

go. Text signals allow readers to make predictions about how the author's use of these language markers will contribute to meaning. Text signals include punctuation and transition words such as *however*, *including*, *in other words*, and *for example* to signal the path an author has created for readers to follow. In addition, informational text includes visual text features such as subtitles, bullets, and highlighted vocabulary that provide clues for what is important and what is to come. These clues help readers predict or prepare for new ideas or information.

The author's purposes in using text structure, text signals, and text features may seem self-evident to experienced readers, but many students miss these

BOX 7.15

How Are My Predictions Doing?

PURPOSE

To help students learn to check and revise their predictions as needed while they read, *How Are My Predictions Doing?* is simple and quick.

PROCEDURE

- Provide students with reading material chunked at points that allow for prediction, such as the beginning of a chapter in a novel, or one subheading at a time in expository text.
- At the beginning of each chunk, ask students to make a prediction, an educated guess, or a hypothesis about what will follow in the text.
- At the end of their reading, ask students to check and see whether their predictions made sense and why or why not.

The following note taker can help students get used to checking their predictions and getting better at making them.

Text _____ Pages _____

1. Reread your predictions from the last entry.

Were your predictions correct?

If yes, what clues helped you?

If no, what clues threw you off or what clues did you miss?

Why did you make the predictions that you did?

2. What predictions do you have for the next section of text?