Explicit Instruction Guidelines

Step 1: I Do, You Watch	**Step 2: I Do, You Help**
✓ Write the name of the strategy on the board. ✓ State why and when you might use it. ✓ Model the strategy for the class and explicitly explain what you are doing at each step.	✓ Model the strategy and explain to the class that this time we are going to do it together. ✓ Encourage the class to get involved in the strategy by asking questions throughout the process.
Step 3: You Do, I Help	**Step 4: You do, I Watch**
✓ Explain to the class that this time they are going to follow the steps in pairs. ✓ Move around the room and observe the class working on the strategy, offering support as required.	✓ Explain to the class that they are now going to do it independently. ✓ Students will now follow the steps on their own. ✓ It is important that you ask the students about the strategy and encourage them to reflect on its uses.

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Setting a Purpose for Reading

Explanation

Setting a purpose before reading declares your destination. If you are going on a journey, having a destination helps in you make decisions along the way. You know where you are headed and what you want to accomplish along the way.

This strategy requires students and teachers to identify the reason for reading. Skilled readers will incorporate and internalise external purposes while they read; this strategy will explicitly teach all students to do this.

The purpose of reading can be for entertainment, to get information, or to learn how to perform a task. The purpose for reading can be set by the teacher, or students can be encouraged to set their own purpose.

Benefits

Setting a purpose for reading is a way to focus the mind of the reader, avoiding the experience of reading pages of a text without taking in much of what has been read.

Setting a Purpose for Reading motivates students who might otherwise overlook the value of reading the text. It also provides a gentle push for readers who read too quickly over material and who might otherwise skip over key messages in the story.

How to use Setting a Purpose for Reading in the English classroom

1   Teacher modelling is the best way to achieve this aim. Set a clear purpose for reading a particular text and model the experience for your students.

2   Challenge students to come up with their own important purposes specific to the text and have them share these in class. How did they come up with the purposes? How did these purposes help them learn from the text?

3   Hold a contest for the students who can predict the most questions you give on a quiz.

4   Use some of the following prompts to encourage purposeful reading:

- ''Read until you get to the part where _____.''
- ''Stop reading when you find out _____.''
- ''Read until you discover what genre this text is written as. Stop when you know for sure.''
- ''Highlight anything you agree with. Underline anything which you disagree with.''
- ''Read this page and then write out the three sentences which most impressed you.''

Sources
1 'Five Keys to Helping Students Read Difficult Texts' Brigham Young University Center for Teaching and Learning
2 'Catch a Falling Reader by…Setting a Purpose for Reading' by Connie R. Hebert
3 http://www.thinkport.org/career/strategies/reading/purpose.tp

Anticipation Guide

Explanation

An Anticipation Guide is a strategy used before reading to activate a student's prior knowledge and build curiosity about a new topic. Before reading students respond to a number of statements that challenge or support their preconceived ideas about key concepts in the text. This strategy stimulates students' interest in a topic and sets a purpose for reading. Anticipation guides can be revisited after reading to evaluate how well students understood the material and to correct any misunderstandings.

Benefits

Anticipation Guides are very useful as they can engage all students in the exploration of new information by challenging them to think critically about what they know or think they know about a topic. They set a purpose for reading for all students.

How to use Anticipation Guides in the English classroom?

- Identify the major ideas presented in the reading.

- Consider what beliefs your students are likely to have about the topic.

- Write general statements that challenge your students' beliefs.

- Ask students to respond to the statements with either a positive or negative response.

In Practice

- Get the students to complete the anticipation guide (graphic organiser) before reading. They may work by themselves, in pairs or in small groups. Remind students that they should be prepared to discuss their reactions to the statements.

- When students have completed the guide, encourage a class discussion of students' reactions to the statements. Dig deeper to encourage critical thinking.

- Get students to read the text with their anticipation guide responses fresh in their minds so they can react to the text as they read. Encourage students to mark or write down where the text supports their initial reaction to statements or causes them to rethink those reactions.

- Have a class discussion after reading. Ask students if any of them changed their position on any of the statements. Encourage students to share how they reacted to the text, given their initial responses in the anticipation guide. Make sure students share examples from the text where their initial responses were either supported or challenged.

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Anticipation Guide Template

Name: _____ **Topic:** _____

Before reading: In the Before column place ✔ if you agree or think the statement is true and a ✘ if you disagree or think the statement is false.

Think about why you agree or disagree, and be prepared to share. When you finish reading change your position if necessary by writing in the right column ✔ agree or disagree ✘.

Before Reading Agree/Disagree	Statement/Question	After Reading Agree/Disagree