

# Literacy T-Chart – Anticipation Guide

## CIP 43.9999 Homeland Security, Law Enforcement, Firefighting and Related Protective Services

### Evaluate information and corroborate or challenge conclusions.

Program Task:	PA Core Standard: CC.3.5.11-12.H
1330: Discuss wildfire firefighting.	Description: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

Program Associated Vocabulary:	Reading Associated Vocabulary:
Natural resources	Conclusions
Uncontested	Evaluate
Disasters	Verify
Suppression	Corroborate
Conservation	
Wildfire	

Program Strategy:	Literacy Strategy:
Use the anticipation guide strategy to ensure that	Preparation
students identify evidence to support general or opinion statements.	After selecting a key text, identify five to 10 statements related to the content. The statements should reveal student misconceptions and identify
After introducing the anticipation guide strategy and before starting the project, present the following prompt to the students:	important concepts to be covered in the reading. Some should be literal restatements from the text and others should require students to connect multiple parts of the text or make inferences.
After several recent forest fires in national parks,	
your town council has invited you to talk about what	Whole Group
they should do to prepare for any future fires in the	Identify a group of statements about which students
nearby national forest. They have specifically said	will have strong opinions. Ask students to say
that they don't understand why firefighters sometimes make decisions to let the fires burn.	whether they believe the statements are true and
Prepare an outline for your presentation including	why. Students must choose either true or false. Some possibilities include:
multimedia that will inform the council about	•
procedures for dealing with large forest fires.	Students should go to college.
	If lightning strikes you, you will die.
	All students should learn word processing.

Program Strategy:         Literacy Strategy:           Introduce students to the idea that people often have many opinions about the way to fight fires on national lands. Have students generate some ideas they have heard, but do not allow them to defend or refute those ideas. <ul> <li>Parents make the best choices for their children.</li> </ul> <li>Presents make the best choices for their children.</li> <li>Discuss why it is sometimes difficult to take an absolute position on an issue, but that writers most does do not allow them to defend or refute those ideas.</li> <li>Present fires on antional parks and forests. Put a check next to each statement with which you agree.</li> <li>Forest fires that burn thousands of acress are among our worst natural disasters.</li> <li>Forest fires that burn thousands of acress are among our worst natural disasters.</li> <li>Forests need fire to be healthy.</li> <li>Forest fires have destroyed much of the natural peatures or a small group to verify their answers.</li> <li>After students have marked their initial responses, article). They are to comoplete dit wild scussion, conduct a brief whole-group discussion. It cancessary, clear up any misconceptions. An added benefit of reviewing and, if necessary, correcting survers at this point. As necessary, clear up any misconceptions. An added benefit of reviewing and, if necessary, correcting survers?</li> <li>Mate teal for their they sound mark the text for where they lound the answers.</li> <li>Mate the and in the anterial.</li> <li>Ask students to identify information from this article that could be helpful in their presentation.</li> <li>Mate students to identify where you found the answers?</li> <li>Mate the following questincorecestary.</li>		
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Program Strategy:	Literacy Strategy:
	<ul> <li>Listen for:</li> <li>Opinions are not always based on facts.</li> <li>Understanding that some students had background about the concept that may be accurate or not.</li> <li>Relying on the texts for accurate or verifying information.</li> <li>This activity is teaching inference as all answers are not literal.</li> </ul>

#### Instructor's Script – Anticipation Guide

It is critical that students understand that everyone has opinions, but they are not always based on facts. Sometimes, too, statements are very broad and are not always true. These exceptions need to be understood.

An anticipation guide sets the purpose for reading. By pre-selecting statements, the teacher has determined which points are critical for understanding.

#### **Common Mistakes Made by Students**

Students often base their opinions on their personal experiences and not on textual evidence. Forcing students to identify specific evidence grounds them in the text.

Students, however, often look for the simple answer by identifying key words and then just reading the closely surrounding text. Since some of the anticipation guide statements are inferential, students need to learn that they often have to connect information from multiple places in the reading.

#### **CTE Instructor's Extended Discussion**

Fire emergencies often attract strong opinions from those impacted and onlookers. Firefighters need to be familiar with some of these common wrong opinions and be prepared to identify and share information that refutes the statements.

#### Sample Questions:

#### **Career and Technical Concepts**

Question	Answer
Categorize the following statement: Forest fires should only be contained, not extinguished. A. Hypothesis B. Opinion C. Corroboration D. Fact	B. Opinion

## PA Core Reading Concepts

Question	Answer
Students should be required to complete a year of national service after high school to help them decide on their careers.	C. Sixty percent of the students who start college say they don't know why they are there.
<ul> <li>Which of the following statements corroborates this proposition?</li> <li>A. Teens don't like to do volunteer work.</li> <li>B. The USA has many needs.</li> <li>C. Sixty percent of the students who start college say they don't know why they are there.</li> <li>D. Parents want to keep high school graduates</li> </ul>	
at home until they are 19.	