

Making & Checking Predictions



TEKS 5.6(C) Make and correct or confirm predictions using text features, characteristics of genre, and structures.

Objective:

I can make predictions using text features, genre, and structure as clues — and as I read, I can confirm my predictions or correct them using evidence from the text.

The anchor strategy students will repeat all lesson:

Clue → Predict → Check → Confirm or Correct. (Find a clue in the features, the genre, or the structure → predict with a "because" → read on → confirm the prediction with evidence, or correct it with evidence.)

TEACHER NOTES

At fifth grade, push for precision: strong predictions synthesize more than one clue source (a feature AND the structure, for example), and corrections state exactly what changed in the reader's thinking. This lesson targets three specific misconceptions:

- 1. Guessing instead of predicting** — students announce what they hope or imagine will happen with no clue behind it. A prediction is a clue plus reasoning: "I predict ____ because the heading says ____." The standard names the clue sources — text features, genre, and structure. No clue, no prediction.
- 2. Treating a corrected prediction as a failure** — students hide or abandon predictions the text proved wrong, or say "I was bad at this." Correcting IS the skill — the standard says correct or confirm. A reasonable prediction the text corrects means the reader is monitoring; the move is to revise it with the text's evidence, not erase it.
- 3. Never returning to the prediction** — students predict at the start, read on, and never look back. They cannot say whether the text confirmed or corrected them, or point to the line that did it. Every prediction must end checked.

The Prediction Tracker (next page) is the fix — a table, not a flow map, because predictions are living things that get revisited. The Clue column outlaws clue-less guessing. The evidence column forces the return trip. And the last column gives "Corrected" equal, honorable space next to "Confirmed" — with a proof line under both — so revising a prediction looks like what it is: good reading.

Teacher language to keep repeating:

"What's your clue? No clue, no prediction." • "Wrong predictions aren't bad — unchecked ones are." • "Did the text confirm you or correct you? Prove it." • "Good readers change their minds with evidence." • "Clue, predict, check, confirm or correct."

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Graphic Organizer — Prediction Tracker with Clue Bank

Start every prediction at the Clue Bank — the three places the standard says clues live. Then track each prediction across the row: the clue you used, the prediction with its "because," the evidence you met while reading, and the verdict — confirmed or corrected, with proof. A tracker can hold many rows, because good readers keep predicting as the text unfolds.

Step 1 — Find your clue in the Clue Bank:

TEXT FEATURES

Title • Headings
Pictures & captions
Bold words
"What do they point to?"

GENRE

Folktale: pattern of three,
magic, a lesson
Fiction: character + problem
Nonfiction: facts, real photos

STRUCTURES

Problem → solution
Cause → effect
Sequence of steps
"What usually comes next?"

Step 2 — Track the prediction across the row:

MY CLUE (feature, genre, or structure)	MY PREDICTION (I predict... because...)	WHAT THE TEXT SAID (evidence)	CONFIRM or CORRECT (check one — with proof)
			☐ Confirmed ☐ Corrected proof from the text
			☐ Confirmed ☐ Corrected proof from the text

Sentence stems for predicting and checking:

"I predict... because the [feature / genre / structure] shows..."

"The text confirmed my prediction — it said..."

"The text corrected my prediction — now I know... because..."

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I DO (Modeled — teacher thinks aloud)

Preview the text features — title, heading, photo, caption — and predict aloud before reading:

Underground Sleepers

A Long Winter Nap

When winter tightens its grip, a groundhog retreats into its burrow and sinks into a sleep so profound that it appears frozen. Its heartbeat plunges from eighty beats a minute to a mere five, and its body temperature drops until it is scarcely warmer than the soil surrounding it. This remarkable winter shutdown is called hibernation, and it allows the groundhog to survive the months when food has vanished. But hibernation is not one continuous nap. Every few weeks, the groundhog stirs, stretches, and even ventures briefly outside before settling back into its long sleep.



A groundhog curled in its burrow beneath the snow.

Say: "Before I read, I check my clues. Title, heading, caption — every feature points to winter sleep, so I predict this text will explain how animals sleep underground all winter. I read... hibernation — confirmed, and I can point to the sentence that proves it. Then I hit the word But — a structure clue that the text is about to turn. I had been thinking the groundhog sleeps straight through. The text says it wakes every few weeks. My prediction was wrong — and that is not a failure. I correct it with the evidence: hibernation includes short wake-ups. Confirm or correct — either way, I go back to the text."

The completed tracker for "Underground Sleepers":

MY CLUE (feature, genre, or structure)	MY PREDICTION (I predict... because...)	WHAT THE TEXT SAID (evidence)	CONFIRM or CORRECT (check one — with proof)
Text features — the title, the heading "A Long Winter Nap," and the caption all show winter sleep.	I predict this text will explain how animals sleep underground all winter, because every feature points to winter sleep.	The text explains hibernation — the deep winter sleep that helps the groundhog survive when food is gone.	 CONFIRMED The features pointed exactly where the text went.
Structure — the word "But" signals the text is about to push against what I was thinking.	I had predicted the groundhog sleeps all winter without ever waking.	"Every few weeks, the groundhog stirs, stretches, and even ventures briefly outside."	 CORRECTED New understanding: hibernation includes short wake-ups.

← One confirmed, one corrected — both rows are good reading

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I DO

- 1 Preview the features — title, heading, photo, caption. Predict. Then read and track both rows.

Underground Sleepers

A Long Winter Nap

When winter tightens its grip, a groundhog retreats into its burrow and sinks into a sleep so profound that it appears frozen. Its heartbeat plunges from eighty beats a minute to a mere five, and its body temperature drops until it is scarcely warmer than the soil surrounding it. This remarkable winter shutdown is called hibernation, and it allows the groundhog to survive the months when food has vanished. But hibernation is not one continuous nap. Every few weeks, the groundhog stirs, stretches, and even ventures briefly outside before settling back into its long sleep.



A groundhog curled in its burrow beneath the snow.

- 2 Complete the Prediction Tracker:

MY CLUE (feature, genre, or structure)	MY PREDICTION (I predict... because...)	WHAT THE TEXT SAID (evidence)	CONFIRM or CORRECT (check one — with proof)
			☐ Confirmed ☐ Corrected proof from the text
			☐ Confirmed ☐ Corrected proof from the text

- 3 If the text corrected you, explain your new understanding:

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WE DO (Guided — students prompt the steps)

Tell students the genre before reading: "This is a folktale." Read Part 1 aloud, stop at the banner, and collect predictions with clues. Then finish the passage and check every prediction. Each prompt targets a misconception.

Guided passage — "The Golden Fish" (a folktale):

Long ago, a poor fisherman hauled in his net and discovered a small golden fish tangled in its cords. "Release me," the fish pleaded, "and I will grant you one wish each day for three days." The fisherman wished for a net brimming with fish, and it was so. The following day, he wished for a sturdy new boat, and it was so.

STOP AND PREDICT — What will happen with the third wish? What is your clue?

On the third day, the fisherman considered his wish for a long while. At last he declared, "I wish for nothing more — I have enough." The golden fish smiled and slipped beneath the waves. And from that day forward, the fisherman's nets were never empty.

Prompt 1 — No clue, no prediction: At the stop, a student says "I predict a shark eats the fish." Ask "What's your clue?" No feature, genre pattern, or structure supports it. Redirect to the Clue Bank: "This is a folktale with three wishes — what usually happens in stories like this?" (Misconception 1)

Prompt 2 — The return trip: After finishing, ask "Whose prediction did the text confirm? Whose did it correct? Prove it with a line from the text." Check every prediction that was made at the stop — none get abandoned. (Misconception 3)

Prompt 3 — Corrected is not bad: Most students will predict greed and a lost fortune — celebrate it: "That was a strong prediction; the folktale pattern points exactly there. The text corrected us: he says I have enough. What do we know now that we didn't before? What is this folktale's lesson?" (Misconception 2)

Find the Error

Show students this sample response about "The Golden Fish" and ask: "What is wrong here? How do we fix it?"

"My prediction was that the fisherman would wish for a castle and lose everything. I was wrong, so my prediction was bad."

What to listen for: the student treats a corrected prediction as a failure. The prediction was strong — the genre clue pointed exactly there. The skill is the next move: "The text corrected my prediction. Instead of wishing for too much, the fisherman said he had enough — so the lesson is that being content is the real treasure."

Exit Ticket: Assign the quick check from the teacher dashboard.

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WE DO

1 Complete the Prediction Tracker for "The Golden Fish":

Row 1: your prediction at the STOP point. Row 2: any new prediction you made while reading.

MY CLUE (feature, genre, or structure)	MY PREDICTION (I predict... because...)	WHAT THE TEXT SAID (evidence)	CONFIRM or CORRECT (check one — with proof)
 	 	 	☐ Confirmed ☐ Corrected proof from the text
 	 	 	☐ Confirmed ☐ Corrected proof from the text

2 Which Clue Bank source did you use — feature, genre, or structure? What was the clue?

3 Explain: Did the text confirm or correct the class's prediction? What did we learn?

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YOU DO (Independent)

Preview the features. Predict. Read to the stop. Predict again. Then finish and check both rows.

A Bridge for the Crabs

A Dangerous Journey

Every autumn on Christmas Island, millions of brilliant red crabs abandon the shelter of the forest and march toward the sea to lay their eggs. But the migration collides with a serious obstacle: busy roads slice directly across the crabs' ancient route, and drivers cannot always stop in time.



Millions of red crabs cross Christmas Island every year.

STOP AND PREDICT — The text described a problem. What comes next?

The islanders engineered an answer. Workers constructed special crab bridges arching over the roads and carved narrow tunnels beneath them. During the great march, certain roads close to traffic entirely. Now the vast majority of the crabs complete their journey safely — and the island celebrates their scarlet parade every year.

1 Complete the Prediction Tracker (Row 1: from the features. Row 2: at the stop.):

MY CLUE (feature, genre, or structure)	MY PREDICTION (I predict... because...)	WHAT THE TEXT SAID (evidence)	CONFIRM or CORRECT (check one — with proof)
 	 	 	☐ Confirmed ☐ Corrected proof from the text
 	 	 	☐ Confirmed ☐ Corrected proof from the text

2 Which clue helped you predict best — a text feature, the genre, or the structure? Why?

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ANSWER KEY (Teacher Reference)

Student predictions will vary — grade the process: a named clue, a "because," and a checked verdict with proof. A reasonable correction is also possible.

I DO — "Underground Sleepers"

Row 1 (features): predict the text explains how animals sleep through winter — CONFIRMED by the hibernation explanation.

Row 2 (structure): "But" signals a turn; the prediction that the groundhog sleeps straight through is CORRECTED — "every few weeks, the groundhog stirs."

WE DO — "The Golden Fish"

Row 1 (genre, at the stop): strong predictions use the folktale pattern of three — most will predict a greedy third wish that costs the fisherman everything.

Verdict: CORRECTED — "I wish for nothing more — I have enough." New understanding: the fisherman is content, and his nets are never empty; the lesson is that being satisfied with enough is the real reward.

Find the Error fix: the prediction was not "bad" — it followed the genre clue. The fix is the corrected-prediction move: state what the text said and what we know now, not an apology.

YOU DO — "A Bridge for the Crabs"

Row 1 (features): the title, heading, and caption point to a risky crab crossing — predictions that the text describes a dangerous journey are CONFIRMED by Part 1.

Row 2 (structure, at the stop): problem → solution structure predicts the text will present a fix for the road danger — CONFIRMED: crab bridges, tunnels, and road closures. (A prediction naming a different fix — e.g., signs or fences — is reasonable and gets CORRECTED with the bridge evidence.)

Question 2: any source is acceptable with a real reason — e.g., "the structure, because once the text said problem, I knew a solution was coming."