

Anticipation Guide

What Is an Anticipation Guide?

An Anticipation Guide is a prereading guide designed to activate background knowledge and build interest in the content of a forthcoming lesson. It has the additional value of serving as an assessment tool so you can identify terms, events, and ideas for which you might need additional materials.

Why Would I Use This Instructional Strategy?

Anticipation Guides serve as a bridge between students' background knowledge and their beliefs and ideas. By using this activity before you begin your lesson, you can help students develop a personal interest in the topic to be explored and questions they are interested in answering as they read. In addition, this guide provides a basis for discussion so you can uncover any misconceptions or strongly held beliefs that might need to be examined before, during, or after the reading. Anticipation Guides are excellent assessment tools, both for prereading support and postreading evaluations, demonstrating how students are changed as a result of the reading.

How Does It Work?

1. After choosing the text students will read, analyze the text for critical ideas, information, and issues.
2. Determine key ideas about which students may have background knowledge and information or issues about which students might have misinformation.
3. Write several (usually three to eight) statements that will precipitate discussion around each of the key points. Do not make the statements dependent on reading the passage; rather, create statements around which students can state their opinions without having read the text. The statements should tap into students' background knowledge.
4. Introduce the topic to students and give them the following directions:
 Read each of the key ideas and note whether you agree or disagree with the statement.
 Work with a partner or small group to discuss each of the key ideas, comparing and contrasting your original responses to the statements.
 Read the assigned text.

Revisit the statements after reading the text to see whether you still agree or disagree with the statements. Once you have determined your position in relation to the statements, note whether you believe the author would agree or disagree with them.

5. Use students' responses to the statements in the Anticipation Guide as the foundation for discussion and/or as a way for students to develop questions for further inquiry and reading.

In the Classroom

Lynnette Elliott teaches English to ninth-grade students at Timber Creek High School in Orlando, Florida. She created the following Anticipation Guide in order to assess her students' background knowledge and possible areas of contention or conflict prior to reading *Romeo and Juliet*. This guide also served to increase student engagement through anticipation of the plot and characters in the play.

Anticipation Guide: *Romeo and Juliet*

Read each of the following statements and write whether you agree or disagree with each one.

<i>Before Reading</i>	<i>Statement</i>	<i>After Reading</i>
Agree Disagree	It is acceptable to disobey your parents. Comments:	A D
Agree Disagree	It is always wrong to commit suicide. Comments:	A D
Agree Disagree	It is right to seek revenge if someone treats you wrong. Comments:	A D
Agree Disagree	It is appropriate to marry without the blessing of your parents. Comments:	A D
Agree Disagree	If you accidentally kill someone, you should be punished. Comments:	A D

Research/Origins

Readence, J. E., T. W. Bean, and R. S. Baldwin. 1985. *Content-Area Reading: An Integrated Approach*. 2d ed. Dubuque, IA: Kendall/Hunt.

References/Further Reading

McLaughlin, M., and M. B. Allen. 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.