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Unit 3: Comprehension Instructional Routines

Module 1: Building Background Knowledge With Anticipation-Reaction Guides

Comprehension Strategies Across Content Areas

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Building Background Knowledge With Anticipation-Reaction Guides</td>
</tr>
<tr>
<td>2</td>
<td>Identifying Main Ideas in Text</td>
</tr>
<tr>
<td>3</td>
<td>Writing Summaries</td>
</tr>
</tbody>
</table>
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.

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)
Building on Existing Knowledge and Experiences (cont.)

English language learners benefit from efforts to:

- Activate their background knowledge

  \[(\text{García, 1991; Peregoy & Boyle, 2001; Schiffrin, 1994})\]

- Construct preview guides or anticipation guides to identify purposes for reading

  \[(\text{Peregoy & Boyle, 2001})\]

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**Anticipation-Reaction Guide**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Reader’s Opinion</th>
<th>Relevant Text/Evidence</th>
<th>Page</th>
<th>Discussion</th>
<th>Reader’s Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debatable statement related to the major concepts or themes</td>
<td>Agree or disagree with the statement and explain why.</td>
<td>Cite pieces of text that provide support or counterarguments for the opinion.</td>
<td></td>
<td>Discuss how the evidence supports or counters the opinion. Revise the opinion, if desired.</td>
<td>Use the text to support the opinion or respond to the counterarguments in the text.</td>
</tr>
</tbody>
</table>
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

Composing Opinion Statements

**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.
### Anticipation-Reaction Guide: English Language Arts Sample

**Zlateh the Goat by I. B. Singer**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Reader’s Opinion</th>
<th>Relevant Text/Evidence</th>
<th>Page</th>
<th>Discussion</th>
<th>Reader’s Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Livestock (cows, sheep, goats, pigs) should be raised only for supplying food to people.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. No one can help you but yourself. In times of trouble, you can count on only you.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Sometimes we do not realize the value of what we have.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Animals can communicate as well as humans can.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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.
Anticipation-Reaction Guide: Before-Reading Modeling Phase: I Do (cont.)

**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 **agree** because I have seen animals raised on a ranch. |  |  |  |  |
2. No one can help you but yourself. In times of trouble, you can count on only you. | I **disagree** because I have a friend I know I can count on. |  |  |  |  |
3. Sometimes we do not value what we have. | I **agree** because Theodore Taylor from “The Cay” is like this, and so are some people in real life. |  |  |  |  |
4. Animals can communicate as well as humans can. | I **disagree** because we learned about dolphin communication in science class. |  |  |  |  |

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.
Anticipation-Reaction Guide: During Reading

<table>
<thead>
<tr>
<th>Statement</th>
<th>Reader's Opinion</th>
<th>Relevant Text/ Evidence</th>
<th>Page</th>
<th>Discussion</th>
<th>Reader's Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Livestock (cows, sheep, goats, pigs) should be raised for food.</td>
<td>Agree, because I have seen animals raised on a ranch.</td>
<td>Zlatah, the goat, is used for her fur as well as her milk. When she and Aaron get caught in a snowstorm, Zlatah is Aaron's companion, source of warmth, and friend.</td>
<td>4.84</td>
<td>4.85, 4.86</td>
<td>4.86</td>
</tr>
<tr>
<td>2. No one can help you but yourself. In time of trouble, you can count on only you.</td>
<td>Disagree, because I have a friend, I know I can count on.</td>
<td>Zlatah helps Aaron quite a bit. The goat keeps him company in a storm, keeps him warm, and helps to ease his hunger.</td>
<td>4.84</td>
<td>4.85, 4.86</td>
<td>4.86</td>
</tr>
<tr>
<td>3. Sometimes we do not realize the value of what we have.</td>
<td>Agree, because Theodore Taylor from &quot;The Cay&quot; is like this, and he saves people in real life.</td>
<td>Although Aaron loved Zlatah, 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.</td>
<td>4.87</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Animals can communicate as well as humans can.</td>
<td>Disagree, because we learned about dolphins communicating in science class.</td>
<td>Zlatah 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.</td>
<td>4.84</td>
<td>4.85, 4.86</td>
<td>4.87</td>
</tr>
</tbody>
</table>

Anticipation-Reaction Guide: After-Reading Modeling Phase: /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
Anticipation-Reaction Guide: After Reading

**Zlateth the Goat by J. B. Singer**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Reader's Opinion</th>
<th>Relevant Text/Evidence</th>
<th>Page</th>
<th>Discussion</th>
<th>Reader’s Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Livestock (cows, sheep, goats, pigs) should be raised for food; cattle are raised only for supplying food to people.</td>
<td>I agree because I have seen animals raised on a ranch.</td>
<td>Zlateth, the goat, is used for her fur as well as her milk. When she and Aaron got caught in a snowstorm, Zlateth is Aaron’s companion, source of warmth, and friend.</td>
<td>484, 485, 488</td>
<td>The text evidence contradicts the statement. I changed my opinion because I saw how the goat provided more than food.</td>
<td>although livestock are primarily raised for food, they can provide many other things to humans, such as warmth and companionship.</td>
</tr>
<tr>
<td>2. No one can help you that you can help yourself. In times of trouble, you can count on only you.</td>
<td>I disagree because I have a friend I can count on.</td>
<td>Zlateth helps Aaron quite a bit. The goat keeps him company in a storm, keeps him warm, and helps to ease his hunger.</td>
<td>484, 485, 486</td>
<td>The text evidence supports the statement because Zlateth was there for Aaron, just like my friend is there for me.</td>
<td>We are not always alone in facing trouble. Friends, family—even animals—can help us.</td>
</tr>
<tr>
<td>3. Sometimes we do not realize the value of what we have.</td>
<td>I agree because Theodore Taylor from “The City” is like this, and we are some people in real life.</td>
<td>Although Aaron loved Zlateth, 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.</td>
<td>487</td>
<td>The text supports the statement because Aaron didn’t realize how much Zlateth was worth until the storm.</td>
<td>Sometimes we do not realize the value of what we have until something happens to open our eyes to it.</td>
</tr>
<tr>
<td>4. Animals can communicate as well as humans can.</td>
<td>I disagree because we learned about dolphin communication in science class.</td>
<td>Zlateth 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.</td>
<td>484, 485, 487</td>
<td>The text supports the statement because Zlateth shows her loyalty and love by helping Aaron.</td>
<td>although animals may not speak with words like humans do, they can communicate through their actions.</td>
</tr>
</tbody>
</table>

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
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)

Anticipation-Reaction Guide: Social Studies

<table>
<thead>
<tr>
<th>Statement</th>
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<th>Relevant Text/Evidence</th>
<th>Page</th>
<th>Discussion</th>
<th>Reader’s Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The businesses that mine oil should be allowed to pay for access to rain forests if oil is discovered there.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Governments around the world have a responsibility to put limits on restrictions on what can be done with rainforests.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The goods results of taking plants and minerals from the rainforests are more important than the bad side effects to the environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. To protect the rainforests from destruction, people should not be allowed to live in them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

**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.
## Anticipation-Reaction Guide: Social Studies

<table>
<thead>
<tr>
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<th>Relevant Text/Evidence</th>
<th>Page</th>
<th>Discussion</th>
<th>Reader's Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The businesses that want oil should be allowed to pay for access to rain forests if oil is discovered there.</td>
<td>I agree because the money can be used to help people who live there, and the world needs more oil.</td>
<td>Extracting oil destroys the rainforests.</td>
<td>3</td>
<td>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.</td>
<td>Rainforests should be protected from oil companies because the extraction process destroys the forests.</td>
</tr>
<tr>
<td>2. Governments around the world have a responsibility to put limits or restrictions on what can be done with rainforests.</td>
<td>I agree because if there are restrictions, some people could use the rainforests and leave nothing for others.</td>
<td>Rainforests are in different countries around the world.</td>
<td>2</td>
<td>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.</td>
<td>Governments should work together to protect the rainforests because they are not replaceable and we all need them.</td>
</tr>
<tr>
<td>3. The good results of taking plants and minerals from the rainforests are more important than the bad side effects to the environment.</td>
<td>I disagree because the people there need to make a living, and the plants and animals there can help us in other countries.</td>
<td>Plants and animals are interdependent, so destroying one could cause others to become extinct, too. Clearing the tree leaves to the greenhouse effect.</td>
<td>2</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>4. To protect the rainforests from destruction, people should not be allowed to live in them.</td>
<td>I disagree because it would be unfair to make people leave the place where they have always lived.</td>
<td>Indigenous people have lived there for thousands of years and do not destroy the rainforests.</td>
<td>3</td>
<td>The text supports my opinion that the statement is wrong. It shows that there are ways to live in the rainforest without destroying it.</td>
<td>Indigenous people can provide an example of how to use the rainforest in a way that does not destroy it.</td>
</tr>
</tbody>
</table>

## Anticipation-Reaction Guide: Independent Practice: YOU Do

### Prior to the Lesson

- Identify four to five important concepts or themes.
- Create the guide.
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.

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.
### Anticipation-Reaction Guide: Science

<table>
<thead>
<tr>
<th>Statement</th>
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<th>Discussion</th>
<th>Reader’s Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You would expect people to get hungry whenever they see or smell food.</td>
<td>I agree because most dogs show signs of hunger when they see or smell food.</td>
<td></td>
<td></td>
<td>Hunger is a normal response to any potential threat to the body.</td>
<td>Hunger is a normal response to any potential threat to the body.</td>
</tr>
<tr>
<td>2. Because earthworms spend most of their time living underground, neural smell should be more important for their survival than external stimuli.</td>
<td>I agree because earthworms have well-developed senses to detect stimuli.</td>
<td></td>
<td></td>
<td>Neural smell is more important than external stimuli because they live underground.</td>
<td>Neural smell is more important than external stimuli because they live underground.</td>
</tr>
<tr>
<td>3. If you look at a star growing in a clear glass vase, you can easily see how plants respond to external stimuli.</td>
<td>I agree because you can see the plant move, and sometimes respond through the glass.</td>
<td></td>
<td></td>
<td>Plants respond to light by bending toward the light.</td>
<td>Plants respond to light by bending toward the light.</td>
</tr>
<tr>
<td>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.</td>
<td>I agree because I imagine that they would enjoy greater survival chances because they can detect and respond to stimuli.</td>
<td></td>
<td></td>
<td>Organisms that can respond to sights and sounds have a better chance of surviving.</td>
<td>Organisms that can respond to sights and sounds have a better chance of surviving.</td>
</tr>
</tbody>
</table>

### Anticipation-Reaction Guide: Mathematics

<table>
<thead>
<tr>
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<th>Reader’s Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A triangle could have one right, one obtuse, and one acute angle.</td>
<td>I disagree because I think it would have too many degrees.</td>
<td></td>
<td></td>
<td></td>
<td>A triangle cannot have one right, one obtuse angle, and one acute angle because the sum of the angles would be more than 180 degrees.</td>
</tr>
<tr>
<td>2. A quadrilateral could have three obtuse angles and one acute angle.</td>
<td>I disagree because I think the three obtuse angles would have too many degrees.</td>
<td></td>
<td></td>
<td></td>
<td>A quadrilateral could have three obtuse angles and one acute angle because the sum of the angles would be more than 180 degrees.</td>
</tr>
<tr>
<td>3. A triangle could have three acute angles.</td>
<td>I disagree because I think it would not be enough degrees.</td>
<td></td>
<td></td>
<td></td>
<td>A triangle can have three acute angles as long as their sum is 180 degrees.</td>
</tr>
</tbody>
</table>
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.

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.
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.

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?