

Anticipatory Guide and Extended Anticipatory Guide

Purpose: An Anticipatory Guide is intended to activate students' background knowledge that is relevant to the content of a text they are expected to read and comprehend, as well as introduce key concepts and language. As a preparatory task, the anticipatory guide provides a context for the text and makes connections between content and students' own experiences. The Anticipatory Guide also enables teachers to introduce key vocabulary within the context of a theme. Furthermore, it is a vehicle for teaching students the importance of being aware as readers of their own knowledge in relation to the content of a text. The Anticipatory Guide is a useful diagnostic tool for the teacher, as it allows her to learn ahead of time what students believe about a certain theme or topic, and what background information they are bringing to the text which may support or impede their understanding.

Type of scaffolding support: bridging, schema building, metacognitive development

Required for use: To use the Anticipatory Guide effectively, the teacher writes five statements that require students to reflect on and think about themes and concepts they will encounter in the text. The sentences should capture students' interest and provide a mixture of statements that trigger agreement and disagreement. Teachers need to take care when creating the statements so that they are neither too narrow nor too broad. Statements should be one level above the text. For example, a statement might be, "All small children love dogs," rather than, "Peter loved the dog his grandfather gave him."

Structure of the activity: The first time students encounter an Anticipatory Guide, the teacher should model how to read and respond to the statements. When the students engage in the activity, they should be alerted that they have two minutes to read each statement and respond, "agree" or "disagree" by checking the appropriate column. In the column to the right, students will write why they agree or disagree, providing personal evidence to support their response. It is important for students to know that there is not a right or wrong answer.

Process outline:

- Students silently read each statement and individually place a checkmark under the column that best represents their opinions.
- Students add a reason to justify their responses.
- Students begin to share responses in their small groups. One student begins by reading the statement and then stating agree or disagree, and providing a reason for the opinion.
- The other students in the small group each state whether or not they agree or disagree, providing reasons for opinions.
- Once all students have shared, the next student repeats the process with the second statement.
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	Opinion Before Lesson	
Statement	Agree	Disagree
Only the person who wrote the poem knows its true meaning.		
Most poetry includes words that rhyme.		
When you read a poem you pause at the end of each line.		
Poems should be read aloud because the sounds of words are important.		
Reading poetry is the same as reading fiction.		

In an extended anticipatory guide, additional space is provided for students either on the same or a separate page to note whether the text supports their opinions. For opinions that are not supported, students are to provide the evidence that refutes their opinions, in their own words.

	OPINION		FINDING		EVIDENCE: EXPLAIN USING YOUR OWN WORDS
	AGREE	DISAGREE	AGREE	DISAGREE	
1. Religion was not important at all to people's lives during the Middle Ages.					
2. During the Middle Ages people of all classes went on pilgrimages — a kind of group tour — for religious purposes.					
3. Medieval women were free to do what they thought was best for them. Men respected their decisions.					
4. There was corruption in the church during the Middle Ages. For example, pardons for sins were sold to people.					
5. A medieval knight had to be chivalrous above all. That means he had to respect an honorable code of behavior.					

Options for scaffolding: Two students work together, taking turns reading a statement at a time. The first student reads aloud the statement and “thinks aloud” about the reasons he/she agrees or disagrees with the statement. The second student responds and “thinks aloud” about whether he/she



agrees or disagrees with the first student's opinions and reasoning. The partners alternate who "thinks aloud."

Two possible exchange frames follow:

Frame I

S1: I will read statement 1. It says _____. I agree/disagree with it because _____. So, I am going to mark it agree/disagree. What do you think?

S2: I agree/disagree with you because _____. So, for statement 1, I will mark agree/disagree. Now let me read statement 2. It says _____. I agree/...

Frame II

S1: Ok, I will begin by reading statement 1. "... Based on what I know, I would say this statement is true/not true, so I will agree/disagree. One reason for my opinion is that ...

S2: I agree/disagree with you. The reason for my agreement/disagreement is that I know that ... Now I will read statement 2. "... Based on what I know I would say this statement is true/not true, so I will agree/disagree.



Reading in Four Voices

Purpose: This task is used to scaffold the reading of difficult texts. The selected text is chunked into meaningful parts, which promotes students' focus on units of meaning, rather than focusing their reading strictly on punctuation or line breaks.

Type of scaffolding support: schema building, metacognitive development

Required for use: This task requires careful preparation by the teacher. For this task to be successful, the text should be oral in nature (e.g., poems, speeches, monologues or songs) and rich enough in content that it warrants multiple readings. To prepare a text, the teacher reads the text aloud, chunking meaning parts, based on where natural pauses occur. This scaffolds students' reading by emphasizing the meaningful chunks that form the architecture of a text. Each chunk is written in one of four fonts (plain, bold, underlined, and italic); thus, the creation of this task requires teachers to re-type the text. This task is not intended for use with textbooks.

Structure of the activity: Students read the formatted text collaboratively, with each student reading aloud only his or her assigned font. In this way, the reading aloud helps students focus on units of meaning. Each group of four students will read their text collaboratively twice, with students keeping the same parts. Often, after an initial, tentative reading, students will realize that even if they do not understand everything in the text, they will still be able to make some sense of it (this is especially true for poetry). This collaborative reading ensures that students at all reading levels are able to contribute to the group task while developing their language skills.

Process outline:

- Students sit in groups of four.
- Each student chooses one of four fonts.
- The different font styles will alert students when it is their turn to read.
- Students will read the text collaboratively, with each person reading his or her font style to read aloud.
- Students will read the text twice, aloud in their small groups.



Jigsaw Reading

Purpose: The Jigsaw Reading is useful for alerting students to the organization of a text and the discourse and content connections that make texts flow and be predictable. For example, the structure of a story or, more specifically, of a fairy tale, begins with something like “Once upon a time,” introduces a character, causes something problematic to happen to the character “one day,” solves the problem, and finally everybody “lives happily ever after.” The activity requires that students read closely to determine where in a text their section fits. In the process, students begin to focus, without prompting, on how grammatical and lexical choices create cohesion and meaning within and across sentences and how larger units of text are connected to create coherence or a unity of meaning. The activity apprentices students into the type of close reading needed to understand more complex texts.

Type of scaffolding support: schema building, metacognitive development

Required for use: An ideal text for this treatment should be no longer than a page or two. It should be especially interesting and have five to seven sections that can stand on their own in terms of content and meaning. Initially, the sections should contain clear markers of organization for the genre. As students become more sophisticated readers and writers in a genre they may benefit from reading and reassembling texts that are clearly organized but do not use “set” markers to signal organization.

Structure of the activity: Initially, the teacher explains the overall purpose of the task by explaining that writers use language to connect ideas within and across paragraphs in a text, and that students will reassemble a text that has been divided into sections to help them understand how these types of connections work. The teacher might introduce the task with a genre that is familiar to the class. The selected text is cut into its sections, placed in an envelope; the number of sections determines the number of students in a group. Distribute and review the directions.

Process outline:

- One student distributes the sections randomly to the group members.
- Each student then reads his or her piece silently and tries to imagine where the piece fits into a whole: Is it a beginning? The middle? The end? What makes them think so? Students must have reasons for their idea.
- When everyone in a group appears to be ready, the person who thinks he or she has the first piece says, “I think I have the first piece because...” and without reading the text aloud explains what clues led to this supposition. If any other group members think they have the first piece, then they too must explain, “I think I have the first piece because...” Once the group decides what piece should go first, the person with that piece reads it aloud.
- After hearing the piece, the group agrees or disagrees on whether it is indeed the first piece. If agreement is reached, the piece goes face up on the table where group members can refer to it as needed.
- Students follow the same procedure to reconstruct the rest of the text, section by section.



- If students feel they have made a mistake along the way, they go back and repair it before continuing.
- Once the whole process is finished, all group members review the jigsawed text to make sure it has been assembled correctly.

