

Intermediate Reading

Predict the Events

Session 8

MEIYANTI NURCHAERANI S.S.,M.HUM

UNIVERSITAS ESA UNGGUL

JAKARTA

2019 – 2020

Predicting

What Is It?

Effective readers use pictures, titles, headings, and text—as well as **personal experiences**—to make predictions before they begin to read. Predicting involves thinking ahead while reading and anticipating information and events in the text. After making predictions, students can read through the text and refine, revise, and verify their predictions.

The strategy of making predictions actively engages students and connects them to the text by asking them what they think might occur in the story. Using the text, students refine, revise, and verify their thinking and predictions.

Why Is It Important?

Making predictions activates students' prior knowledge about the text and helps them make connections between new information and what they already know. By making predictions about the text before, during, and after reading, students use what they already know—as well as what they suppose might happen—to make connections to the text.

Snow (1998) has found that throughout the early grades, reading curricula should include explicit instruction on strategies used to comprehend text either read to the students or that students read themselves. These strategies include summarizing the main idea, predicting events or information to which the text is leading, drawing inferences, and monitoring for misunderstandings.

How Can You Make It Happen?

Teachers should begin modeling the strategy of making predictions regularly with young students, and they should continue using this strategy

throughout elementary and middle school—until students have integrated the strategy into their independent reading.

Model how to make predictions for emergent readers. The "**think-aloud**" **strategy**, is particularly helpful.

- Think aloud before reading a book to students, modeling the process of predicting before reading. "I found an interesting book at the library and by looking at the cover I am guessing or predicting the story will be about _____ and _____. When we use what we know to make a guess before we read it is called 'predicting.'"
- Think aloud while reading a book to students, modeling the process of predicting while reading. "Hmmm my prediction that the story would be about _____ was right, but I did not think that _____ would happen. I'll make a new prediction that _____ will happen based on what we read."
- Think aloud after reading, modeling the process of reflecting on predictions after reading. "My first prediction was _____. After reading part of the story I predicted _____. Now that I am finished reading I think my predictions were close/not close to what really happened because_____."

As students move toward independent integration of the strategy, teachers should provide opportunities for them to make, revise, and verify their own predictions before, during, and after reading. Here are some suggestions:

- Pre-select and mark stopping points throughout a book. Use sticky notes to mark students' books if they are reading independently.
- As a class or in groups, have students make and discuss predictions. Have them think aloud as they share their predictions.

- Have students write or draw predictions in journals, learning logs, or on chart paper to refer to throughout the story.
- At the pre-selected stopping points, have students refine, revise, and verify their predictions. Make changes to the journals or chart as needed.
- At the end of the story, have students reflect on their predictions in relation to the entire story and ask them to draw a final sketch or write a learning log response about their predictions. Encourage students to think about why their prediction was correct or incorrect and what information they are using to make that decision.

Taking Predicting to the Next Level

As students become proficient in making predictions, they can start using the **Direct Reading-Thinking Activity (DR-TA)** strategy, which guides students in making predictions about a text and then reading to confirm or refute their predictions. Students justify their predictions, discuss or write their explanations, and make new predictions based on specific evidence from the text. Students can also determine whether predictions came from their own prior knowledge and which predictions were based on evidence from the text.

Predicting is an important reading strategy. It allows students to use information from the text, such as titles, headings, pictures and diagrams to anticipate what will happen in the story (Bailey, 2015). When making predictions, students envision what will come next in the text, based on their prior knowledge. Predicting encourages children to actively think ahead and ask questions. It also allows students to understand the story better, make connections to what they are reading, and interact with the text.

Making predictions is also a valuable strategy to improve reading comprehension. Students are able to make predictions about a story, based on what they have already heard, read, or seen. This in turn, will allow students to become actively involved in the reading process. To determine if their predictions are correct, students should be required to reread portions of the text to recall facts about the characters or events within the story. Picture walks can serve as a tool to organize information within a story, which can also increase a child's comprehension. During a picture walk, students are able to activate their prior knowledge and connect the visual images in the story to their own personal experiences.

Students can also use a graphic organizer to predict the outcome of a story. They can do this by identifying clues within the text to predict how characters will behave and how significant problems in the story will be solved. When using a graphic organizer, students are able to stay fully engaged in the story as they capture their thoughts in a logical way. It is important for teachers to encourage children to record clues that either support or deny their predictions. Teachers can also allow students to revise their predictions in order to reflect on the clues that are found within the text.

Making predictions encourages readers to use critical thinking and problem solving skills. Readers are given the opportunity to reflect and evaluate the text, thus extracting deeper meaning and comprehension skills. Students will also be more interested in the reading material when they connect their prior knowledge with the new information that is being learned.

Predicting is closely related to inferring. Readers predict actions, events and outcomes that are confirmed or dismissed during the reading experience. Predicting is like forward inferring. When inferring, the reader

looks back to confirm thinking. When predicting, the reader always looks forward.

When readers predict, they use information in the text and their background knowledge to make smart guesses about what they may encounter in the text. Readers use this strategy to prepare to read and monitor their comprehension during a reading experience. Predicting assists with organizing thinking as new material is learned. It requires the reader to substantiate their understanding as they read, while consistently confirming, rejecting or adjusting their predictions.

Predictions are based on clues in the text such as pictures, illustrations, subtitles, blurb, text type and plot. Good readers think about what's going to happen and make smart guesses based on what they know and have read. Children should be encouraged to justify predictions. This keeps them interested and engaged during the reading experience.

Some of the language thinking stems used when predicting includes - Since ___ happened, I think ___ will happen. - While looking over the text before reading, - I predict I will learn about.... - I'm guessing this book will be about.... - I changed my first prediction because it said in the book.... - Although the author hasn't told me this, I think.... A question I am asking myself is.... The prediction I am making is....

Focus Questions

- What do I think will happen next?
- Why did you make this prediction?
- How did the illustrations help you to predict?
- How did you use your prior knowledge to help you to predict?
- What clues in the story led you to think that?

-Based on the information you have read so far, what do you predict will come next?

-Which predictions were confirmed by the text? Which predictions need to be revised?

Source:

<https://raceviewss.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Part%204-Predicting.pdf>

Students love making predictions. And building anticipation for what might happen next is an easy way to make reading fun.

By prompting readers to wonder what might happen next and whether or not their prediction will come true, you'll quickly boost reading comprehension and engagement. That's because when we ask students to make predictions, we are asking them to think about what they already know about the story, and what they think will logically happen next. Here are some common predictions you can try during your read alouds:

- **Before Reading-** What will the book be about? Who will the main characters be? What big events will happen in the story? Where will the events take place?
- **During Reading-** How will a character respond to the problem? Who might help the character solve the problem?
- **After Reading-** Which predictions were correct? Which predictions were incorrect? Why were the predictions incorrect?

Once students have mastered answering these types of simple questions. It's time to take it up a notch. For predictions to be a truly useful comprehension tool, students need to base their predictions on evidence from the text. So, for example, if your students predict that the main character will meet an alien, ask the students to point to the evidence. If there's a spaceship hovering ominously above the main character, great,

the aliens are probably coming! If not, encourage them to take a closer look at the clues left by the author.

You can help your students master the art of making predictions with any text. But, if you'd like to save some time, try pairing a BookPagez lesson plan with one of these books:

- [If You Give a Mouse a Cookie](#)
- [Corduroy](#)
- [Caps for Sale](#)
- [Rosie's Walk](#)
- [Olivia](#)
- [Doctor De Soto](#)
- [Stellaluna](#)

Making predictions when reading is an important reading comprehension strategy. In this lesson, we will discuss why it is important and how to model and practice it.

The Importance of Making Predictions

If you were to have your palm read, the lines on your palm would be examined to predict what will happen to you in the future. But when a reader makes predictions about a novel or textbook, specific details from the text are used. **Predicting** is a reading comprehension strategy that readers use to anticipate what comes next based on clues from the text and by using their prior knowledge.

From the second a reader sees the title of a text, looks at a picture on the cover, or reads the first line, prior knowledge from what they've learned and/or from life experiences is used to make predictions or educated guesses. Predicting is an ongoing process that keeps the reader engaged as he or she tries to figure out what is coming next by making new predictions. He or she is also revising old predictions as more information is gathered. From beginning readers to adults who've been reading the

majority of their lives, predictions help keep readers focused and motivated, and it shows that they understand what they are reading.

More advanced readers make predictions very naturally before and during the reading process, much like when someone watches a movie and keeps interrupting it to say what they think will happen next. This may be annoying, but it shows that the person is demonstrating a higher level of thinking versus passively reading or watching and absorbing everything without questioning or thinking about it.

How to Model Predicting & Its Importance

With beginning readers, you should model predictions by thinking aloud. This is done when you read a text to the class and talk about your thought process in order to show students how to make predictions. For example, a student might think *The Three Little Pigs* is going to be about three pigs on a farm because of the title. There aren't any detailed clues as to its context. But you can guide the students to examine the picture on the cover, pointing out the angry wolf and saying, 'What can we predict about him?'

References

<https://bookpagez.com/blog/your-reading-comprehension-toolkit-making-predictions/>

[https://raceviewss.eq.edu.au/Supportandresources/Formsanddocuments/Documents/P
art%204-Predicting.pdf](https://raceviewss.eq.edu.au/Supportandresources/Formsanddocuments/Documents/P
art%204-Predicting.pdf)

[https://study.com/academy/lesson/how-to-make-predictions-based-on-information-
from-a-reading-selection.html](https://study.com/academy/lesson/how-to-make-predictions-based-on-information-
from-a-reading-selection.html)