

PEARSON

50

Instructional Routines to Develop

Content Literacy



Douglas Fisher William G. Brozo
Nancy Frey Gay Ivey

SECOND EDITION

2

Instructional Routines for Use Before, During, or After Reading

Routine	Before	During	After
Adjunct Displays	•		
Anticipation Guides	•		
Concept Maps		•	
Dictoglos			•
Directed Notetaking Activity		•	
Directed Reading-Thinking Activity		•	
Echo or Choral Reading		•	
Exit Slips			•
Fishbowl Discussions		•	
Found Poems			•
Generative Reading		•	
Guest Speakers		•	
Independent Reading			•
Interest Surveys, Questionnaires, and Interviews	•		
Jigsaw		•	
KWL	•		
Language Experience Approach			•
Mnemonics	•		•
Modeled Writing			•
Modeling Comprehension		•	
Opinionnaire	•		•
Pattern Guide	•		
Poems for Two Voices			•
Popcorn Review			•
Professor Know-It-All			•
Questioning the Author			•
Question-Answer Relationship			•
RAFT Writing			•
Read-Alouds	•		
Readers' Theatre			•
Read-Write-Pair-Share		•	
Reciprocal Teaching		•	
ReQuest			•
Response Writing			•
Shades of Meaning	•		
Shared Reading	•		
SPAWN Writing			•
Split-Page Notetaking		•	
Student Booktalks			•
Student Questions for Purposeful Learning	•		
Text Impressions	•		
Text Structures		•	
Think-Alouds	•		
Tossed Terms			•
Vocabulary Cards	•		
Vocabulary Self-Awareness	•		
Word Grids/Semantic Feature Analysis		•	
Word Scavenger Hunts	•	•	
Word Sorts	•		
Word Walls	•		

Find these instructional routines listed alphabetically in the pages of the text, and use this guide as quick reference in your classroom.

Literacy Focus			
<input type="checkbox"/>	Before Reading	<input type="checkbox"/>	Fluency
<input type="checkbox"/>	During Reading	<input type="checkbox"/>	Comprehension
<input type="checkbox"/>	After Reading	<input type="checkbox"/>	Vocabulary
		<input type="checkbox"/>	Writing
		<input type="checkbox"/>	Oral Language

2

Anticipation Guides

Anticipation guides help instill a situational interest in material in advance of its presentation to students (Duffelmeyer & Baum, 1992). Remarkably versatile, anticipation guides can be crafted as preludes to virtually any information source (Merkley, 1996/1997). Another advantage of teaching with anticipation guides is that when crafted appropriately, they prompt students to become active seekers of important information and ideas (Hurst, 2001).

The anticipation guide was developed by Head and Readance (1986) and draws on the research evidence related to study guides. It is designed to increase understanding by encouraging students to make predictions and then check their understanding.

STEP-BY-STEP

There are several different ways of constructing anticipation guides and making them available to students. The following steps will include variations for simplifying the construction and delivery of guides.

1. Begin by reviewing the material to be covered in the day's lesson and identify the most important content. The material or information source might include a textbook, a novel, lecture notes, a DVD, Websites, a guest speaker, or even a field trip.
2. Convert important information and concepts into short statements. These statements should be written in a way that will grab students' attention, challenge preconceived and naïve notions, or arouse curiosity. They do not all have to be factually correct statements, either. In fact, we recommend a combination of statements that can be confirmed by the information source(s) and those that cannot.
3. Present the statements to students. The most common and simplest approach is to write the statements on the board and ask students to copy them. Statements can also be given as a handout, projected on the overhead or from a computer, or even read aloud to students.
4. Give students a response option. For instance, it might be most appropriate to respond either "true" or "false" to the statements. For other statements, "yes" or "no" or "agree" or "disagree" may work best.
5. Ask students to look at each statement using the required response options. Remember, this is done *before* students are provided the information source. Notice for the anticipation guide statements in Figure 2.1 on the topic of cigarette smoking and disease, students are to respond by writing *A* for *agree* or *D* for *disagree* both before and after encountering the material.

FIGURE 2.1 SAMPLE FORMAT FOR ANTICIPATION GUIDE

Directions: Read each statement carefully and write *A* for *agree* or *D* for *disagree* in the space next to the word *Before*. As you read and hear information related to each statement, decide whether your anticipations need to be changed by placing an *A* or *D* in the space next to the word *After*. Be prepared to explain your choices.

1. The cells of the lungs absorb carbon monoxide more efficiently than oxygen.

Before: _____ After: _____

Explain: _____

2. Smoking and related diseases kill more people in the United States each year than the total number of Americans killed in World War II.

Before: _____ After: _____

Explain: _____

6. After individual students initially respond to the statements, have them find a partner and share their responses. This is a critical step because it allows alternative points of view to be expressed, further builds and activates relevant prior knowledge, and heightens anticipation.
7. Gather responses from students. Volunteers can be asked to share whether they agreed or disagreed with the statements. Be sure not to give away answers at this point. Remember, the more eager the students are to find out whether their anticipations are verifiable, the better.
8. Tell students that as they read, listen, or view, they should try to determine whether their initial responses about each statement are supported by the material presented or if they need to be changed. If supported, then students' after-reading and learning response will be the same as their before response. If not supported, their after-reading and learning response will be different than their before response. In either case they should write a brief explanation for their after-reading and learning response based on relevant content from the information source or sources they encounter during the lesson.
9. Present the information source(s). As material is covered, stop periodically and have students discuss with their partners whether they now have relevant information to corroborate or reject their initial anticipations.
10. Finally, ask for volunteers to share both their before- and after-reading and learning responses along with explanations. During sharing, any lingering misconceptions about the anticipation guide statements can be clarified.

APPLICATION AND EXAMPLES

A high school industrial arts teacher was having difficulty getting her students to read, especially on topics about which they thought they knew everything, such as managing money. For instance, when covering content on buying a car, her students would resist reading by saying they knew all about the topic. When asked what they already know about purchasing a car, much of what her students say is inaccurate, reflecting incomplete prior knowledge.

To entice her students to read content information and help them focus more closely on important information and ideas, the teacher developed the anticipation guide in Figure 2.2 on purchasing a car.

She forms groups of three and has students discuss and debate their answers. Before long, lively and animated conversation erupts throughout the room as students challenge and confirm hunches and assert their experience. The teacher stretches out the anticipation by asking students to take sides based on their responses and conduct a brief debate. By now, they're asking: Who's right?

At this point, the teacher invites the class to begin reading. She stops students periodically, so they can check the anticipation guide statements and determine whether they need to revise any of them based on the new information.

She concludes by asking individuals to share what was found in the text relative to guide statements and point out where supporting information can be found in the text for an after-reading response.

FIGURE 2.2 ANTICIPATION GUIDE FOR CHAPTER ON PURCHASING A CAR

Directions Before Reading: Show me what you know about buying a car. Read the statements below and indicate whether you think the statement is true or false in the Before Reading column. Compare your responses with someone sitting next to you.

Directions After Reading: After reading information related to each statement, decide whether you still think it's true or false. Write information from the chapter that supports your response.

Statement and support	Before Reading		After Reading	
	True	False	True	False
1. When buying a car it is good to know the dealer cost.				
Support:				
2. The sticker price on the car is the final price.				
Support:				
3. Used cars have a cheaper monthly payment than new cars.				
Support:				
4. Dealer costs are more than retail costs.				
Support:				
5. It is smarter to buy a used car than a new car.				
Support:				
6. Ten percent markup is a reasonable profit for selling a car.				
Support:				
7. The suggested retail price is what the dealer has to sell the car for in order to make a profit.				
Support:				

REFERENCES

- Duffelmeyer, R., & Baum, D. (1992). The extended anticipation guide revisited. *Journal of Reading*, 35, 654-656.
- Head, M. H., & Readance, J. E. (1986). Anticipation guides: Meaning through prediction. In E. K. Dishner, T. W. Bean, J. E. Readance, & D. W. Moore (Eds.), *Reading in the content areas* (pp. 229-234). Dubuque, IA: Kendall/Hunt.
- Hurst, B. (2001). The ABCs of content area lesson planning: Attention, basics, and comprehension. *Journal of Adolescent & Adult Literacy*, 44, 692-693.
- Merkley, D. (1996/1997). Modified anticipation guide. *The Reading Teacher*, 50, 365-368.