

## Anticipation Reaction Guides: *Feedback Statement*

<b>Lesson Design</b>	<b>Tools and Resources</b>	<b>Anticipation Reaction Guide</b>
<p><b>Purpose</b></p> <p>Establish the purpose for reading the text.</p> <p>Remind students how AR Guides support reading comprehension.</p> <p>Explain how AR Guides help activate thinking and challenge preconceptions before reading.</p> <p>Explain that AR Guides help readers remember and connect background knowledge and experiences to the text.</p> <p>Explain that AR Guides prompt the use of textual evidence and support critical thinking during reading.</p>	<p><b>Anticipatory Statements</b></p> <p>Avoid creating true/false statements that are text dependent.</p> <p>Create statements that challenge student preconceptions about the big ideas, concepts, and themes.</p> <p>Create statements that elicit multiple perspectives.</p> <p>Create statements that could be answered without reading yet are addressed in the text.</p> <p>Be careful about creating statements for topics that are too socially or emotionally charged with the community.</p>	<p><b>Agree or Disagree</b></p> <p>Read statements to students.</p> <p>Prompt students to think about why someone might disagree with them.</p> <p>Give student opportunity to share out their opinion and explanation.</p> <p>Give students opportunity to “Agree” and “Disagree” using kinesthetic response tools.</p>
<p><b>Modeling and Explicit Instruction</b></p> <p>Use Think Alouds to consider each Anticipatory Statement and determine your rationale for agreement or disagreement.</p> <p>During reading, model periodic stopping to reflect on new information and track textual evidence.</p> <p>Preteach conceptually important vocabulary before reading.</p> <p>Use a think aloud to model how to reconsider the anticipatory statement.</p>	<p><b>Graphic Organizer</b></p> <p>Monitor completion of the AR Guide until students become proficient.</p> <p>Make sure students are marking agreement/disagreement.</p> <p>Make sure students clearly mark a change in opinion without erasing their original opinion.</p> <p>Make sure students use page numbers for evidence.</p> <p>Prepopulating the guide with relevant textual evidence and page/paragraph numbers where evidence can be found.</p>	<p><b>Reader’s Perspective</b></p> <p>Support students in communicating their rationale for an opinion.</p> <p>Support students in explaining their thinking.</p> <p>Provide sentence stems for expressing how students will agree or disagree with statements or their peers.</p> <p>Arrange students into two teams to debate whether they agree and disagree if reluctant to response independently.</p>

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<p><b>Guided and Collaborative Practice</b></p> <p>Prompt students to think about statements while reading and how evidence informs their agreement.</p> <p>Read aloud and stop to ask how new information relates to the Anticipatory Statements.</p> <p>Use turn and talk as an opportunity for students to share their opinions about an Anticipatory Statement.</p> <p>Consider calling on students to share out why they agree or disagree.</p>	<p><b>Text Selection</b></p> <p>Consider texts that push students to consider multiple perspectives.</p> <p>Select ELA texts with rich themes, historical novels, or satires.</p> <p>Select primary source documents or controversial issues or competing perspectives in history.</p> <p>Select competing theories or bioethics in science.</p>	<p><b>Textual Evidence</b></p> <p>Teach students how to identify relevant vs. irrelevant evidence.</p> <p>Teach students to explain their thinking.</p> <p>Provide a page number or paragraph (e.g., numbered tape flags) to identify where evidence can be found for an Anticipatory Statement.</p> <p>Teach students to paraphrase or allow them to use direct quotes from the text.</p> <p>For students struggling to paraphrase, encourage them to use direct quotes.</p>
<p><b>Independent Practice</b></p> <p>Assign partners to support students who have difficulty reading the text.</p> <p>Encourage students to share reasoning with a partner.</p> <p>For students who struggle remembering what they read, provide a written one sentence explanation.</p> <p>Have students to mark evidence in the text and/or record evidence on the AR Guide as they read.</p>	<p><b>Rubric</b></p> <p>Introduce the rubric to students as a tool for completing the AR Guide.</p> <p>Review the rubric with students before using.</p> <p>Give real examples of what level 3 work looks like for each of the rubric categories.</p> <p>Encourage students to self-score and peer-score using the rubric.</p> <p>Encourage students to revise AR Guide responses to improve how they score on the rubric.</p>	<p><b>Reconsider Anticipatory Statements</b></p> <p>Ask students to share reasoning with a partner.</p> <p>Provide sentence stems for rationale.</p> <p>Remind students it is okay to change your opinion if you read new information that was convincing.</p> <p>Remind students it is okay to NOT change your opinion even if you read new information that you should - as long as you explain your thinking.</p> <p>Teach students how to evaluate the credibility of information and strength of evidence.</p>