Prediction
Reading Comprehension Strategy

Prediction as a comprehension strategy concerns supporting readers to make meaning of a text by making informed predictions. No comprehension strategy is used in isolation- when we read, we are always doing more than making predictions- but rather, each strategy is used in conjunction with other comprehension strategies. However, competent readers use predicting as a way of connecting their existing knowledge to new information in a text to make their reading of the text meaningful.

Prediction strategies encourage students to read the text actively and closely, searching for clues and evidence that will help them to make predictions. A reader involved in making predictions is focused on the text at hand, constantly thinking ahead and also refining, revising, and verifying his or her predictions. Such engagement in reading motivates students and improves their ability to comprehend texts and justify their opinions and personal responses.

Suggested Learning Outcomes

OL2: Engage actively and responsively within class groups in order to listen to or … express feelings and ideas

OL8: Listen actively in order to interpret meaning… and respond to drama, poetry, media broadcasts, digital media, noting key ideas…

R2: Read for a variety of purposes: learning, pleasure, research, comparison

R3: Use a wide range of reading comprehension strategies appropriate to texts, including digital texts: to retrieve information;… to link to previous knowledge, follow a process or argument… link main ideas; to monitor their own understanding; to question, analyse…

R9: Identify, appreciate and compare the ways in which different literary, digital and visual genres and sub-genres shape texts…

Possible Key Skills

- Being literate
- Managing information and thinking
- Communicating

Instructions

There are a number of ways to approach using prediction as a comprehension strategy:

The teacher might give an **explicit description of the strategy** and when and how it should be used. You could explain to your students how "predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions."

It is good practice also for teachers to **model prediction in action**. The teacher might say "*I am going to make predictions while I read this book. I will start with the cover. I see a picture of a wolf and in the background, there are snow-capped mountains. I don't think this is in Ireland. I'm going to predict that this novel is set somewhere other than Ireland and there is going to be something to do with an adventure… The title also gives me clues about the book; the title 'Wilderness' confirms my predictions'.* Modelling prediction in this way helps students to question and critique texts and see how your predictions were formulated.

We can then encourage students to pause, reflect, infer and predict, justifying their decisions. We can do this **collaboratively**, in pairs or small groups, perhaps using paired reading activities, and take feedback from the class. Graphic organisers can also be a useful way to record predictions. Thus, the reader is refining, revising, and verifying his or her predictions. This promotes their ability to question, analyse and evaluate as well as to read the text closely and reflect on their learning.

Students can also use the strategy as they **read independently** and silently, using the graphic organiser or any other annotations to note their predictions. What is crucial is that students habitually pause to make predictions and have time to reflect on them and to question them.