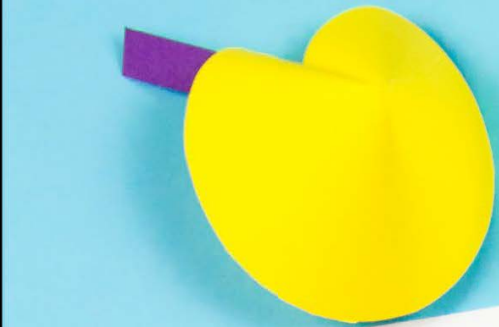


MAKING PREDICTIONS




Name: _____ Date: _____

READING: Look at the title and illustration. What do you think the story will be about? (Consider characters, setting, problem, solution)

Brad's Birthday Box

his birthday gift. He was so excited because the box was in the big box. He asked his mom, "What is it?"



DURING READING: What do you think is inside the box?

picked up the box. He ran upstairs. The box was shiny, silver, and the right size. He took it out of the box. He set it on his desk. He bent down to look at it. It had lights. It was the perfect shape. He wanted to see what he could do. He touched the sides of it. He put it back down again. He smiled. He went to the box again to get the directions.

Name: _____ Date: _____

Making Predictions

What do you think happened next in *Brad's Birthday*? Write the ending of the story based on your prediction.

the Robot suddenly began to


Brad and his brother may

the Robot is alive



Making Predictions

A prediction is a guess you make, using text or picture clues to help you.



"I think _____ because _____"

- BEFORE READING
Look at the title and illustrations.
- DURING READING
STOP! Predict what will happen next.



PREDICTING

2nd & 3rd grade

Table of Contents

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3. Predicting Paper Fortune Telling Cookies
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7. Brad's Birthday Box- 410L
8. Abby's Big Day- 500L
9. At the Zoo- 620L
10. Broken Pieces- 630L
11. Fall Surprise- 700L

Each story includes:

- 1 page of multiple choice and short response questions
- 1 page with a predicting writing prompt

ABOUT LEXILE LEVELS



MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."



890L Making Predictions Name: _____ Date: _____

STOP BEFORE READING: Look at the title and illustration. What do you think this story will be about? (Characters, setting, problem, solution)

Broken Pieces

Alex looked at the broken pieces spread all over the floor and knew that he would probably be in big trouble. Sighing, he bent down to carefully begin picking them up. Each one fit into the other like a puzzle.

Before leaving the house, his mom had told him to be careful and not to get into any trouble, but he had done just the opposite.

370L Making Predictions Name: _____ Date: _____

STOP BEFORE READING: Look at the title and illustration. What do you think this story will be about? (Characters, setting, problem, solution)

Brad's Birthday Box



think is inside the box?

ok it out of the box. He set it on his ...
it was the perfect shape. He wanted to see
it back down again. He smiled. He went to

500L Making Predictions Name: _____ Date: _____

STOP BEFORE READING: Look at the title and illustration. What do you think this story will be about? (Characters, setting, problem, solution)

Abby's Big Day

Abby woke up feeling excited and nervous both at the same time. Today was the day she had been waiting for. She ate her breakfast and got herself ready. Her dad smiled at her as they got into the car.

Driving there through a lot of traffic gave Abby time to think and prepare. She thought of how she would look and feel today during her big moment. It made her smile. Her nerves were starting to lessen, but she knew they would be back again soon.

STOP DURING READING: Where do you think Abby and her dad are going?

"How are you doing?" her dad asked, smiling at her from the front seat into the mirror.

"I'm okay," Abby said, smiling slightly back at him.

"You're going to do great!" he told her, nodding.

They passed many cars and many people walking. There were tall shiny buildings and a few trees here and there. The sidewalks were crowded as people waited at traffic lights to cross the road. Many were bundled in hats and gloves. Pretty winter decorations lined the streets.

Predicting Starters

The story said..., which made me think...

I think ... will happen because...

When I read... it made me realize...

When the character does... it makes me think...

When the character says... it makes me think...

When the character feels... it makes me think...

Please Note: Passage levels shown may vary depending on grade level purchased.

Name: _____ Date: _____

Making Predictions

What do you think happened next in *Broken Pieces*? Write the ending of the story based on your prediction.

I think Alex's mom will walk in the door with his grandparents. His mom will be upset when she sees the broken vase. Then, Alex will explain that he let his anger get the best of him and apologize. His mom will forgive him and they will clean up the mess together.

Making Predictions

Answer the following questions. Underline the correct answer.

1. Which of the following predictions would you make after reading this story?

- a. This story takes place long ago.
- b. The main character breaks something.
- c. The main character is clumsy.
- d. The main character gets into an accident.

2. What do you predict is the accident?

I think the main character will break a vase. His mom has Alex look at the mess.

3. How does Alex feel after the accident?

- a. Angry
- b. Regretful
- c. Eager
- d. Nervous

4. PART A: How will mom feel about the accident?

- a. Apologetic
- b. Disappointed
- c. Understanding
- d. Worried

PART B: What evidence helped you determine your prediction?

Making Predictions


A prediction is a guess you make, using text or picture clues to help you.

890L Making Predictions Name: _____ Date: _____

STOP BEFORE READING: Look at the title and illustration. What do you think this story will be about? (Characters, setting, problem, solution)

Broken Pieces

Alex looked at the broken pieces spread all over the floor and knew that he would probably be in big trouble. Sighing, he bent down to carefully begin picking them up. Each one fit into the other like a puzzle.



Before leaving the house, his mom had told him to be careful and not to get into any trouble, but he had done just the opposite. It was an accident, but he had to admit that he hadn't been very careful.

STOP DURING READING: What do you think the character's accident is?







After taking so long to clean his room this morning, he was mad that he hadn't been able to spend time outside on such a nice Saturday. His friends had planned a game of football, and he hadn't been involved in a single play. Alex had missed the whole thing. His days were busy with studying, homework, and soccer practice, and he felt like he rarely saw his friends.

1. BEFORE
Look at the

2. DURING
STOP! Predict

3. AFTER READING
Confirm or

Predicting Starters

-  The story said..., which made me think...
-  I think ... will happen because...
-  When I read... it made me realize...
-  When the character does... it makes me think...
-  When the character says... it makes me think...
-  When the character feels... it makes me think...

Please Note: Passage levels shown may vary depending on grade level purchased.

Name: _____ Date: _____

READING: Look at the title and illustration. What do you think the story will be about?
Characters, setting, problem, solution)

Brad's Birthday Box

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was in the big box. He



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I love it! Thank you. He told them.

DURING READING: What do you think is inside the box?

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Name: _____ Date: _____


Making Predictions

What do you think happened next in *Brad's Birthday*? Write the ending of the story based on your prediction.

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Making Predictions



A prediction is a guess you make, using text or picture clues to help you.



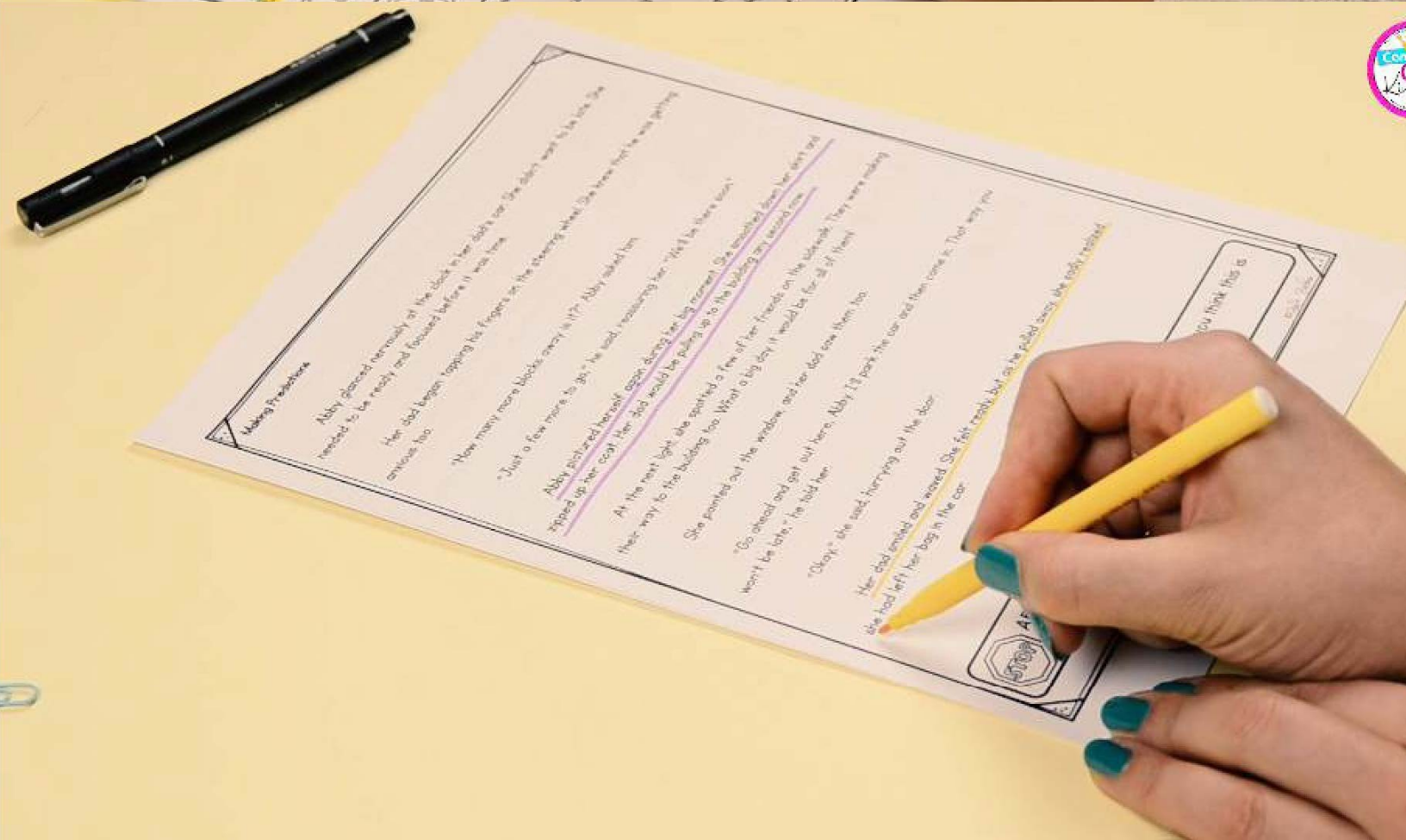
"I think _____
because _____
_____"

- BEFORE READING**
Look at the title and illustrations.
- DURING READING**
STOP! Predict what will happen next.
- AFTER READING**
Confirm or adjust your prediction.

Were you correct?

YES Confirm   NO Adjust

Please Note: Passage levels shown may vary depending on grade level purchased.



How to Teach Predicting

What is predicting?

Making predictions is a strategy in which readers use information from a text (including titles and pictures) and their own personal experiences to guess what they are about to read.

Why is predicting important?

Predicting requires the reader to actively think ahead and ask questions. It also allows students to understand the story better by recalling details, making connections, and drawing conclusions.

Making predictions is also a valuable strategy to improve reading comprehension.

Visuals

- Visuals are powerful tools to help students remember a skill or strategy. The “fortune cookie” visual is a great tool to teach kids predicting because it is a fun way to remember what predicting means.
- Process anchor charts are also helpful visuals for students to refer to, and eventually internalize the steps they can use to make predictions.
- Graphic organizers help students use the process for predicting, while organizing their thoughts.
- The ultimate goal is to provide enough practice so that students can predict internally, without any visuals or prompting.

Differentiation

Use more visuals, especially graphic organizer, to model story retellings. Have students practice predicting in small groups. Students who need more support should use these visuals until they can progress to speaking or writing about their predictions.

Predicting Paper Fortune Telling Cookies

Fortune telling cookies are a great visual to help students connect to predicting.

How to Make a Predicting Fortune Telling Cookie:

1. Print the circle template on colored or printed paper.
2. Print the prediction question prompts on white paper.
3. Cut out the circle template and prompts.
4. Fold the circle template in half.
5. Place the prompt inside the fold.
6. Paste the tops of the circle template together.
7. Fold again into fortune cookie shape.
8. Pull out the prompts to ask students to predict prompts before, during, and after reading stories.





BEFORE READING: Look at the title and illustration. What do you think this story will be about?
(Characters, setting, problem, solution)

Abby's Big Day

Abby woke up feeling excited and nervous both at the same time. Today was the day she had been waiting for. She ate her breakfast and got herself ready. Her dad smiled at her as they got into the car.

Driving there through a lot of traffic gave Abby time to think and prepare. She thought of how she would look and feel today during her big moment. It made her smile. Her nerves were starting to lessen, but she knew they would be back again soon.



DURING READING: Where do you think Abby and her dad are going?

"How are you doing?" her dad asked, smiling at her from the front seat into the mirror.

"I'm okay," Abby said, smiling slightly back at him.

"You're going to do great!" he told her, nodding.

They passed many cars and many people walking. There were tall shiny buildings and a few trees here and there. The sidewalks were crowded as people waited at traffic lights to cross the road. Many were bundled in hats and gloves. Pretty winter decorations lined the streets.

Making Predictions

Abby glanced nervously at the clock in her dad's car. She didn't want to be late. She needed to be ready and focused before it was time.

Her dad began tapping his fingers on the steering wheel. She knew that he was getting anxious too.

"How many more blocks away is it?" Abby asked him.

"Just a few more to go," he said, reassuring her. "We'll be there soon."

Abby pictured herself again during her big moment. She smoothed down her skirt and zipped up her coat. Her dad would be pulling up to the building any second now.

At the next light, she spotted a few of her friends on the sidewalk. They were making their way to the building too. What a big day it would be for all of them!

She pointed out the window, and her dad saw them too.

"Go ahead and get out here, Abby. I'll park the car and then come in. That way you won't be late," he told her.

"Okay," she said, hurrying out the door.

Her dad smiled and waved. She felt ready, but as he pulled away, she sadly realized she had left her bag in the car.



AFTER READING: What was in Abby's bag? Why do you think this is important?

Making Predictions

Answer the following questions. Underline the text evidence in the color shown.

1. Which of the following predictions would be reasonable for a reader to make before reading this story? (Choose all that apply.)



- a. Abby is feeling nervous.
- b. Abby's father is feeling worried.
- c. Abby is going somewhere with her father.
- d. Abby has somewhere important to go.

2. Where do you think Abby is going? Why?

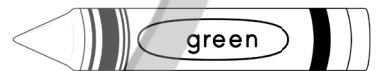


3. Which word best describes how Abby feels.

- a. Brave
- b. Anxious
- c. Smart
- d. Determined



4. PART A: What might be in Abby's bag?

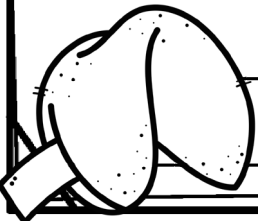
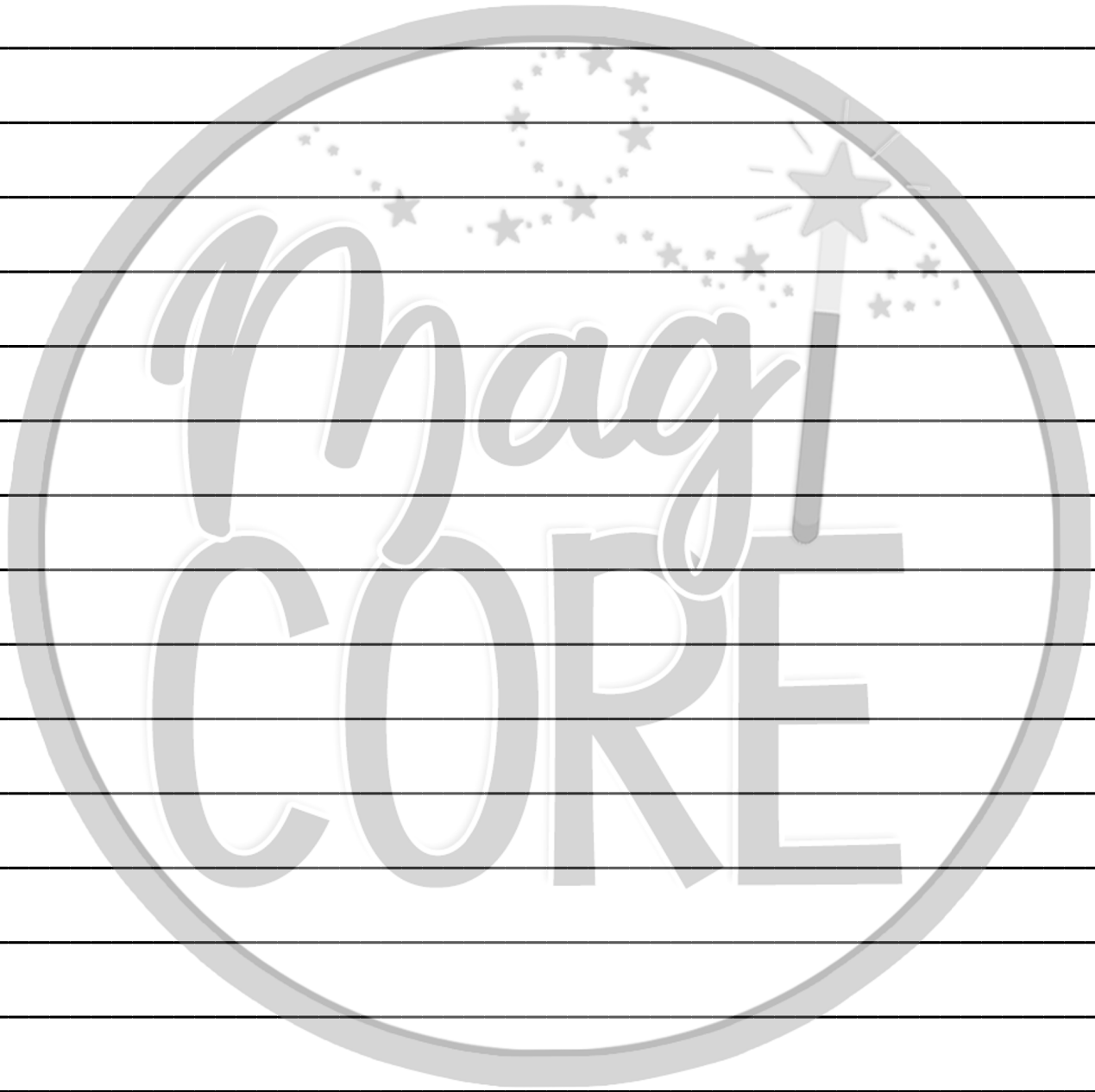


PART B: What evidence helped you determine your answer in part A?

Name: _____ Date: _____

Making Predictions

What do you think happened next in *Abby's Big Day*? Write the ending of the story based on your prediction.



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Good to Go



Not O.K.

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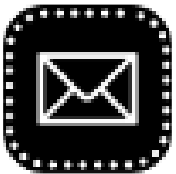
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