

READING rockets®

Classroom Strategies

Anticipation Guide

An anticipation guide is a comprehension strategy that is used **before** reading to activate students' prior knowledge and build curiosity about a new topic. Before reading, students listen to or read several statements about key concepts presented in the text; they're often structured as a series of statements with which the students can choose to agree or disagree. Anticipation guides stimulate students' interest in a topic and set a purpose for reading.

* **Share your examples!**

Why use anticipation guides?

- They teach students to make predictions, anticipate the text, and verify their predictions.
- They connect new information to prior knowledge and build curiosity about a new topic.

When to use:	<input checked="" type="radio"/> Before reading	<input type="radio"/> During reading	<input type="radio"/> After reading
How to use:	<input checked="" type="radio"/> Individually	<input checked="" type="radio"/> With small groups	<input checked="" type="radio"/> Whole class setting

How to use an anticipation guide

1. **Construct the anticipation guide.** Construction of the anticipation guide should be as simple as possible for younger students. Write four to six statements about key ideas in the text; some true and some false. Include columns following each statement, which can be left blank or can be labeled Yes, or No (Maybe can also be used).

NOTE: Teachers may wish to create an additional column for revisiting the guide after the material has been read.

2. **Model the process.** Introduce the text or reading material and share the guide with the students. Model the process of responding to the statements and marking the columns.
3. Read each of the statements and ask the students if they agree or disagree with it. Provide the opportunity for discussion. The emphasis is not on right answers but to share what they know and to make predictions.
4. Read the text aloud or have students read the selection individually. If reading aloud, teachers should read slowly and stop at places in the text that correspond to each of the statements.
5. Bring closure to the reading by revisiting each of the statements.

Download blank templates

- **Template 1** (416K PDF)*
- **Template 2** (25K PDF)*

Watch the anticipation guide strategy in action

Go inside Cathy Doyle's second grade classroom in Evanston, Illinois to observe how Cathy uses the anticipation guide strategy to pique her students' interest in the book they are about to read together, *Jin Woo* by Eve Bunting. Cathy asks questions designed to activate the kids' prior knowledge and to encourage them to make predictions about what they think will happen in the story.

Examples

Language Arts

Learn how anticipation guides can be used for children's books such as *Miss Rumphius*.

See example > (11K PDF)*

Using anticipation guides with fiction and nonfiction children's books, including several books in Spanish.

See example >

Science

Use anticipation guides to help students understand about fungi.

See example > (4K PDF)*

Use anticipation guides to help students understand about dinosaurs.
See example > (68K PDF)*

Social Studies

Use anticipation guides to help students organize their reading about topics such as the Panama Canal.
See example > (4K PDF)*

Children's books to use with this strategy



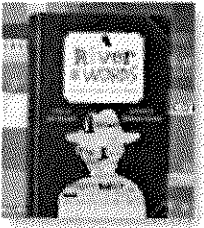
Barack
 by Jonah Winter, illustrated by A.G. Ford (HarperCollins, 2008)
 Picture book biography

The journey of Barack Obama to national prominence and the US Presidency began with his diverse heritage and self questioning but resulted in hope.



What Darwin Saw: The Journey That Changed the World
 by Rosalyn Schanzer (National Geographic, 2009)
 Nonfiction

What Charles Darwin saw and chronicled on his long journey is told here in text and illustration.



River of Words: The Story of William Carlos Williams
 by Jen Bryan, illustrated by Melissa Sweet (Candleman, 2005)
 Picture book biography

He made a living as a family physician, but Willy was an unusual child with a love of language and the ability to see the world as a poet.

Differentiated instruction

For second language learners, students of varying reading skill, students with learning disabilities, and younger learners

- Anticipation guides can be completed orally.
- The number of statements can be modified to suit learner's needs.
- Teachers may assign different reading passages about the same topic based upon reading skills.
- Color code columns so that the child can clearly tell the difference between the "before" and "after"

column.

- Use simple sentences so that the student focuses on the content, rather than understanding the sentence. Example: "Ringworm and athlete's foot are caused by fungi" to "Fungi causes ringworm and athlete's foot."

See the research that supports this strategy

Duffelmeyer, F. (1994). Effective Anticipation Guide statements for learning from expository prose. *Journal of Reading*, 37, 452-455.

National Institute for Literacy. (2001). *Put Reading First: The Research Building Blocks for Teaching Children to Read Kindergarten Through Grade 3*. Jessup, MD: ED Pubs.

Head, M. H., and Readence, J. E. (1992). Anticipation guides: Using prediction to promote learning from text. In E.K. Dishner, T. W. Bean, J. E. Readence and D. W. Moore (Eds), *Reading in the content areas: Improving classroom instruction* (3rd ed., pp. 227-233). Dubugue: Kendall/Hunt.

Wood, K. D., D. Lapp, J. Flood, and D. B. Taylor. 2008. *Guiding Readers Through Text: Strategy Guides for New Times*. 2nd ed. Newark, DE: International Reading Association.

Wood, K.D., & Mateja, J. A. (1983). Adapting secondary level strategies for use in elementary classrooms. *The Reading Teacher*, 36, 492-496

Strategy Swap

Teachers, have you used any of the strategies from our library in your lessons — especially in science, social studies, and other content areas? We'd love to share some of your real-world examples with our readers.

Submit your examples here >

(select "Classroom strategies" from the subject dropdown list)

Note: Comments are owned by the poster. We are not responsible for their content.

Reply

placekeeper

Posted by: Anonymous on July 19, 2010 11:18 AM

Thank you for this page! This cuts out time by providing three templates to choose from. Thanks!

#

Reply

placekeeper

Posted by: Anonymous on March 25, 2013 09:12 PM

thanks.. this helps me w/ homework

#

http://www.readingrockets.org/strategies/anticipation_guide/?theme=print

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Miss Rumphius

by Barbara Cooney

Directions: Before we read this story, please put a check next to those statements that you agree with in the **BEFORE** column. Compare your opinions with a partner's opinions and discuss your reasons for checking or not checking each statement. After we have read this book, please go back and check those statements you now agree with under the **AFTER** column.

BEFORE AFTER

_____ _____

Older people can't do anything to help others because they need help themselves.

_____ _____

The more things you have the happier you are.

_____ _____

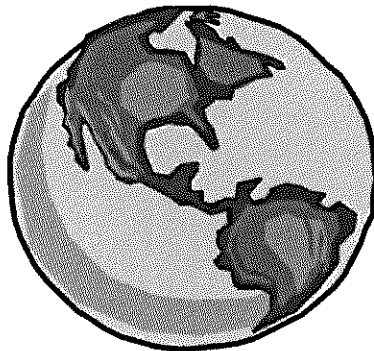
People can make the world more beautiful by doing simple things in nature.

_____ _____

If you have a lot of money, you will be happy.

_____ _____

We can learn many lessons from our elders.



Name _____
Period _____

Date _____
Mrs. Storrar

Anticipation Guide

Directions:

Before reading: In the column labeled *me*, place a check next to any statement with which you agree.

After reading: Compare your opinions on those statements with information contained in the text.

<i>Me</i>	<i>Text</i>	
_____	_____	1. Before the building of the canal, ships traveled South to get from the Caribbean Sea to the Pacific Ocean.
_____	_____	2. The fastest way from the Caribbean to the Pacific was by plane.
_____	_____	3. The building of the canal continued the US policy of isolation.
_____	_____	4. The geographic conditions helped make the building of canal easier.
_____	_____	5. A canal through Panama would benefit the US politically and economically.
_____	_____	6. Latin America welcomed US control of the Panama Canal.
_____	_____	7. The control of Latin America by the US required the US to send troops to protect its interests.



Name _____

Date _____

Title of story _____

Author _____

Anticipation Guide

Use the following anticipation guide to preview a story before you read it. Before reading, mark whether or not you agree or disagree with each statement. After reading the story, fill in the page number where you found the answer to each statement, tell whether or not you were right, and reflect on what you found.

	Agree/Disagree	Page #	Were you right?	Reflect
1.				
2.				
3.				
4.				
5.				
6.				
7.				

Anticipation Guide

Before		Statement and Evidence	After	
Agree	Disagree		Agree	Disagree
		1. Evidence:		
		2. Evidence:		
		3. Evidence:		
		4. Evidence:		
		5. Evidence:		
		6. Evidence:		