

# **Dr. Bob's Comprehension Strategies**

## **Predicting in Fiction**

**Picture Books, Novels, Short Stories, Poetry**

### ***About the strategy:***

*Making predictions and confirming or changing them as you read is one way to keep your mind engaged throughout a story to better understand what is actually happening.*

*Predictions are not just guesses. Readers use evidence from making personal connections to experiences and other texts as they read to make informed predictions.*

*The organizing elements of a story are **characters, plot and setting**. You make predictions about who the characters are, what might be happening in the plot and the location and time period of the setting before and during reading to keep your thinking focused. You confirm or change your predictions during and after reading to help you understand the story better.*

*The Common Core now requires you to be able to cite both explicit and implicit textual evidence. This strategy is interconnected to inferencing. The two guiding questions to always be asking readers is:*

*1st What do you predict about \_\_\_\_\_?*

*2nd How do you know? or What is your textual evidence?*

### **Before reading:**

Preview and Connect.

Read the title, scan the book cover or any illustrations.

Think about any connections you can make with your experiences and any books you have read.

Focus your thinking on predicting the possibilities of who the characters might be, what might happen in the plot of the story and where and when the story is taking place.

Write down your predictions on the graphic organizer or on post-its to put on a large poster of the organizer and explain what is the evidence from the illustrations or text that makes you believe that your predictions were correct or not.

### **During reading:**

Confirm or change predictions

Continue to make connections with your experiences and books you have read to help you understand what is happening in the story.

Confirm or change your your predictions about the characters, plot and setting.

Think about why you have decided to confirm or change your predictions. Write down your confirmations, changes and new predictions and explain your thinking citing textual evidence.

**After reading:**

Continue to make connections with experiences and other books you have read.

Continue to think about your predictions and the confirmations and changes you made and why they were made.

What were the author's clues that were most important in your confirming predictions?

What predictions were most helpful in understanding the story?

**Variations:**

Can be done in whole group as a demonstration through Readaloud-Thinkaloud.

Can be done in Think-Pair-Share groupings.

Can be done in triads or in cooperative learning groups.

Can be done with lap boards.

**Variations for second language learners:**

Utilize just the illustrations to build and scaffold vocabulary.

Can stop at any point to have students do a quick Sketch-to-Stretch.

**Variations with technology.**

Can be done with e-readers by clicking on "notes" and recording your predictions, confirmations and underlining textual evidence.

Texts can be downloaded and presented on smart boards where demonstrations can be made and saved to be reviewed at a later time.

See graphic organizer.

## Predicting in Fiction

Text \_\_\_\_\_

**Predictions before reading.**  
characters:

**Textual evidence.**

plot:

setting:

**Predictions during reading.**  
Were they confirmed or did they change?  
characters:

**Textual evidence.**

plot:

setting:

**After reading.**  
Were your predictions confirmed?  
characters:

**Textual evidence.**

plot:

setting: