

## EXPLANATION

Proficient readers make predictions naturally, without even knowing it. They predict what a book will be about based on the title, they predict why characters act a certain way, and they guess what will happen next when they get to the end of a chapter.

It's important that teachers help teach young students to use this same reading comprehension strategy as well. Predicting helps keep the reader's mind engaged and activated as he or she works through a text. When students actively predict while reading, they stay connected to the text and can reflect upon, refine, and revise their predictions.

## WHAT YOU NEED TO KNOW BEFORE TEACHING THE PREDICTING READING STRATEGY:

Predicting requires the reader to do two things: 1) use clues the author provides in the text, and 2) use what he/she knows from personal experience or knowledge (schema). When readers combine these two things, they can make relevant, logical predictions.

Readers should make predictions before, during, and after reading. There are several different kinds of predictions that a reader can make with a text. Readers can:

- **predict what the book will be about** (Reader use titles and cover illustrations, etc.)
- **predict the author's purpose** (Is the author trying to convince us of something? Does the author want to teach us something? etc.)
- **predict future events in the book** (Reader bases these predictions on previous events or character words and actions)
- **predict why an author included a specific text feature** (What does it teach us? What information does it help clarify?)
- **predict what they will learn from the text or section within a text** (Reader uses titles, headings, and subheadings to inform predictions)
- **predict what would happen next at the end of the book if it were to continue**

Predicting involves more than just trying to figure out what will happen next. In fact, predicting requires students to draw on a variety of other secondary skills. As students look for evidence for their predictions, they also ask themselves questions, reread the text, recall information given in the text, infer, and draw conclusions.

Making predictions helps set the stage for students to monitor their own comprehension. Making predictions naturally encourages the reader to want to continue reading in order to find out if their predictions were correct or not. By making predictions and then reading on to see if those predictions were correct helps to let the students know if their thinking was on the right track. Using the prediction strategy correctly, truly will result in comprehending the text more fully.

## INTRODUCING THE PREDICTING READING STRATEGY TO STUDENTS

The concept of predicting will most likely not be new to students. Activating this skill while reading, however, may require some practice. Since students may not be stopping to make predictions as they read, explicit instruction to train students to do so is essential.

You can introduce this reading comprehension strategy with a simple exercise. Tell students that you are going to play a quick game that will require them to guess what you are going to do next in your school day.

In either case, have students share out the clues that they used to make their guesses. Explain that when students made a guess as to what you were doing next, they were making predictions. Tell students that readers make predictions all the time in the books that they are reading by using clues that the author gives them, and by using their own personal knowledge. In the scenarios above, the students used the clues from your actions plus their knowledge from past experiences to make their guesses as to what you were going to do next.

When first starting out, it might be helpful to give students some thinking prompts to help guide their predictions. Here are a few examples:

- I think \_\_\_\_\_ will happen because \_\_\_\_\_
- I bet \_\_\_\_\_
- I'm guessing \_\_\_\_\_
- Since \_\_\_\_ happened, I think that \_\_\_\_\_ will happen
- I think the character will \_\_\_\_ because \_\_\_\_\_
- I think I will learn \_\_\_\_\_

Another thing to focus on with students while making predictions is helping students make logical predictions that make sense.

Struggling readers often make predictions that are not logical by simply choosing something remotely related to the topic or event in the book. This is why it is so important to help students rely on text evidence when making predictions as well as reflecting on each prediction. Help students to use phrases such as: *"this prediction makes sense because in the text it says..."* or *"this is a logical prediction because..."*

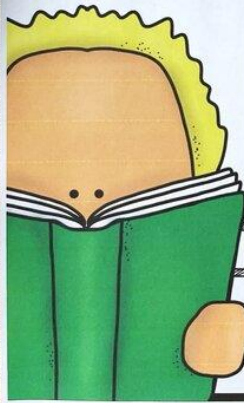
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# Predicting

When I read I can guess, or predict, what might happen next, or what I might learn next based on the author's clues.

## BEFORE READING

I use the title and cover illustrations to predict what the story will be about or what I will learn.



## DURING READING

I stop often to guess what will happen next or what I will learn next. I use information previously given in the text to help me form my predictions.

## AFTER READING

I check to see if my predictions were correct. I can also make predictions as to why the author wrote the story.

