Anticipation Guide

**“The Challenge of Challenging Text”**

*By Timothy Shanahan, Douglas Fisher and Nancy Frey*

**Before Reading** **After Reading**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Agree | Disagree |  | Agree | Disagree |
|  |  | 1. It is possible to build effective reading skills without reading complex test. |  |  |
|  |  | 1. Domain-specific terms are usually surrounded by other essential but more general academic terms. |  |  |
|  |  | 1. Complex sentences can be hard to untangle because they place demands on the working memory. |  |  |
|  |  | 1. Coherence is not a challenging task for students when reading. |  |  |
|  |  | 1. Students who are aware of the organizational pattern that an author is using have an advantage in making sense of the text. |  |  |
|  |  | 1. A reader’s prior knowledge has nothing to do with determining the difficulty of a text. |  |  |
|  |  | 1. True reading fluency is a student’s ability to line up one sentence after another and read them aloud quickly. |  |  |
|  |  | 1. One aspect of helping students establish a purpose for reading is to help them identify whether the text is literary or informational. |  |  |
|  |  | 1. Teachers should not attempt to make reading easier for students by avoiding difficult texts. |  |  |
|  |  | 1. Sentence length and syllable count will determine whether or not a text is difficult. |  |  |