words, see Unit 2, Module 3: Generating Examples and Nonexamples.*

## 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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### Slide 19—Anticipation-Reaction Guide: Teacher-assisted Phase: *WE Do*

Let's continue looking at how the routine would be implemented for guided practice. **Before reading**, always start by ensuring students know the purpose as well as the process for using Anticipation-Reaction Guides.

*Model the "WE Do" phase by asking the questions on the slide. Call on participants. Acknowledge and repeat/rephrase responses. Possible answers to slide questions:*

#### ***How will Anticipation-Reaction Guides help us with reading a text or learning a new concept?***

- *Start thinking about some important ideas in the text.*
- *Recall what you already know or have experienced.*
- *Establish a reason for reading the text.*

#### ***What steps are completed before reading? During reading? After reading?***

- *Read the statements and decide whether you agree/disagree and why.*
- *Read the text and record evidence (with page number) related to the statement.*

*Notes continue on the next page.*

## 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.

DUPLICATE  
SLIDE

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- *Discuss the evidence to determine how it relates to your opinion.*
- *State your conclusion about the statement, using the text evidence.*

### ***What must I be able to do for each of my responses?***

*You must be able to provide support for your responses.*

Once you have reviewed the purpose and procedures, you are ready to read the statements and guide students in responding.

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

You can decide whether you want students to articulate their rationale for their opinions and their conclusions 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 discussions with peers.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

## 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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## Slide 20—Anticipation-Reaction Guide: Teacher-assisted Phase: *WE Do* (cont.)

*Review the steps on the slide.*

**During reading**, it may be necessary to cue students to certain text 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 the evidence to ensure the information is appropriately recorded for later use.

**After reading**, remind students that changing an opinion does not mean the previous opinion was incorrect. There was good reason for forming the initial opinion, but perhaps new ideas and experiences have now led you to reconsider your stance.

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

*Notes continue on the next page.*

## 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.

DUPLICATE  
SLIDE

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the information from the text. They must acknowledge the counterarguments and offer a convincing response.



# 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>I agree because the money can be used to help people who live there, and the world needs more oil.</i>	<i>Extracting oil destroys the rainforests.</i>	3	<i>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.</i>	<i>Rainforests should be protected from oil companies because the extraction process destroys the forests.</i>
2. Governments around the world have a responsibility to put limits or restrictions on what can be done with rainforests.	<i>I agree because if there are no restrictions, some people could use up the rainforests and leave nothing for others.</i>	<i>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.</i>	1 2 3	<i>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.</i>	<i>Governments should work together to protect the rainforests because they are not replaceable and we all need them.</i>
3. The good results of taking plants and minerals from the rainforest are more important than the bad side effects to the environment.	<i>I agree because the people there need to make a living, and the products there can help us in other countries.</i>	<i>Plants and animals are interdependent, so destroying one could cause others to become extinct, too. Clearing the trees leads to the greenhouse effect.</i>	2	<i>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.</i>	<i>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.</i>
4. To protect the rainforests from destruction, people should not be allowed to live in them.	<i>I disagree because it would be unfair to make people leave the place where they have always lived.</i>	<i>Indigenous people have lived there for thousands of years and do not destroy the rainforests.</i>	3	<i>The text supports my opinion that the statement is wrong. It shows that there are ways to live in the rainforest without destroying it.</i>	<i>Indigenous people can provide an example of how to use the rainforest in a way that does not destroy it.</i>

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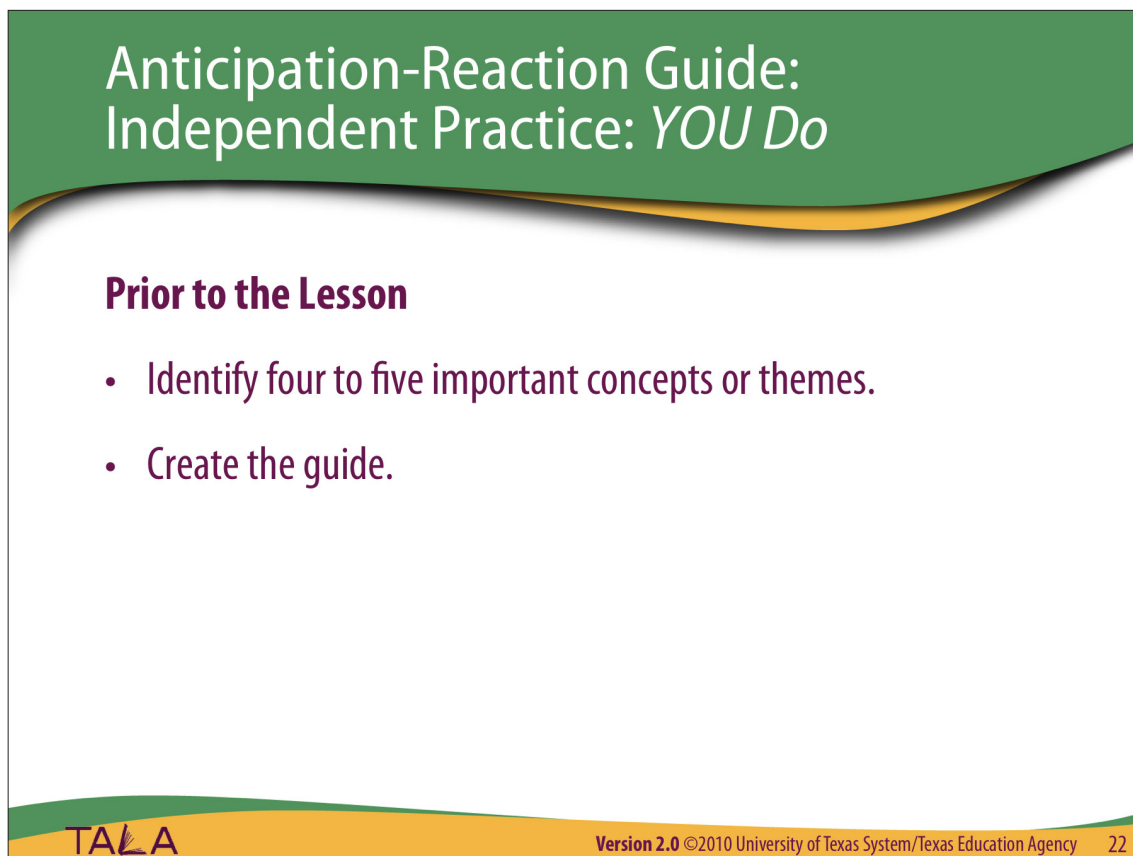
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## Slide 21—Anticipation-Reaction Guide: Social Studies



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

You will notice that the reader found text evidence that supported some statements and that presented counterarguments for other statements. The reader indicates in the Discussion column how the evidence relates to the statements and the reader's opinion. Sometimes the evidence changes the reader's opinion, and the reader uses that evidence to explain why. The reader's conclusion reflects the final opinion, as informed by the text.



**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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## Slide 22—Anticipation-Reaction Guide: Independent Practice: *YOU Do*

Remember that in all phases of explicit instruction (*I/WE/YOU Do*) there are steps for the teacher to complete.

*Review the steps on the slide.*

I/WE/YOU DO adapted with permission from Archer et al., 1988.

## 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.

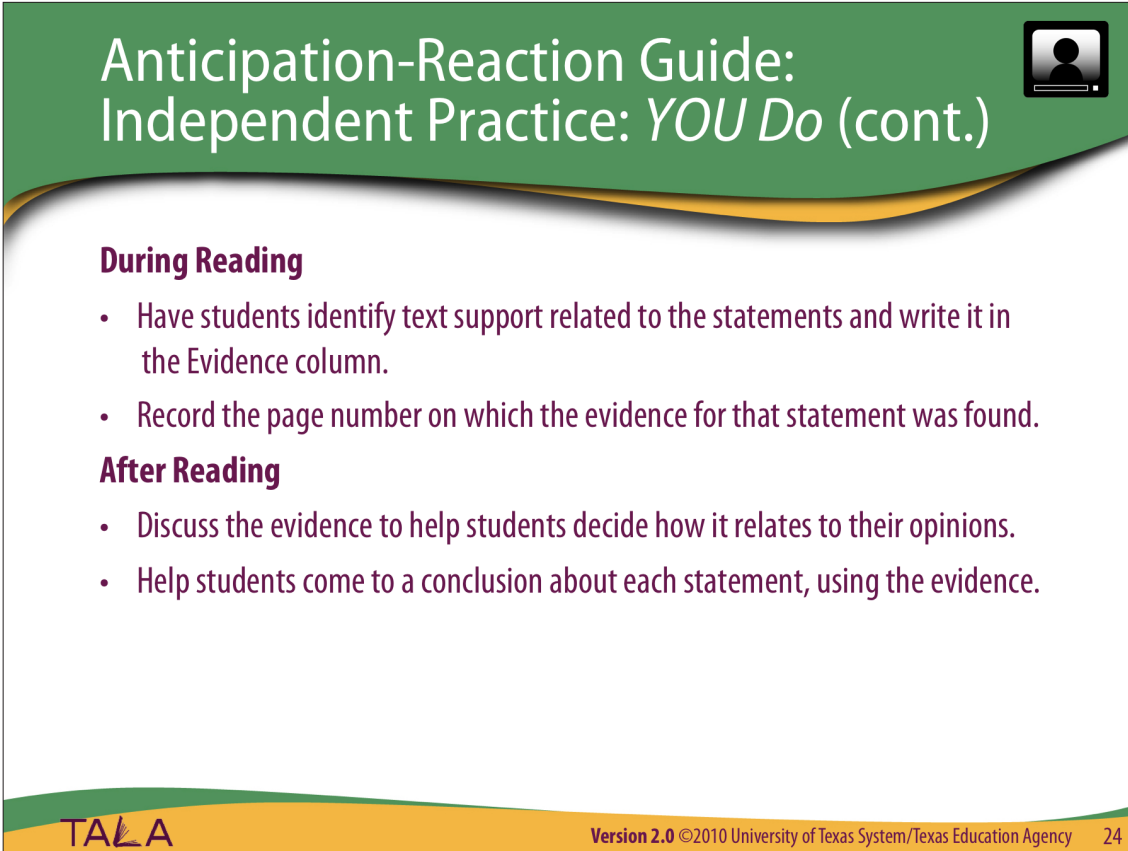
## Slide 23—Anticipation-Reaction Guide: Independent Practice: *YOU Do* (cont.)

*Review the steps on the slide.*

The activity becomes a *YOU Do* when students are able to respond to the statements independently. They need to be able to provide support for agreeing/disagreeing. However, it may take several exposures to the routine before they are ready to do this. Given the amount of oral discussion associated with the Anticipation-Reaction Guide, English language learners in particular will need repeated modeling and think alouds. It also may be necessary to break down the steps of the routine more than once.

The value of the activity is in exposing students' thinking about a concept and making them accountable for the opinions they form. We don't want students mindlessly agreeing/disagreeing or showing a reluctance to answer because they feel that they will get it wrong.

I/WE/YOU DO adapted with permission from Archer et al., 1988.



**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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## Slide 24—Anticipation-Reaction Guide: Independent Practice: *YOU Do* (cont.)

*Review the steps on the slide.*

Students also need to be able to identify and use text support as evidence or justification for keeping or changing their opinions.

The **during-reading** activity may be done as a Think-Pair-Share (Lyman, 1981).

*For a detailed discussion on Think-Pair-Share and other ways to increase active involvement in lessons, see Unit 1, Module 2: Effective Instruction.*

Even when students are completing the guides independently, it is important to follow up with class discussion on their opinions and their use of evidence statements.



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

*Notes continue on the next page.*

Now let's see how the teacher in our 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.

*Click the icon to play the video.*

At your tables, decide who will be Partner One and Partner Two. Take a moment to discuss with your partner the teacher's scaffolding and the role of discussion in this lesson.

*Allow 1–2 minutes.*

Partner Two, tell me Partner One's best idea about the scaffolding or discussion you observed in the video.

*Call on participants. Acknowledge and repeat/rephrase responses.*

*Suggested responses:*

- *Modeled how to consider the evidence and determine whether it was significant and reliable enough to change her opinion*
- *Allowed for students to have opinions different from her own*
- *Reviewed how to make changes in opinions on the guide*
- *Had students explain their reasoning*

REFERENCE: Lyman, 1981.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

# 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>I agree because I feel hungry when I see a food commercial or smell my neighbor's barbecue.</i>	Hunger is an internal stimulus that happens when the body sends signals that it needs more food.	209	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>I disagree because I have noticed that earthworms respond to rain and that might be an external stimulus.</i>	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>I agree because you can see the plant roots and leaves through the glass.</i>	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.	209 210	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 migrating.	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>I agree because I imagine that they would miss signals of danger like seeing other animals moving away or hearing footsteps of a predator.</i>	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.	211 212 213	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.

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## Slide 25—Anticipation-Reaction Guide: Science



Turn to **Handout 7**, a completed sample for science.

*Review the science sample guide.*

Here the student is responding to a text, but you need not introduce the concepts through the text. You can begin with the statements and have students formulate opinions, and 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 text evidence that supported some statements and that presented counterarguments for other statements. The reader indicates in the Discussion column how the evidence relates to the statements and the reader's opinions. Sometimes the evidence changes the reader's opinion and

*Notes continue on the next page.*

the reader uses that evidence to explain why. The reader's conclusion reflects the final opinion, as informed by the text.

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

## 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>I disagree because I think it would have too many degrees.</i>	<i>A right angle has 90 degrees. An obtuse angle has more than 90 degrees. An acute angle has less than 90 degrees. A triangle has 180 degrees.</i>	<i>Small-group activity, textbook page x</i>	<i>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.</i>	<i>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.</i>
2. A quadrilateral could have three obtuse angles and one acute angle.	<i>I disagree because I think the three obtuse angles would have too many degrees.</i>	<i>An obtuse angle has more than 90 degrees. An acute angle has less than 90 degrees. A quadrilateral has 360 degrees.</i>	<i>Textbook page x</i>	<i>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.</i>	<i>A quadrilateral could have three obtuse angles and one acute angle as long as the sum of their measurements equals 360 degrees.</i>
3. A triangle could have three acute angles.	<i>I disagree, because I think it would not be enough degrees.</i>	<i>An acute angle is less than 90 degrees. A triangle has 180 degrees. <math>180 \div 3 = 60</math> degrees.</i>	<i>Small-group activity, textbook page x</i>	<i>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.</i>	<i>A triangle can have three acute angles as long as their sum is 180 degrees.</i>

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### Slide 26—Anticipation-Reaction Guide: Mathematics



Turn to **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 math concept, you might find it useful to present statements that hit upon common misconceptions or student experiences, asking students to note whether they agree or disagree and why. What would be different from what we have seen in the other examples is that these statements might not be debatable—in other words, there may be only one correct answer that you intend for all students to understand at the end of the lesson.

It is important to talk about this difference with your students. Doing so will prompt students to use their prior knowledge and experience with Anticipation-Reaction Guides in other lessons in math or in other subjects.

*Notes continue on the next page.*



## Additional Information for the Presenter

*As with all samples, this Anticipation-Reaction Guide is provided to give teachers a sense of how the routine might be used in their classes. It is not necessarily intended as an actual lesson to be used with their students. All teachers must exercise professional discretion in determining the appropriateness of the specific content for their courses, as well as the alignment of the material to the Texas Essential Knowledge and Skills.*

## 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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### Slide 27—Scaffolding Anticipation-Reaction Guides

 Refer participants to **Handout 9: Scaffolding Anticipation-Reaction Guides**, which lists the scaffolding steps presented on this and the following slide.

Remember that we do not provide more intensive scaffolding unless it is needed. However, students who struggle may need additional support in forming their reasons for agreeing/disagreeing or in identifying and using appropriate text support. The 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.

## 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.

### Slide 28—Scaffolding Anticipation-Reaction Guides (cont.)

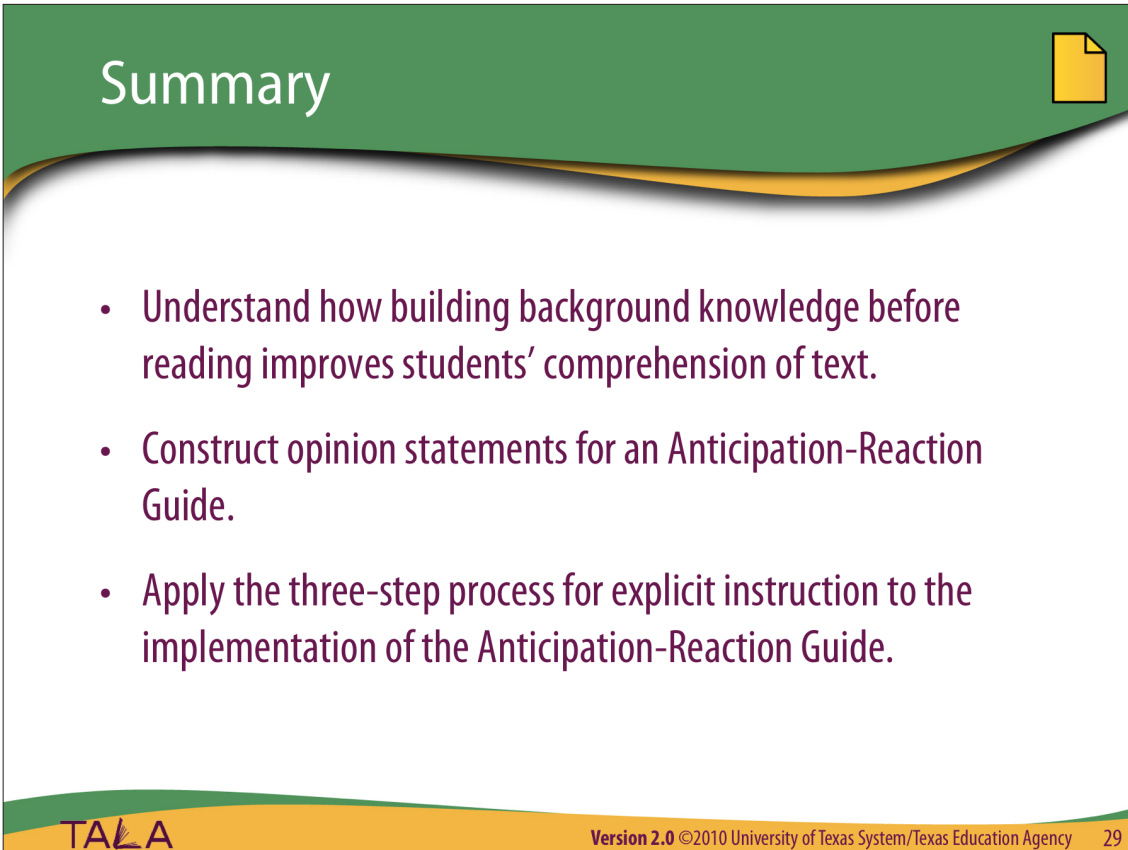
We discussed some of the response options in Unit 1: Overview of Schoolwide Intervention, Module 2: Increasing Active Student Involvement. In addition to keeping students actively involved, these options support students who are still developing proficiency in English or who are reluctant to respond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

*Review the following response options.*

**Response cards:** Hold up 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 (Lyman, 1981). 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 are discussing and processing the information. They can then work with the teacher in crafting the English response. You can also ask students from various groups to report their partners' best reasons.

REFERENCE: Lyman, 1981.

A presentation slide with a green header and a yellow footer. The header contains the word "Summary" in white. The main content area is white and contains three bullet points in purple. The footer contains the TALA logo on the left and the text "Version 2.0 ©2010 University of Texas System/Texas Education Agency 29" on the right.

## 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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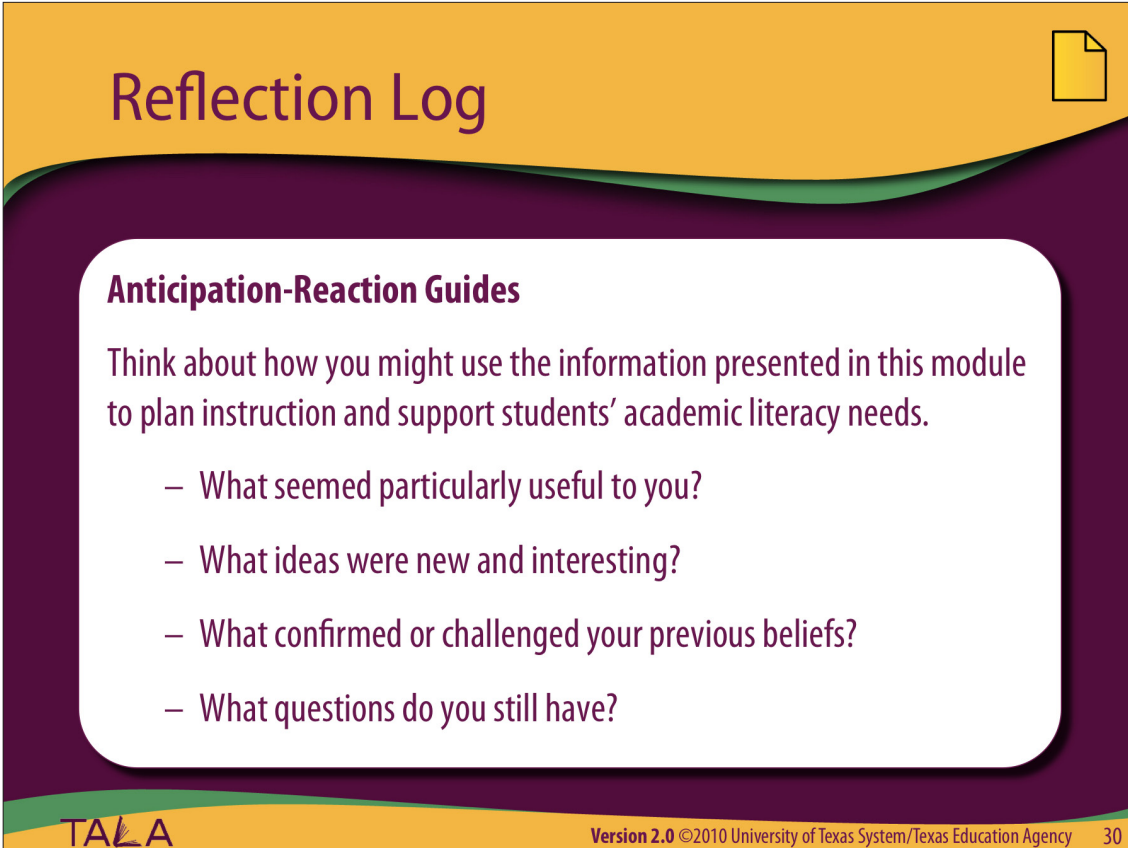
## Slide 29—Summary

*Review the objectives.*

Keep in mind 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 should be applied when the investment of instructional time will benefit inferential comprehension over a unit of instruction.



**Handout 10** is a blank copy of an Anticipation-Reaction Guide for you to use as a classroom master.



**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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## Slide 30—Reflection Log

### Activity: Reflection Log



Have participants turn to **Handout 11: Reflection Log**.

Read the directions on the slide.

Allow 2 minutes for participants to write quietly.

