Anticipation Guide
The Outsiders by S.E. Hinton

PURPOSE OF THE STRATEGY:

Anticipation guides, according to Frank Smith (1978), allow the reader to make predictions about text that will be read by eliminating possibilities that are unlikely. Also called reaction or prediction guides, the anticipation guide is a way to prepare readers prior to a reading assignment by asking them to react to a series of statements related to the content of the material. Three reasons for using anticipation guides according to Erickson, Huber, Bea, and McKenzie (1987), include: (1) relating prior knowledge to new information to enhance comprehension, (2) creating interest which stimulates discussion on the topic, and (3) creating possibilities for integrating reading and writing instruction.

DIRECTIONS:

STEP 1

READ PASSAGE OR STORY

Read and analyze the text to identify the major concepts (both explicit and implicit).

STEP 2

DECIDE ON MAJOR CONCEPTS

Decide which concepts are most important. Use these to create student interest and to agitate or stimulate reflection on prior knowledge and beliefs.

STEP 3

WRITE STATEMENTS ON MAJOR CONCEPTS

Write a series of short, declarative statements about the major concepts. The statements should be thought-provoking and reflect the students’ backgrounds. General statements are better than abstract or overly specific ones. Famous quotations and idioms work well. The statements should be written in a format that will elicit students to predict and anticipate.

Christy Bateman, 2006
STEP 4

DISPLAY THE GUIDE

To allow students time to react to each statement, display the guide either on the blackboard or on an overhead, or distribute individual worksheets. Give clear directions for what the students are to do with the guide, such as writing an “A” for agreeing or a “D” for disagreeing in the left-hand column for each statement. Make sure to leave space for responses on the sheet. Students can complete the guides individually, in pairs or small groups, or as a whole class.

STEP 5

DISCUSS

Conduct a class discussion about the concepts before the students read the text. Students are expected to support their answers with more than a “yes” or “no” response. Students are to give experience and explain the decision-making process by which they arrive at their answers.

STEP 6

READ

Have students read the selected text, evaluating the statements from the anticipation guide in light of the author’s intent and purpose.

STEP 7

REVISIT THE GUIDE

Revisit the guide after you have read the passage to allow students to compare and contrast their original responses with current ones. The objective is to see what information the reading of the passage has allowed them to assimilate or learn.

ASSESSMENT

The anticipation guide allows students to anticipate major concepts that will be encountered during their reading of the text. Discussion stimulates review of what students know and believe and allow them to expand these concepts. This type of previewing allows students to take charge of their own learning and to focus their reading. The teacher can use the anticipation guide to preview students’ beliefs and knowledge about a subject.

Christy Bateman, 2006
Anticipation Guide
*The Outsiders*

**Directions:** Before reading *The Outsiders*, place an “A” in the column to the left if you agree with the statement. If you do not agree, place a “D” for disagree. Discuss your choices in small groups, and explain why you agree with some statements and disagree with others.

<table>
<thead>
<tr>
<th>A/D</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There is never a good reason to commit murder.</td>
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<tr>
<td></td>
<td>People can always change their lives if they really want to.</td>
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<tr>
<td></td>
<td>A true friend would never help their friend commit a crime.</td>
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<tr>
<td></td>
<td>Your best friends should always be your family.</td>
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<tr>
<td></td>
<td>A murderer can be a hero.</td>
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<td></td>
<td>In most cases, teenagers with good parents have better behavior than other adolescents.</td>
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<tr>
<td></td>
<td>The more one experiences, the more meaningful their life will be when they die.</td>
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<tr>
<td></td>
<td>Problems can usually be solved if they are communicated.</td>
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<tr>
<td></td>
<td>People make judgments based on looks.</td>
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<tr>
<td></td>
<td>Suicide can be a valiant act.</td>
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</tbody>
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Christy Bateman, 2006