

NAME: _____

PERIOD: _____

Pre-Reading and Predicting for a Science Based Text

Pre-reading

Before you read, engage in the following pre-reading exercises. Answer all relevant questions.

1. **Survey the text**, noting all available reading aids (bolded words, footnotes, chapter summaries, visuals, etc.) and get a feel for the overall length of the text.

What is the overall length of the text?

About how many paragraphs does the text have?

How is the text structured?

Are there headings and subheadings?

Prediction Sentence Starters

Use these sentence starters in your responses to make your prediction

- _____ (title of text) will be about...
- I predict that...
- Based on _____ (name a title, visual, or another text feature) I believe this is about...

2. **Scan the title** (and/ or subtitles) and make a prediction about the topic. What will this text be about? What do you know about the topic? Explain.

3. **Study visuals** (like maps, diagrams, charts, and photos) and make a new prediction. What new information did you learn from studying the visuals? Explain.

Defending/Supporting Your Prediction Sentence Starters
 Use these sentence starters in your responses to support your prediction

- My prediction is based on...
- I believe I have made a correct prediction because...
- I can support my prediction. First,...

5. Read the first and last paragraphs. What new information did you learn from reading the first and last paragraphs? Was your first prediction accurate? Explain.

PreReading and Predicting for a Science Based Text Scoring Rubric				
	Foundational (0-2 pts)	Developing (3-4 pts)	Proficient (5pts)	Score
Identifies Reading Aids and Text Features and Predicts the Type of Information Based on the Genre	Identifies only a few reading aids or reading features in the text. Does not predict or inaccurately predicts the type of information based on the genre.	Identifies most reading aids or reading features in the text. Predicts somewhat accurately the type of information based on the genre.	Identifies all available reading aids or reading features in the text. Predicts accurately the type of information based on the genre.	
Makes a Prediction	Makes a prediction but it may not be accurate or specific. Prediction may not help the student.	Prediction is somewhat accurate. It is specific enough to help the student.	Prediction is accurate and specific. The student will benefit from his/her prediction.	
Explains how Specific Reading Aids and Text Features Were Used to Make a Prediction	Weakly explains the reason or purpose for the prediction. Student does not demonstrate (through writing or speaking) how reading aids help with understanding.	Offers a few reasons or purposes for the prediction. Student is beginning to demonstrate (through writing or speaking) how reading aids help with understanding.	Clearly explains the reasons/ purposes for reading aids. Student demonstrates (through writing or speaking) how reading aids help with understanding.	
			TOTAL SCORE out of 15	