Comprehension

Teacher Use:

Comprehension refers to the process of simultaneously extracting and constructing meaning. In other words, there are two challenges: Figuring out how print represents words (accurately and efficiently--extracting), at the same time formulating a representation of the information being presented (building new meaning and integrating new and old information--constructing meaning). (Snow & Sweet, 2003, p. 1.)

"Anticipation Guides" are a pre-reading strategy intended to improve students' comprehension by allowing them to use their background knowledge, make predictions or state opinions, analyze their rationale for their prediction or opinion, and assess the accuracy of their prediction or opinion. Teachers generally select a text, come up with anticipation questions relative to the text, give a brief introduction to the text that will be read, engage the students in completing the anticipation guide, and facilitate discussion of the guide via strategies such as turn-and-talk.

Two different blank anticipation guides and examples are included in this resource (one geared for younger students and one for older students).

This resource can be used in whole group instruction, literacy stations, small group instruction, or for reading intervention.

Comprehension

Anticipation Guides

There are sample completed and blank anticipation guides below. The first format is best for beginning readers, the second is better for more experienced readers. Teachers may want to include sentence stems as scaffolds to help students think through or verbalize their thoughts about each statement.

Sample sentence stems:

The front cover or title of the text shows_____, so I think _____
I agree/disagree with _____ because _____
The author probably wrote this text to _____ but I think _____
This text makes me think of _____ because of _____

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The teacher in this Reading Rockets video uses an anticipation guide for the book "Jin Woo," by Eve Bunting, to encourage students to access their background knowledge, make predictions, learn text elements (setting, character development/changes) and use strategies (such as picture cues). She also incorporates cooperative learning strategies like turn-and-talks and asks open-ended questions.



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Completed Anticipation Guide, Sample 1: "Jin Woo"

BEFORE READING		STATEMENT	AFTER Reading	
Agree	Disagree		Agree	Disagree
		The boy in this story is very happy about this newborn baby.		
		When a story is about a new baby coming home to a family, the setting is the airport.		
		Tiny babies can send messages to their older brothers and sisters.		
		The boy will never change his mind about the baby.		

Comprehension

Anticipation Guide For:

BEFORE READING		STATEMENT	AFTER Reading	
Agree	Disagree		Agree	Disagree

Comprehension

Completed Anticipation Guide, Sample 2: "Marigolds" by Eugenia Collier

STATEMENT	MY OPINION	EVIDENCE TO SUPPORT MY OPINION	PAGE IN TEXT WHERE I CAN FIND EVIDENCE	WHAT DID I LEARN TALKING WITH A FRIEND?	FINAL CONCLUSIONS AFTER TALKING AND READING
Ms. Lottie must like marigolds if she planted them in her garden.					
Lisbeth had a good reason to stamp on and ruin Ms. Lottie's flowers					
Lisbeth regrets trampling Ms. Lottie's flowers.					
Lisbeth learns a lesson from trampling Ms. Lotties flowers.					
The trampled flowers in this story are a metaphor for something else					

Comprehension

Anticipation Guide For:

STATEMENT	MY OPINION	EVIDENCE TO SUPPORT MY OPINION	PAGE IN TEXT WHERE I CAN FIND EVIDENCE	WHAT DID I LEARN TALKING WITH A FRIEND?	FINAL CONCLUSIONS AFTER TALKING AND READING