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Weekly Anticipation Guide

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Chapter 1

Anticipation Guide

1. Upon leaving elementary school, students should have mastered the skills necessary for content area literacy across the disciplines. Yes, students should have a solid understanding because content area teachers won’t slow down to go over that material. If students aren’t prepared, they will become overwhelmed and fall behind in class.
2. Reading content area material is more demanding than in the past and many careers now require increasingly high levels of literacy. Yes, in education today more and more things are becoming required for students to learn. Many careers now require high levels of literacy for the technology world we live in.
3. Standardized tests measure the reading achievement needed for contemporary life. No, I don’t believe that standardized tests measure what students need to know for contemporary life. Many students have test anxiety and can learn and understand the information, but struggle with the demands of the test.
4. Instructional strategies should fit the unique discourse features of the various content disciplines. Agree, teachers have to teach their specific content. Not every teacher is the same and they have their own way of presenting the information. It depends on what is being taught for the day and how the teacher’s instructional strategies will play into the lesson.
5. We live in a global society that calls for a citizenry able to evaluate and critique print and digital texts. Agree, we live in a world that is changing very rapidly and constantly changing. In almost every career path a student could pick they will be working with some kind of digital text and print. As educators, we have to prepare students to be active members of society.

Chapter 2

Anticipation Guide

1. Technology has had a greater impact on social networking than on school achievement. I disagree, technology has a huge impact on both social networking and school achievement. Technology provides students with more opportunities to learn and grow in and outside of the classroom. Social networking has grown in its own way, but I wouldn’t say one has grown more than the other.
2. It is impossible to make the Internet safe for children. Disagree, students need to be taught how to use the internet. Just like everything in life, they need to be guided on what’s right and what’s wrong. If a student is just let loose with the internet, then they will tend to make bad decisions and then yes the internet is not safe for them. At the high school level, I used to teach a unit on internet safety and bringing it to my student’s attention on good and bad decisions they need to be paying attention to.
3. Computers and the Internet have replaced textbooks as the dominant instructional tools in public education. I agree with this statement but I don’t love that this has happened. I know personally for me if I had to learn mainly with online textbooks, I would struggle in the classroom. There’s something about having the textbook in hand and reading from it that helps me comprehend the material. Students are faced with the challenge of learning all day long and staring at a computer screen. With my caseload students, I’m constantly offering them a textbook and a majority of students prefer to read from the hardback book.
4. The computer is morally neutral, I disagree with this and I don’t believe the computer is morally neutral. Yes, a computer can’t make a decision on its own but it does guide kids with ads and different materials like that. Kids could be doing the right thing and be persuaded by the computer.
5. Virtual worlds and avatars are a passing fad. Disagree, I think with VR, virtual worlds are an even bigger thing today. I know personally, my athletes use VR to work on batting and pitching practice. It gives them the closest thing to live ball other than getting two teams together to play. I personally love bringing VR into my classrooms and having mini field trips for the students. They can go anywhere in the world just sitting at their desk.

Chapter 3

1. Addressing students’ culture and language diversity is preferable but not necessary. I disagree with this. It's so important to be aware of student’s culture and language. Many students don’t want to be labeled as different in the classroom, so giving them the opportunity to teach the class about it or bring in books that students can relate to can help them feel more a part of the class. Other students could read the book and join in conversation with that student. Ignoring that all students are different won’t help students feel safe and more comfortable in the classroom.
2. Strategies for English as Additional Language (EAL) are not helpful for other students. I disagree. Just because a student isn’t EAL, doesn’t mean they aren’t struggling in the classroom and need a little extra support. So many lessons and activities that are beneficial for EAL students are also extremely helpful for all students. Some students won’t speak up and say they are lost.
3. Comprehending print and digital text are unrelated processes. I disagree, digital text can be built-in with print to help strengthen a student’s understanding of the material. A student still has to keep track of what comes first, next, and last. Just because they are presented in a different way doesn’t mean the process isn’t connected.
4. Student learning depends mostly on the teacher’s content knowledge. I agree, a teacher needs to be highly qualified in their content knowledge. During this last semester, our math teacher was out on maternity leave and we had a long-term substitute teacher. She had been a math teacher and a special education teacher in the past. I co-taught in the classroom and I found myself taking over the class more times than not because she was struggling with the content. When I wasn’t able to be in the classroom, I was teaching many mini-lessons with students. I was happy that all students felt comfortable coming to me and asking questions because that’s one thing I like to build in the classroom. I don’t want students to be afraid of the special education teacher and think that because they aren’t on an IEP they can’t come to my room for help.
5. The whole class discussion discourages wide student participation. I disagree, I think whole-class discussion brings more students into the conversation. When students can relate and hear from their classmates on what they took away it can help them feel in the gaps they are missing. Just because a student isn’t sharing doesn’t mean they aren’t an active participant in the discussion. Some students need that extra time to think and just take in what others have to say. Hopefully, as the discussion goes all students will feel comfortable and have something they can share in the conversation.

Chapter 4

1. Censorship is both bad and unnecessary. I went back and forth on this one and in the end I decided I disagree with the statement. I think censorship has a time and a place in society and the education system. There is so much in the world that yes, children don’t need to be exposed to and if a parent wants them to be exposed to it, then that is ultimately their decision. With the world we live in, technology is all around us and almost forces children to grow up fast and they feel that they need to have the freedom to explore everything they want.
2. Government regulations require the tenth-grade books be written on a tenth-grade reading level. I disagree with this because so many children struggle with reading. Requiring a book to be written at the tenth-grade level makes it so much harder for the student to learn the material. Students should still have the same opportunities in the classroom even though they struggle with reading. Think about a student trying to learn about WWII and not being able to learn all the material during the lecture so they decide to go home and read up to have a better understanding of the chapter. As they start to review the chapter, they become extremely frustrated by what they are reading and just give up. They will just fall more and more behind and not be prepared for a quiz or test. It’s not that a student didn’t want to learn the material, they were just given an unfair advantage because they have a reading difficulty.
3. It is safe to assume that high school students know how to use a textbook index. I disagree with this statement. There is so much information that is required for teachers to teach before students move to the next grade. When I was at the high school, there were so many things that students didn’t know how to do before getting to school. It’s extremely eye-opening because I don’t remember ever being taught how to use a textbook index in school.
4. The content of subject area textbooks is politically influenced. I would like to disagree with this statement because I don’t believe that politics should be in the education world. If politics could be neutral, then it wouldn’t be a big thing that the textbooks were influenced. I feel that there’s a time and place and the education world isn’t one.

Chapter 5

1. Assessment should occur naturally as part of teaching and learning. I agree, assessments don’t always have to be formal, they can be small and informal to help teachers better prepare for the students they teach. I tend to find that students are so scared of the word assessment or test because they are always being graded in the class. They go away from just learning information and having fun, to always wanting a 100%; this starts at a young age with kids.
2. Most state reading assessments are valid measures of reading. I agree state reading tests are a good measure of reading knowledge. Reading comprehension tends to be a hard area in measuring students' reading ability. It constantly pulls in prior knowledge and on a state test, a student might be more interested in one reading passage than the next.
3. Standardized tests provide teachers with enough information concerning students’ abilities to begin instruction. Standardized tests are too late for a teacher to begin instruction with students. Small check-ins need to be given to students to evaluate the effectiveness of the teaching that’s going on in the classroom.
4. The best reading test to administer to students is those that compare them with other students across the nation. I agree, tests that are used across the nation help show where students are. Yes, it’s nice to see where students are performing with their peers. Some schools and classrooms are extremely small and then other schools have huge numbers. Comparing scores across the nation helps show how they are truly doing.
5. Diagnosis is necessary for effective content area instruction. I agree, a pre-assessment helps teachers better understand how to form the lessons to help students learn. Not every student is the same and if the class knows a topic already then it’s better for a teacher to move on and teach the next topic. The school is short and there is so much information for students to learn if a teacher is reteaching information students already know they won’t be active in the lesson.

Chapter 6

When it comes to lesson planning, I’m working with the general education teacher on accommodations/modifications that could be made with the lessons. I love bringing in small groups as this would differentiate the lesson more. The more students can be hands-on and exploring with information from the lessons, this means more learning is taking place. A lesson should not consist of the teacher just lecturing the whole time.

The first idea I loved and want to share is the idea with my coworkers is thematic units. I have not seen a lot of them before reading this chapter. I love the idea of multiple classes working together to teach students with the same vocabulary. Thematic units I think would help students on IEPs tremendously because they are going over a general topic in all classes. The next idea I loved is five-minute lessons. Source stated that students are paying the most attention at the beginning and end of the lesson. The lesson gives students a short and to the point concept before they leave the class. The last idea I really enjoyed was the listening guide. A listening guide breaks down the important concepts in the passage presented in the order and relationship in which they are set out in the passage.

Chapter 7

This chapter is so important for me personally because I was a student who didn’t enjoy reading in school. I set out every year to create a positive environment where students want and enjoy reading. I find it helps to talk to my students and see what makes them not want to read. So many students already have a negative outlook on reading that they are set in their ways. I have started to build a classroom library for students. It is a slow process, but I try to add a few books every couple of months. Students know that I’m willing to buy any book they have an interest in. I was lucky to receive a mini-grant that my school hands out and this has helped my classroom library tremendously.

Sustained Silent Reading (SSR) is a great technique that students need to be taught how it should be done. If the class reading environment is created to be fun, more students will buy into SSR. The next strategy I love using is reader’s theaters in my reading intervention. My students enjoy them and really take their roles seriously. I find interest inventories to be great to get a better understanding of my students. This all goes with building a positive reading environment. Read alouds are another strategy I like to use with my students. I have worked at the high school and middle school level and students aren’t too old to benefit from read alouds. There are so many great strategies from this chapter to just pick a few; book club, blogging, and body biography are some more I find to be awesome strategies as well.

Chapter 8

The book mentioned that we have four different vocabularies: listening, reading, speaking, and writing. When students start school they have strong receptive listening and speaking vocabularies. They have not developed reading and writing vocabularies. Most of my students struggle with the academic vocabulary because they don’t use that vocabulary in their day to day lives so they struggle to connect to the new vocabulary. I found this chapter to be a lot like the chapter before as there are so many great strategies it’s hard to just pick a few.

The strategies I find to be helpful in my classroom: context clues including definition, description, and contrast. The more energy teachers can bring to learning, the more buy-in students will have. I try to make learning new vocabulary exciting so students can make positive connections to the vocabulary. I love using graphic organizers and clues and questions. I found the personal glossary and semantic mapping extremely interesting and I would like to try these with my students. A strategy I would like to bring into my class is TOAST- test, organize, anchor, say, and test. I also want to use in my class personal glossary, semantic mapping, and word maps.

Chapter 9

Comprehension is such an important part of reading. If you aren’t able to comprehend what you are reading, it’s hard to find the meaning behind reading. Explicit questions are easier for students to answer because they can go back and prove the answer right in the writing. Implicit questions on the other hand are harder for my students to answer. I take the time to work with them and piece together their thoughts. When it comes to comprehension a lot of prior knowledge is built upon. When students don’t have a solid background of prior knowledge it can be another obstacle they face with comprehension.

The first strategy I use a lot in my classroom is K-W-L, K stands for what the student knows, W stands for what the student wants to find out, and L stands for what the student learned. It helps break down their learning and helps them think about the topic they are reading about. I like the strategy listen-read-discuss. I plan to bring this into my classroom. Students are given multiple exposures to the concept through listening, reading, and discussion. They are more likely to learn and retain the information with this intensive process. Inquiry charts is another strategy I plan to bring into my classroom. This is a lot like K-W-L and gives a little spin to it. This can help kids not just go through the motions of the activity. Students organize information to summarize, compare and evaluate.

Chapter 10

Anticipation guides are a great way to prepare for lessons. I have seen them used on the first day of a new chapter and every section of the chapter. It helps students feel that they have more of a say in the lesson and not wasting their time. It can be used with just stating yes or no and the other way is using + and - to answer the questions. Anticipation guides are a great way to get students thinking and getting the conversation started in the classroom. Another activity I make sure to bring into the classroom are study guides. Not every class supplies students with study guides. Being the special education teacher I like to make sure and prepare a study guide to help students study. A study guide needs effort put into it so students can get the most out of it and prepare for a test. I like to give students a study guide at the beginning of the chapter so they have it with them and can study throughout the chapter.

An activity I had not heard of before reading was text appetizers. This idea is a great way to help students comprehend a reading selection by connecting known items to new. Option guides are a great tool to use in social studies lessons. I’m going to work with our social studies teacher to bring these into the lesson. We co-teach so I’m open to taking the lead on the lesson and modeling how to use it. I love seeing what students know before they read and how it’s built on or changed. Post reading activities that I really like and want to bring into class is discussion groups. This gets students working together to talk about the text. Discussion groups help students who might not have a great grasp on the lesson to put everything together from the lesson. Graphic organizers are a staple in my room to help students in the classroom. This chapter has a tone of great ideas to help students before, during, and after reading a text.

Chapter 11

Writing should be incorporated someway in every class. Writing is such an important part of education and every teacher needs to work together to help students grow. Journaling is a great way to incorporate writing into the classroom. It should be structured in a way to help students build their understanding of the lesson they just learned. This could be built into a five minute lesson at the end of the period to put all the pieces of the lesson together. There’s a time and place for students to just free write, but for the most part it should be structured. An activity I plan to bring into my classroom is I-Search papers; this is a great starting point for students to learn about research papers. They are such a hard topic for students to learn. It’s a fun and interactive way for students to do research because it’s all about them visiting or interviewing people.

With some students on my caseload, I will transcribe for them. It takes the pressure of typing out of the picture and allows them to focus on putting the paper together. Cubing is a great activity for high level thinking. Students need to be able to compare, describe, associate, analyze, apply, and argue for it. Going over students writing assignments takes a lot of time but I plan to bring in more time for individual conferences. I do this with students that ask for assistance but I want to make a point of this to work with all of my students. Students grow as writers and learn how to evaluate their writing and make corrections in these sessions. I struggle with peer evaluations because I don’t feel like students know how to do this process. There will always be a few students that do this activity correctly but others will just go through the motion and not do it. When writing is modeled, students grow tremendously.

Chapter 12

For most students in the classroom, they need to do some sort of studying. Not all students are gifted enough to hear the information once and be successful on an assignment or test. A lot of my students don’t like to study because they don’t always know where to start on their own. Rehearsal is important for students to retain information learned in class. Spaced presentation is one of my favorite ideas in this chapter. We ask the students to take in so much new information. Teachers are trying to go over so much new information and students have to keep up. Spaced presentation is where the teacher is lecturing and students just have to listen and follow along. This ensures that students are not missing information because they are taking notes at the same time as the teacher is talking.

One thing I would like to work on with my students is organizing their notes. Teaching them how to take notes correctly is a big piece of that. At times I think this is a strategy that is overlooked and skipped. FLIP chart is something I had never heard of before reading this chapter. I think it’s a great strategy and students would benefit from it. State testing is very hard for students so creating mirror assessments to help them prepare is very beneficial. Content Area Literacy is a great book and I have taken so many new strategies away from it that will help me become a better teacher.