Anticipation Guide

**“The Challenge of Challenging Text”**

*By Timothy Shanahan, Douglas Fisher and Nancy Frey*

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

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