Prediction

The teacher displays Check questions, and students record their answers for each before seeing the multiple-choice options.

Suggest Time: 15-20 minutes

Rationale/Research Base

Prediction strategies work because students avoid the opportunity to second-guess or over think what they know about a text or concept.

Optimal Application Notes:

Students should have a thorough understanding of the text before attempting "Check" questions and should base predictions on textual evidence.

Before:

- Prepare a copy of "Raise Your Score" page, which includes the questions, or copy questions (without multiple choice answers) into slide decks to display for whole class
- Prompt students to apply active reading strategies to ensure comprehension
- Arrangements can be whole group, small group, pairs, or independent.
- Framing for students: predictions depend on their knowledge of the reading, meaning they should recall or re-read sections of the text to inform their predictions

During:

- Display and read aloud the first question
- Ask students to think back to the text, or refer to the text, and share any details they feel would support a prediction.
- Have students write down their predictions based on the details shared and what they know about the text
- Circulate and monitor student predictions
  - If student predictions stray too far from the text, model sourcing and recording textual details. You can do this by displaying the text and highlighting details or verbalizing your thought process and jotting notes as you revisit the text.
  - If students' predictions reflect textual details, try skipping the class discussion of the details and reassessing to be sure students are able to pull details from the text to support predictions.

Student Tasks:

- Make Predictions Based on Textual Evidence
- Eliminate Obviously Incorrect Answer Choices
- Compare Choices to Prediction and Refine Prediction
- Complete the "Check" Section on CERCA

Online ThinkCERCA Modules:

- ThinkCERCA provides graphic organizers to guide students through best practices for testing strategies
- ThinkCERCA platform provides rigorous, standards-aligned multiple choice practice for all texts

During, continued:

- Once students have text-based predictions, display the answer choices.
- Ask students to review the choices and mark which ones they would eliminate based on their prediction.
    - Students can demonstrate understanding in a variety of formats: whole group discussion, using mini whiteboards, verbally in pairs, or independently in a notebook.
- Have students consider any remaining choices that reflect their predictions.
    - The teacher models practice for students by thinking aloud.
    - The teacher reviews choices, compares them to the prediction, and determines which choice best reflects the text.
    - Prompt students to use these choices to refine their original prediction.
- Repeat with each question, adding or removing supports based on student progress.

After:

- Ask students to complete the "Check" section in ThinkCERCA. Then, complete an exit slip based on their results
- Ask questions like:
    - How well did your predictions match the answer choices?
    - How confident were you in your answer choices with the predictions?

Scaffolds & Supports:

- Allow students to use tools such as an online translator or voice-to-speech.
- Provide students with annotation tools to help highlight the text or make comments on choices.

Raise Your Score

Strategy: Predictions

Instructions: Read the multiple choice question. Be sure to fully understand the question before thinking about what an answer would include. Consult the text and cite evidence if needed. Create an answer in your mind. Then, write a prediction for what the answer might be in the space provided. Use your answer to consider which of the multiple choice answers must be right.

Question	What I Think and Predict
Example: 1. How does the author's use of headings support the central idea of the article?	Before looking at the item choices, make a prediction by guessing what the answer might be. Since 1 of the 2 headings I read in the article is about questions people have about this futuristic city, I think that the author uses headings to organize information around the enthusiasm and concerns people have expressed about this utopian city. Therefore, I think the headings are used to support the central idea that the futuristic city can be a good and bad thing.
2.	
3.	
4.	
5.	