FOR-PD's Reading Strategy of the Month

(Developed by Zygouris-Coe, V. & Glass, C., 2005)

Rationale:

"Comprehension is an active cycle of mental activity (Duffy, 2003)." The cycle begins when readers anticipate meaning by predicting what they will find in the text. As readers move into the text, they monitor their own comprehension, they ask questions, and when necessary readers abandon earlier predictions and make new ones. Good readers do not sit back and passively wait for meaning to come to them. As they read they grapple with and make meaning from text (Duffy, 2003). This mental activity happens in a flash and comes naturally to good readers. Struggling readers however, often think that meaning will come to them; they do not understand the comprehension cycle and how to construct meaning through active reading. The comprehension cycle is hard to teach for many reasons and therefore, students simply cannot mimic the teacher. First, the comprehension cycle is invisible, happening in the head of the reader. It is also personal, relying on an individual's prior knowledge. Predictions that are made must often be abandoned based on the text. And finally, it takes energy; students cannot coast along passively (Duffy, 2003).

Predicting involves previewing the text to anticipate what will happen next. The thinking processes involved in predicting assist students in making meaning (Block, Rodgers, & Johnson, 2004). By making predictions, readers are using the following processes: prior knowledge, thinking on a literal and inferential level, adding to their knowledge base, linking efferent and affective thinking processes, making connections, and filling the gaps in the author's writing (Block et. al., 2004). Making predictions while reading keeps the mind **actively focused** on the author's meaning and provides the reader with **motivation** and a **purpose** for reading.

Readers must make logical predictions based on information from the text and their prior knowledge. Knowledge of fictional text structures such as characters, setting, problem, resolution, theme or lesson assist students in making predictions. Nonfiction reader aids such as text headings, illustrations, and features such as maps, captions, and tables also help students make logical predictions about what they think they will learn from the reading. Giving students the opportunity to preview what they will be reading by discussing text features and using graphic organizers provides students with visual clues for predicting (Oczkus, 2003).

How to Use the Strategy:

Students, especially those struggling readers, will need guided practice and many opportunities to use the prediction wheel.

Before reading, good readers make predictions about what they are going to read. Students should be encouraged to look at the front cover of trade books and picture books. Subheadings, illustrations and captions, and graphics and charts in informational text. Students should make logical predictions based on what they have seen. Asking students, "Based on the information you have seen, what do you think you will learn?" Ask students for their rationale. "What in the text makes you think this way?" "Did you use any other information aside from the text to formulate your prediction?" This is a skill that all students must have for the FCAT; they must be able to provide evidence from the text.

During reading, good readers gather evidence about their predictions; revising, abandoning, or creating new predictions based on what they are reading. Students should be asking themselves, "Does the text support this prediction?" If evidence to support their prediction is not in the text, should the prediction be revised or abandoned?

The teacher should draw the student's attention to specific contextual features for making predictions rather than simply asking them to guess what will come next. Some questions for focusing students on contextual features

include:

Narrative Text:

- What do you know about this character that helps you predict what s/he will do next?
- Given the situation in the story, what will possibly happen next?
- In stories like this one, what usually happens next?

Informational Text:

- What do you know about this subject that can help you predict what will be covered next?
- Look at the sub-heading (or picture, map, graph, etc.). What does the sub-heading lead you to believe will be presented next?
- Why do you think the author wrote this? What information will be presented next?

Variations:
The prediction wheel can be used in any content area.

Possible Sentences is a pre-reading strategy that focuses on vocabulary and predictions. Teachers write key words and phrases of a selected text so that all students can see them. Students first define the terms, group them into related pairs and write prediction sentences using the word pairs. Students then check their predictions by reading the text.
http://www.justreadnow.com/strategies/possible.htm

Predicting Outcomes is a strategy that helps students make predictions, connections, inferences, and determine cause and effect. Students are taught to stop their reading, momentarily close their book, and use all the information they have read to make a prediction about what will happen next in the text.

Ideas for Assessment:

Assessment enables the teacher to see the target and whether the student's performance has hit that target. Assessment must measure what readers actually do as they engage in real reading according to the various purposes. Evaluate students on their ability to create logical predictions using the graphic organizer. Their predictions should be text-based and students should be able to present evidence of support from the text. Assess students on their ability to activate prior knowledge, locate key information, draw connections among texts, and also on the accuracy of their predictions.

The teacher can use many different forms of assessment when assessing the student's ability to predict. Teachers can conference with students as they are reading and keep interview notes. All students should justify their reasons for maintaining or rejecting their predictions. Students can respond by writing responses regarding the process of prediction. Also, keeping anecdotal records of student reading behaviors is another way of assessing prediction skills. Finally, teachers can assess the student's ability to predict by having them use a think aloud strategy.
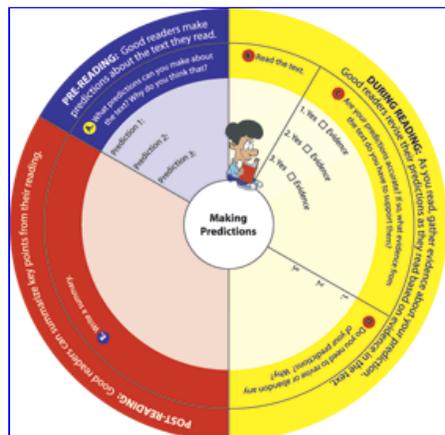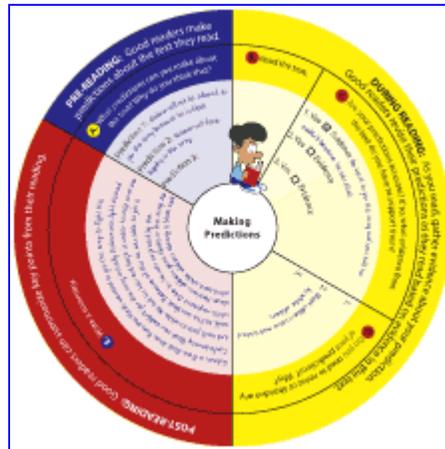

(Click on the graphic above to go to a pdf file of the Prediction Wheel worksheet.)

Elementary example below used a second grade science textbook. The chapter used was on the environment.
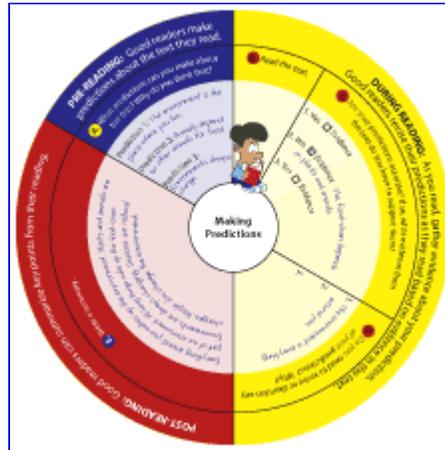
(Click on the graphic above to go to a pdf file of a sample elementary Prediction Wheel worksheet.)

Secondary example below used text from the book Bull Run by Paul Fleischman.

(Click on the graphic above to go to a pdf file of a sample secondary Prediction Wheel worksheet.)

Resources
For more informative links on prediction strategies see the following:

Using Prediction Strategies - Strategies in Action
http://www.marion.k12.ky.us/Strategies/Social/socialstudies/predictions.htm

Lesson Plan: Unwinding a Circular Plot: Prediction Strategies in Reading and Writing
http://www.readwritethink.org/lessons/lesson_view.asp?id=292

Literacy Skills and Strategies
http://www.lite.iwarp.com/sklstrat.htm

What Can You Say About a Book? Ideas and Inspiration for Improving Book Talk and Book Reviews
http://www.ttms.org/say_about_a_book/read_like_a_reader.htm

References
Block, C., Rodgers, L., Johnson, R. (2004) *Comprehension process instruction: Creating reading success in grades K-3.* The Guilford Press: New York, NY.

Duffy, G. (2003) *Explaining reading: A resource for teaching concepts, skills, and strategies.* The Guilford Press: New York, NY.

Oczkus, L. (2003) *Reciprocal teaching at work: Strategies for improving reading comprehension.* International Reading Association: Newark, DE.

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Go to Adobe PDF instruction page.