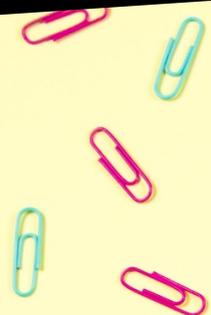


# MAKING PREDICTIONS



## 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...



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.



# PREDICTING

*1st grade*

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1. How to Teach Predicting
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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



Common Core Kingdom, 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 12<sup>th</sup> 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	190L-530L
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's mom has Alex look at the broken pieces.

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 answer?

### 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.

### 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: \_\_\_\_\_

**Brad's Birthday Box**

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



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

...his birthday gift. He was so excited. It was in the big box. He picked it up. "What is it?" his mom asked. "The one you wanted?" his dad asked. "I love it! Thank you," he told them.

...was shiny, silver, and the right size. He took it out of the box. He set it on his table. He bent down to look at it. It had lights. It was the perfect shape. He wanted to see if it 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.
- AFTER READING**  
Confirm or adjust your prediction.

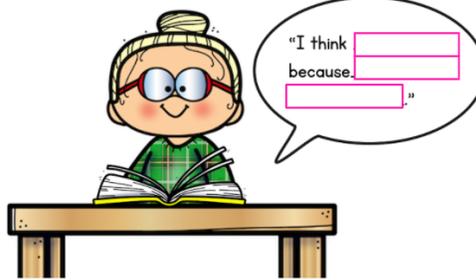
Were you correct?

YES Confirm   NO Adjust



# Making Predictions

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



## 1. BEFORE READING

Look at the title and illustrations



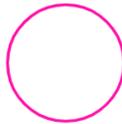
## 2. DURING READING

STOP! Predict what will happen next.



## 3. AFTER READING

Confirm or adjust your prediction.



Were you right?

YES  
Confirm



NO  
Adjust

© Julie Baker

130L

Making Predictions



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

## Fall Surprise

It was a cool fall day. The leaves were falling. It was one of Maggie's favorite times of year. She was busy picking which Halloween costume to wear. She had a witch hat and a broom. She had cat ears and a tail. She had a monster mask. She looked at each one. She wondered what her friends would wear.

Her kitten purred at the door. She let her out. She watched her go down the hall.



**DURING READING:** Where do you predict Maggie's kitten was going?

"Where was she going?" she thought. She usually was by Maggie's side. She turned around to look at her costumes again. She was too excited to waste any time.

The wind blew the trees. It was getting dark.

The doorbell rang. The wind was strong. She noticed how dark it was outside through the window. Maggie ran downstairs. She got her bag and shoes. She turned out the lights.

©Julie Baker

Making Predictions



She opened the door. The wind hit her. She saw leaves blowing. Her friends were waiting. Maggie was happy.

Kids had masks on. Maggie and her friends began walking down the street. She saw something in a tree. It was staring at her. Her friends were talking. They kept walking to get candy. She looked up in the tree again. What was staring at her?

The wind blew. Then, they all saw what it was.

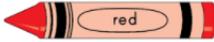


AFTER READING: What was staring at Maggie from the tree?

## Making Predictions

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

1. Which predictions could you make before reading this story? (Choose all that apply.)

- a. This story takes place on Halloween. 
- b. The main character is scary.
- c. This story takes place in the past.
- d. The main character is surprised when her friends come to her house.

2. Where do you think Maggie's kitten was going? 

3. Why is Maggie excited? 

- a. She can't wait to find her cat.
- b. She can't wait to find out what the surprise is.
- c. She can't wait to go trick-or-treating.
- d. She can't wait to see her friends.

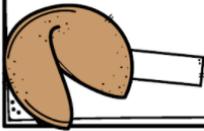
4. PART A: Which costume did Maggie choose? 

- a. Witch
- b. Cat
- c. Monster
- d. Mummy

PART B: How do you know the answer in part A?

## Making Predictions

What do you think happened next in *Fall Surprise*? Draw a picture. Write the ending of the story.



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# 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 excited, but also nervous.

Today was the day she had been waiting for.

She ate her breakfast and got ready. Her dad smiled at her as they got into the car.

There was a lot of traffic, so Abby had time to think. She thought of her big moment and it made her smile. She felt better.



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

"How are you doing?" her dad asked.

"I'm okay," Abby said, smiling.

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

They passed many cars and many people. There were tall, shiny buildings. The sidewalks were crowded, and people waited at traffic lights. People were wearing hats and gloves.

Lights lined the streets.

## Making Predictions

Abby looked at the clock in her dad's car. She didn't want to be late. She needed to be ready.

Her dad began tapping his fingers on the steering wheel.

"How far away is it?" Abby asked him.

"Just a few minutes," he said. "We'll be there soon."

Abby pictured herself during her big moment. She zipped up her coat.

She looked out the window. A few of her friends were on the sidewalk. They were walking to the building. What a big day it would be for them!

Her dad saw them too.

"Go ahead. Get out here, Abby. I'll park the car. Then I'll come in," he told her.

"Okay," she said, opening the door.

Her dad smiled and waved. He pulled away. She walked towards her friends. Suddenly, she remembered she 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 predictions could you 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. Nervous
- c. Smart
- d. Hard working



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



\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

PART B: Why do you think this?

\_\_\_\_\_

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\_\_\_\_\_

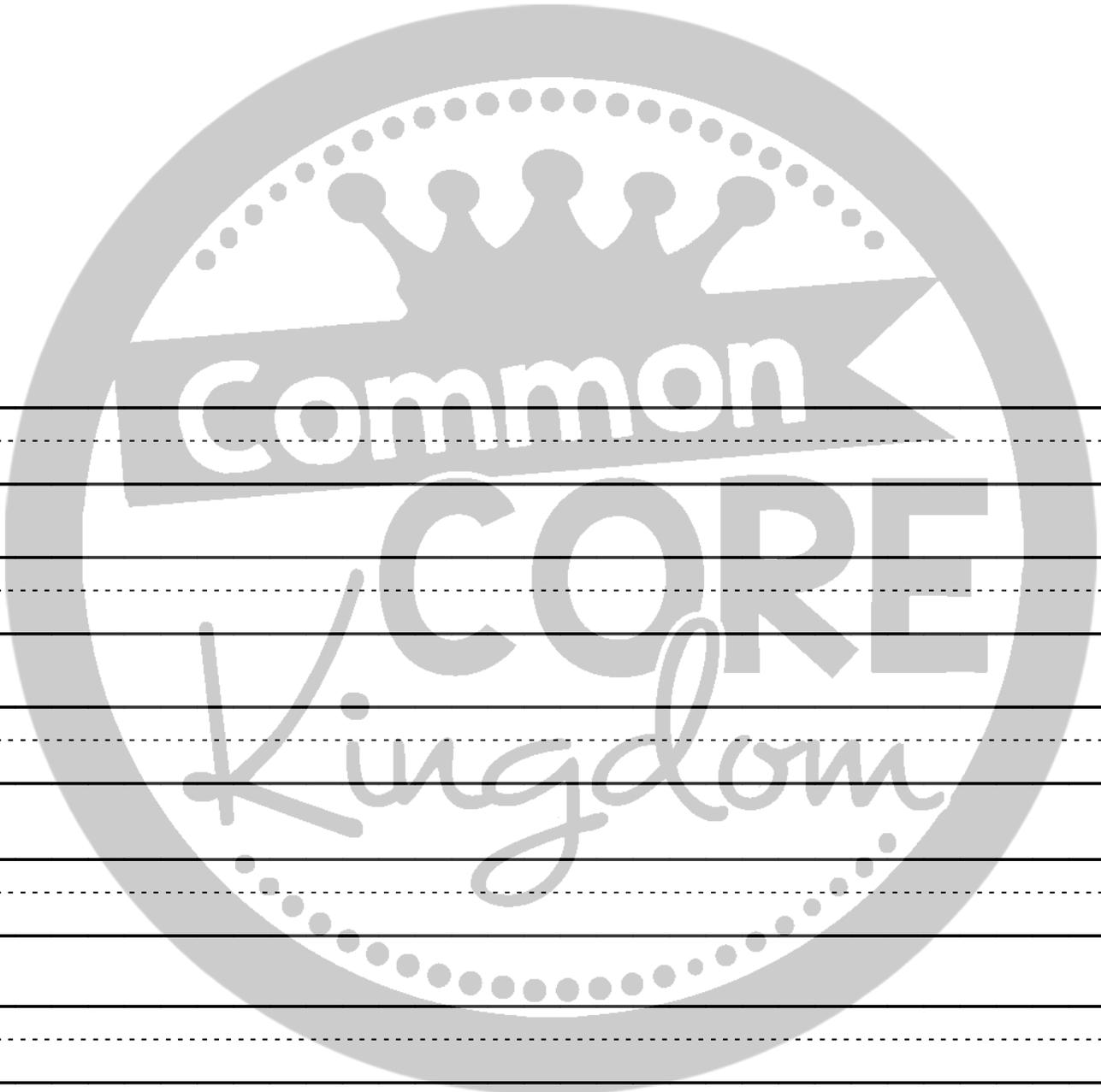
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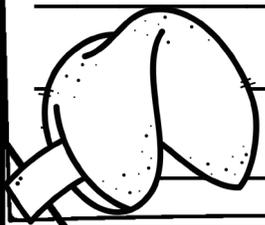
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# Making Predictions

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



Handwriting practice lines consisting of solid top and bottom lines and a dashed middle line, providing space for the student's prediction.



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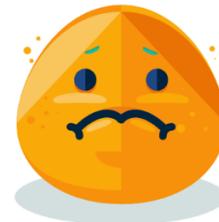


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