

Anticipation/Reaction Guide

A Cognitive Capacity Building strategy that helps students activate and evaluate prior knowledge and build curiosity about a topic.

Overview:

1. Prior to reading (or watching a video) respond to the statements provided by your teacher on the Anticipation/Reaction guide by indicating whether you agree or disagree with each statement.
2. Read the provided text
3. Re-read each of the statements on the Anticipation/Reaction guide and decide, after reading, whether you agree or disagree with each statement. Be prepared to share your thinking and the evidence from the text that you used to confirm or change your response.

Purpose:

The Anticipation/Reaction guide sets a purpose for reading: to accept, reject, or modify attitudes and schema (prior knowledge) during reading. They encourage curiosity about a topic and give purpose to the reading.

Application: When and where can I use it?

The Anticipation/Reaction guide can be used at any grade level where students are expected to read and comprehend text. It is a useful tool for causing students to take stock of their understandings, assumptions, or background knowledge about a topic prior to reading and then confirming or challenging those understandings based on new learning.

While designed as a reading comprehension strategy, an Anticipation/Reaction guide can also be used with students as they engage with video, graphs, political cartoons, or other forms of non-print text, opening up the use of this strategy to a wider audience of students and settings.

Getting Started: What are some tips for starting and using this routine?

Follow these steps to create an Anticipation/Reaction Guide:

1. Identify major concepts or "big ideas" you want students to learn from the text.
2. Create four to six statements that support or challenge students' beliefs about the topic.

3. Share the guide with students and ask them to Agree or Disagree with the statements and be prepared to defend their opinions.
4. Discuss with class.
5. Have students read the text to find evidence to support or disprove their responses.
6. After reading, students will confirm or revise their responses.

Because true-false statements limit the students' reading comprehension to the identification of isolated facts, statements included in the Anticipation/Reaction Guide should be phrased as opinions, which have a greater chance to foster the consideration of multiple perspectives. Statements that lack one right answer can lead individuals to cite different kinds of information in either agreement or disagreement. Content that does not allow for alternative or competing perspectives is not appropriate for inclusion in an Anticipation-Reaction Guide.

For primary grade students, or other students for whom reading and/or writing may interfere with their ability to use this strategy in the "traditional" manner, you can read each of the anticipation/reaction guide statements aloud to the class and have students share their thinking with a partner. If using a traditional text with this audience, the teacher can read the text aloud.

See this Instructional Move in action:

[Quick Tip - Anticipation/Reaction Guide - Bing video](#)

[Anticipation Guide - Bing video](#) (example of use with primary grade students)

[Teacher Toolkit: Anticipation Guide Science - Bing video](#)

Read more about this Instructional Move:

[Anticipation-Reaction Guides \(weebly.com\)](#)

References:

[IRIS | Page 10: Introduction to Anticipation-Reaction Guide \(vanderbilt.edu\)](#)