

INTRODUCTION

What is the **FOCUS** series?

FOCUS is a reading-strategy practice series. Each student book in the series provides brief instruction and concentrated practice for students in one targeted Reading Strategy. *FOCUS* also allows students the opportunity for self-assessment of their performance. It allows teachers the opportunity to identify and assess a student's level of mastery.

6 Reading Strategies featured in the *FOCUS* series:

- Understanding Main Idea and Details
- Understanding Sequence
- Recognising Cause and Effect
- Comparing and Contrasting
- Making Predictions
- Drawing Conclusions and Making Inferences

The *FOCUS* series spans 8 reading levels (1.0–8.9). The reading passages in each book are designed so that the book can be used by all students performing at that reading level. The reading passages in each book progress from low to high along that reading level range.

Book	Reading Level
Book A	1.0–1.9
Book B	2.0–2.9
Book C	3.0–3.9
Book D	4.0–4.9
Book E	5.0–5.9
Book F	6.0–6.9
Book G	7.0–7.9
Book H	8.0–8.9

What is Making Predictions, the Reading Strategy featured in this *FOCUS* book?

Making a prediction is making a good guess about something that has not yet happened but will probably happen next or in the future. To make a prediction, use clues in the passage along with what you already know from your own experience. Clues to what will probably happen are found in the details of the passage. Clues may also be found in the title or in the pictures in the passage. Predictions are usually about events or situations or about characters' actions, thoughts or feelings.

What is in each student book?

There are 48 student books in the *FOCUS* series. There is one student book for each of the 6 Reading Strategies, at each of the 8 reading levels. Each student book contains:

- *To the Student*
This introduces the program and should be read and discussed with students to make sure they understand what they are to do in the book.
- *Table of Contents*
- *Learn About (Modelled Practice)*
These two pages provide basic instruction and modelling in the understanding and application of the Reading Strategy. The Learn About should be read and discussed with students to make sure they understand the Reading Strategy. Additional tips for helping students understand and use the Reading Strategy are included in the Reading Strategy Tips for the Teacher on pages 12–13 of this teacher guide.
- *Lesson Preview (Guided Practice)*
These two pages include a sample reading passage and two selected-response questions with explanations of why each of the eight answer choices is correct or not correct. The Lesson Preview should be read, worked through, and discussed with students to make sure they understand how to answer strategy-based questions.
- *20 Lessons (Independent Practice)*
Each two-page lesson contains one reading passage, four strategy-based selected-response questions and one strategy-based constructed-response writing question.

Reading Passages: The reading passages progress across the reading level. The passage genres include:

—**Fiction:** personal narrative, realistic fiction, historical fiction, fantasy fiction, mystery, folktale, fable, legend

—**Nonfiction:** report, article, interview, letter, postcard, book report, movie review, diary entry, journal entry, biography, textbook lesson, directions, instructions, recipe, invitation, announcement, experiment

Selected-response questions: In each lesson, students apply the Reading Strategy to a reading passage and then choose the correct answers for four selected-response (multiple-choice) strategy-based questions. You should model how to answer these kinds of questions using information on the Lesson Preview pages.

Constructed-response writing questions: In each lesson, students apply the Reading Strategy to a reading passage and then write a short response to a strategy-based question. You should model how to answer these kinds of questions by using one of the sample answers provided on pages 28–29 of this teacher guide.

- *Tracking Chart*
Students use this chart for noting their completion of and performance in each lesson.
- *Self-Assessments*
These five forms allow students the opportunity for self-assessment of their performance.
- *Answer Form*
Students may use this form to record their answers to the eighty selected-response questions and to indicate that they have answered each of the twenty constructed-response writing questions.

READING STRATEGY TIPS FOR THE TEACHER

Making a prediction is like making an informed or educated guess about what will logically happen next or in the future.

To make predictions, you find story clues and then think about what you already know about the clues from your own experiences. For example, the Learn About passage involves a picnic, an umbrella and dark clouds. You think about what these things usually mean. An umbrella and dark clouds often mean rain, and a picnic might just be spoiled in the rain without an umbrella. This kind of thinking leads you to figure out that it will probably start to rain.

You can't make predictions about things for which no clues are given. For example, you can't predict what Lauren and her family will do after the picnic because the passage doesn't provide any clues about that.

Some clues are about concrete things, such as sea shells, rackets and balls, or a school lunchroom. Predictions from these kinds of clues will probably be about a beach, a tennis game and lunch time.

Learn About

Making Predictions

When you make a **prediction**, you make a good guess about what might happen next or in the future.

To make a prediction, think about **clues** in the reading passage. Also think about *what you already know* about the clues and other things in the reading passage. Then make your best guess about what might happen next.

Read this story about Lauren and her family. As you read, think about what might happen next. Look for clues in the story. Also think about what you already know.

Grab the Umbrella!

Lauren and her family had just arrived in the park for a picnic. It had started out as a beautiful sunny day, but you never know when the weather will change.

"Tanya, put the chicken and the potato salad on the blanket, please," said Lauren. "Darryl, please lay out the plates and the forks. And keep that umbrella handy, just in case."

Lauren looked around happily at her family. "I hope everyone is hungry," she said. Then she glanced up at the sky, and *splat* . . .



Think about what you read. What clues in the story can help you make a prediction?

Clues may be in the title of a story. Re-read the title of this story. What does it tell you? It tells you that an umbrella will be part of the story.

Clues may also be in pictures. What clues can you get from the picture in this story? The picture shows an outside picnic setting. It also shows dark clouds moving in. You probably know that dark clouds often mean rain.

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Some clues are about events in the natural world. For example, if you are reading about shorebirds and learn that their habit is to migrate every autumn, you can use this information, along with what you know about animals and people following their habits, to predict that next autumn, shorebirds will migrate.

Think about more clues that might help you make a prediction. Clues are often in the details of a story. Details in a story often tell who, what, when, where, why or how. In this story, think about the setting and what the characters do and say. These details can help you make a prediction about what will happen next in the story.

Lauren and her family are at a park, ready to have a picnic. The weather is sunny but that weather can change. This gives you a clue that the weather might change. Lauren asks Darryl to keep the umbrella handy, just in case. You know that people use an umbrella when it rains. This gives you a clue that the weather might change to rain. After the food is set out, Lauren glances up at the sky, and the story ends with the word *splat*. You know that raindrops, among other things, can make a splatting sound.

Think about the clues: weather can change, dark clouds are moving in, they keep an umbrella handy, there is a splat. Think about what you already know about these things. Predict what will happen next in the story.

Clues in Story	What You Already Know	Prediction
Weather can change. Dark clouds are moving in. They keep an umbrella handy. There is a splat.	Sunny weather can change to rain. Dark clouds often signal rain. An umbrella is used in the rain. Raindrops can make a sound like a splat.	It will probably start to rain.

Based on clues in the story and on what you already know, you were able to predict that the weather will probably change to rain.

Details in nonfiction passages can also help you make predictions. These kinds of details often tell who, what, when, where, why or how.

Remember:

Remember: When you make a prediction, you make a good guess about what might happen next or in the future.

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If you make a prediction while you are reading a passage, you will find out whether the prediction is accurate or not. If you make a prediction about something that will happen beyond a passage, you won't necessarily know whether the prediction is accurate or not. But the thought process involved in making the prediction indicates a valuable involvement with the material.

If you make predictions while reading, your predictions may change as new information becomes available.

A prediction is about something that might happen in the future. For example: *What will Carl probably do next?*

A conclusion or inference, on the other hand, is made about something that already exists but isn't directly stated. It is "in the background" or "in between the lines". For example: *What must Carl be doing right now?*

Definitions: "The explicitness with which teachers teach comprehension strategies makes a difference in learner outcomes, especially for low-achieving students (modeling and careful scaffolding is key)." (Abadiano & Turner, 2003, p. 76).

Abadiano, H. R., & Turner, J. (2003). The RAND report: Reading for understanding: Toward an R&D program in reading comprehension. *New England Reading Association Journal*, 39(2), 74-79.

Some passage clues are about abstract concepts, such as character traits, feelings, motivations, and so on. Sometimes these clues are stated directly, but sometimes you have to infer them, or figure them out. For example, a story may not say that a character is loyal, but you can figure that out from what the character does, says or thinks. Then you can use those clues, along with what you already know about loyalty, to predict what the loyal character will do, say, think or feel next.