Comprehension Passages

Out of this World LITERACY

LEXILE

Predicting

2 DIGITAL FORMATS!

PREDICTING #1 Name: Date:

READ: To predict means to think deeply about what you know and make a good guess about what might happen next. Readers can also predict how characters are thinking or feeling. Making predictions helps readers think more about a text. Read the passage and follow the directions below, then take the challenge!

The Missing Scrunchie

Kaliyah sat in her bedroom and looked at her beautiful, new scrunchie. It was dark gray, with light blue stripes all around it. She had saved for weeks to have enough money for her new scrunchie. Finally she had the perfect hair tie to wear to school!

Kaliyah finished getting ready for school and walked downstairs to eat breakfast. She scarfed down her peanut butter toast and eggs, then walked back up to her room. She wanted to wear her new, striped scrunchie to school. But when she reached her room, her scrunchie was nowhere to be seen. She looked on her dresser where her other scrunchies were scattered, but it wasn't there. She looked in the bathroom. Maybe she left it there when she brushed her teeth. She looked, but it wasn't there either.



Now Kaliyah was panicking. She'd saved forever for the perfect scrunchie! She was so disappointed. "Oh well," Kaliyah said to herself. "It will be fine. No one else will notice. I guess I need to be more careful about where I put my things." Kaliyah gave up looking and walked to catch her bus. On her way out the door, Kaliyah's mom shouted, "Cute scrunchie sweetie!" Kaliyah stopped in her tracks. She looked in the mirror next to the door. Her hair was up in a ponytail with her blue-striped scrunchie. It had been in her hair the whole time! She smiled with relief and walked proudly out the door. "Silly me!" Kaliyah said to herself.

RESPOND: Answer the following questions after reading. *drag the apples to the correct answers*

1a. What can you predict Kaliyah might do?
a. Stop saving money
b. Never buy scrunchies again
c. Keep better track of her scrunchies
d. Wear a different scrunchie

1b. What evidence from the passage best supports your answer to 1a?
a. "She had saved for weeks"
b. "I need to be more careful"
c. "She was so disappointed"
d. "It will be fine"

2a. What can you predict Kaliyah is thinking?
a. I will never go to school without my scrunchie!
b. I will still be okay if I don't have the cutest scrunchie.
c. Gray scrunchies are better than blue scrunchies.
d. I am going to be late for the bus.

2b. What evidence from the passage best supports your answer to 2a?
a. "Kaliyah gave up looking"
b. "in a ponytail with her blue-striped scrunchie"
c. "Kaliyah was panicking"
d. "It will be fine—no one else will notice"

3. Which event makes the most sense to happen after the end of the story?
a. Kaliyah organizes all her scrunchies in a box
b. Kaliyah is late to school
c. Kaliyah's mom takes her scrunchies away
d. Kaliyah only buys yellow scrunchies

WRITE: Think carefully about what Kaliyah said and did in the story. Make some predictions about Kaliyah based on what you know. *Type here:*

CHALLENGE: Use the code to identify details that help you make predictions.
**** drag the colors to words that match in the text.*

blue — How Kaliyah got the scrunchie
red — What Kaliyah said to herself
green — Where the scrunchie was found

Predicting

Name: Date:

Directions: To predict means to think deeply about what you know and make a good guess about what might happen next. Readers can also predict how characters are thinking or feeling. Making predictions helps readers think more about a text. Read the passage and follow the directions below, then take the challenge!

Aleena's Grade

Aleena squinted her eyes. She wanted to see her spelling test score, but she was also afraid to look. She finally peeked—she got a B. "Oh no," Aleena thought to herself. Aleena rode the bus home and nervously walked up to her front door. She knew what her mom would ask right when she walked in.

"Hi Aleena! How was your day?" Aleena's mom shouted from the kitchen.

"Oh fine!" Aleena replied, trying to sound happy. She hoped that she could hide her emotions. Maybe her mom wouldn't ask about the spelling test. Aleena walked into the kitchen, and immediately she knew she couldn't keep a secret from her mom.

"How was the spelling test?" her mom asked. Aleena didn't respond right away. Her mom stopped cooking dinner and looked up at Aleena.

Multiple Choice:

Answer the following questions after reading:

1a. What can you predict Aleena might do?
- Play on her computer more
- Eat too many snacks
- Study more for her spelling test next week
- Fail her next test

1b. What evidence from the passage best supports your answer to 1a?
- "How was the spelling test?"
- "She got a D?"
- "I was up kind of late playing on my computer"
- "She was actually excited to study"

2a. What can you predict Aleena is thinking?
- My grade isn't that bad.
- I do not want to tell my mom about my test.
- I wonder what's for dinner.
- Computer games are fun.

2b. What evidence from the passage best supports your answer to 2a?

Drag each yellow rectangle over the correct answer.

4 TEXTS

PRINTABLE!

Hello There!

I am so excited to be bringing you this set of comprehension passages, where everything you and your students need to practice a specific comprehension skills is on ONE page!

What Is Included:

1. 4 comprehension passages focused on predicting.
2. 4 complete answer keys.
3. 2 Google Drive digital versions (horizontal and vertical)
4. Lexile and F&P Levels

Ideas to Use the Passages:

1. As a mentor text during a whole group lesson on predicting.
2. In a small guided reading group.
3. In a comprehension center.
4. As independent practice after a lesson on predicting.
5. As a homework review.
6. Practice for taking standardized texts.

CLICK THE IMAGE BELOW to see the Mini Units for Mastery!



Thank you so much to these amazing artists, whose work is found in this resource!







GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

The Missing Scrunchie
(Level L)

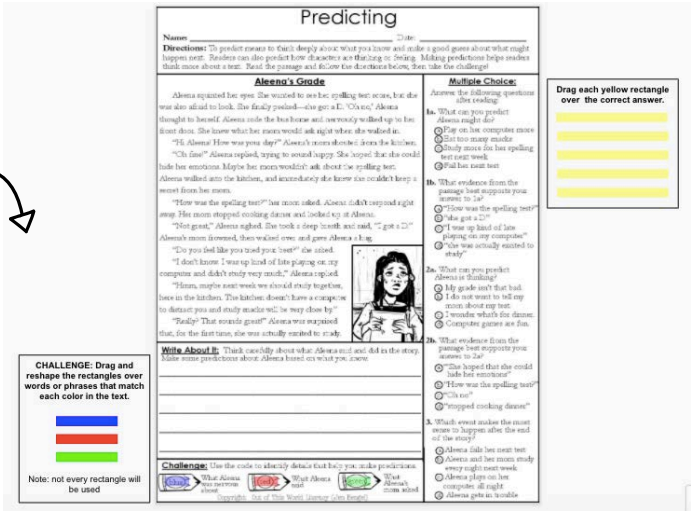
Aleena's Grade
(Level M)

Native Americans and New Settlers
(Level Q)

National Ice Cream Day
(Level N)

ANSWER KEYS

DIGITAL VERSION #1
VERTICAL PAGES



GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

The Missing Scrunchie
(Level L)

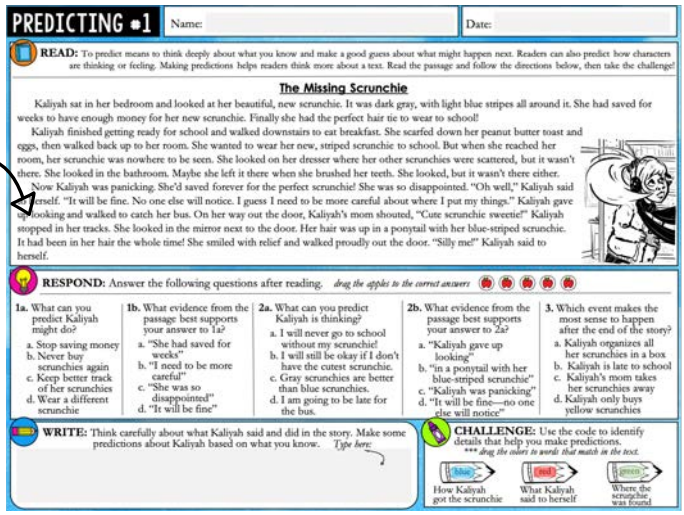
Aleena's Grade
(Level M)

Native Americans and New Settlers
(Level Q)

National Ice Cream Day
(Level N)

ANSWER KEYS

DIGITAL VERSION #2
VERTICAL PAGES



PREDICTING •1 Name: Date:

READ: To predict means to think deeply about what you know and make a good guess about what might happen next. Readers can also predict how characters are thinking or feeling. Making predictions helps readers think more about a text. Read the passage and follow the directions below, then take the challenge!

The Missing Scrunchie

Kaliyah sat in her bedroom and looked at her beautiful, new scrunchie. It was dark gray, with light blue stripes all around it. She had saved for weeks to have enough money for her new scrunchie. Finally she had the perfect hair tie to wear to school!

Kaliyah finished getting ready for school and walked downstairs to eat breakfast. She scarfed down her peanut butter toast and eggs, then walked back up to her room. She wanted to wear her new, striped scrunchie to school. But when she reached her room, her scrunchie was nowhere to be seen. She looked on her dresser where her other scrunchies were scattered, but it wasn't there. She looked in the bathroom. Maybe she left it there when she brushed her teeth. She looked, but it wasn't there either.

Now Kaliyah was panicking. She'd saved forever for the perfect scrunchie! She was so disappointed. "Oh well," Kaliyah said herself. "It will be fine. No one else will notice. I guess I need to be more careful about where I put my things." Kaliyah gave looking and walked to catch her bus. On her way out the door, Kaliyah's mom shouted, "Cute scrunchie sweetie!" Kaliyah stopped in her tracks. She looked in the mirror next to the door. Her hair was up in a ponytail with her blue-striped scrunchie. It had been in her hair the whole time! She smiled with relief and walked proudly out the door. "Silly me!" Kaliyah said to herself.

RESPOND: Answer the following questions after reading. *drag the apples to the correct answers*

1a. What can you predict Kaliyah might do?
a. Stop saving money
b. Never buy scrunchies again
c. Keep better track of her scrunchies
d. Wear a different scrunchie

1b. What evidence from the passage best supports your answer to 1a?
a. "She had saved for weeks"
b. "I need to be more careful"
c. "She was so disappointed"
d. "It will be fine"

2a. What can you predict Kaliyah is thinking?
a. I will never go to school without my scrunchie!
b. I will still be okay if I don't have the cutest scrunchie.
c. Gray scrunchies are better than blue scrunchies.
d. I am going to be late for the bus.

2b. What evidence from the passage best supports your answer to 2a?
a. "Kaliyah gave up looking"
b. "in a ponytail with her blue-striped scrunchie"
c. "Kaliyah was panicking"
d. "It will be fine—no one else will notice"

3. Which event makes the most sense to happen after the end of the story?
a. Kaliyah organizes all her scrunchies in a box
b. Kaliyah is late to school
c. Kaliyah's mom takes her scrunchies away
d. Kaliyah only buys yellow scrunchies

WRITE: Think carefully about what Kaliyah said and did in the story. Make some predictions about Kaliyah based on what you know. *Type here:*

CHALLENGE: Use the code to identify details that help you make predictions. **** drag the colors to words that match in the text.*

How Kaliyah got the scrunchie | What Kaliyah said to herself | Where the scrunchie was found

Predicting

Name: _____ Date: _____

Directions: To predict means to think deeply about what you know and make a good guess about what might happen next. Readers can also predict additional facts and opinions about topics. Making predictions helps readers think more about a text. Read the passage and follow the directions below, then take the challenge!

National Ice Cream Day

It's a hot summer day and there is sweat running down your face. The air conditioning has stopped working. You try to fan yourself, but it's just not helping enough. Then you think of the perfect snack to cool you down: ice cream.

Some of the ingredients in ice cream are milk, cream, sugar, and salt. There are also many flavors and toppings you can add to ice cream. Of course, the ice cream must be frozen to make it cold. This makes it the perfect snack on a hot summer day.

Ice cream was a favorite snack in the United States all the way back in the 1700s! Even President George Washington liked to eat ice cream during the summer. Ice cream used to be more expensive, so not as many people ate it. Then in the 1800s, many inventions made ice cream easier to make. People started manufacturing ice cream. This means they could make a lot of ice cream all at once to sell to hundreds, thousands, or even millions of people. Today, over 1.6 billion gallons of ice cream are made in the United States each year.



In 1984, President Ronald Reagan stated, "Ice cream is a nutritious and wholesome food, enjoyed by over ninety percent of the people in the United States." He then declared July to be National Ice Cream Month and also announced July 15 to be National Ice Cream Day.

Write About It: Think carefully about the main topics in the text. Make some predictions based on what you know.

_____

_____

_____

_____

_____

Challenge: Use the code to identify details that help you make predictions.

blue → Ingredients in ice cream

red → Ice cream in the 1800's

green → Ice cream today

Copyright: Out of This World Literacy (Jen Bengel)

Multiple Choice:

Answer the following questions after reading:

1a. What prediction makes the most sense?

a. Ice cream will not be popular
b. Ice cream shops will go out of business
c. People will celebrate ice cream every year in July
d. Ice cream will only be popular in the U.S.

1b. What evidence from the passage best supports your answer to 1a?

a. "1.6 billion gallons of ice cream are made…each year"
b. "declared July to be National Ice Cream Month"
c. "Washington liked to eat ice cream"
d. "the perfect snack"

2a. What prediction makes the most sense?

a. There is a lot of ice cream in the U.S.
b. Everyone loves ice cream
c. Ice cream is a winter snack
d. Ice cream can be warm

2b. What evidence from the passage best supports your answer to 2a?

a. "used to be more expensive"
b. "1.6 gallons of ice cream are made…each year"
c. "for a hot summer day"
d. "not as many people ate it"

3. Which event makes the most sense to happen after the end of the text?

a. Everyone stopped buying ice cream
b. Lots of ice cream was eaten
c. People disagreed with Ronald Reagan
d. Ice cream was only eaten in July

PASSAGE FOR SPECIFIC SKILL

A/B QUESTIONS

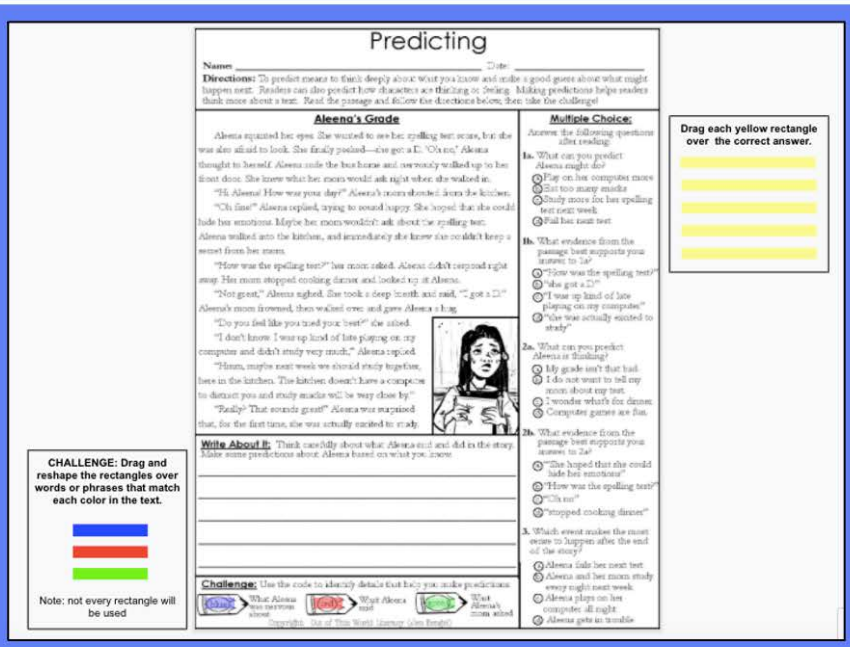
CUSTOM ILLUSTRATION

WRITTEN RESPONSE

IDENTIFY EVIDENCE IN THE TEXT

CHOOSE FROM 2 DIGITAL FORMATS!

VERTICAL VERSION



Predicting

Name _____ Date: _____

Directions: To predict means to think deeply about what you know and make a good guess about what might happen next. Readers can also predict how characters are thinking or feeling. Making predictions helps readers think more about a text. Read the passage and follow the directions below, then take the challenge!

Aleena's Grade

Aleena squinted her eyes. She wanted to see her spelling test score, but she was also afraid to look. She finally peeked—she got a D. 'Oh no,' Aleena thought to herself. Aleena rode the bus home and nervously walked up to her front door. She knew what her mom would ask right when she walked in.

"Hi Aleena! How was your day?" Aleena's mom shouted from the kitchen.

"Oh fine!" Aleena replied, trying to sound happy. She hoped that she could hide her emotions. Maybe her mom wouldn't ask about the spelling test. Aleena walked into the kitchen, and immediately she knew she couldn't keep a secret from her mom.

"How was the spelling test?" her mom asked. Aleena didn't respond right away. Her mom stopped cooking dinner and looked up at Aleena.

"Not great," Aleena sighed. She took a deep breath and said, "...I got a D." Aleena's mom frowned, then walked over and gave Aleena a hug.

"Do you feel like you tried your best?" she asked.

"I don't know. I was up kind of late playing on my computer and didn't study very much," Aleena replied.

"Hmm, maybe next week we should study together, here in the kitchen. The kitchen doesn't have a computer to distract you and study snacks will be very close by."

"Really? That sounds great!" Aleena was surprised that, for the first time, she was actually excited to study.

Write About It: Think carefully about what Aleena said and did in the story. Make some predictions about Aleena based on what you know.

Challenge: Use the code to identify details that help you make predictions.

blue — What Aleena was nervous about

red — What Aleena said

green — What Aleena's mom asked

Copyright - Out of This World Literacy (Jen Bright)

Multiple Choice:

Answer the following questions after reading.

1a. What can you predict Aleena might do?
- Play on her computer more
- Eat too many snacks
- Study more for her spelling test next week
- Fail her next test

1b. What evidence from the passage best supports your answer to 1a?
- "How was the spelling test?"
- "she got a D."
- "I was up kind of late playing on my computer."
- "she was actually excited to study"

2a. What can you predict Aleena is thinking?
- My grade isn't that bad.
- I do not want to tell my mom about my test.
- I wonder what's for dinner.
- Computer games are fun.

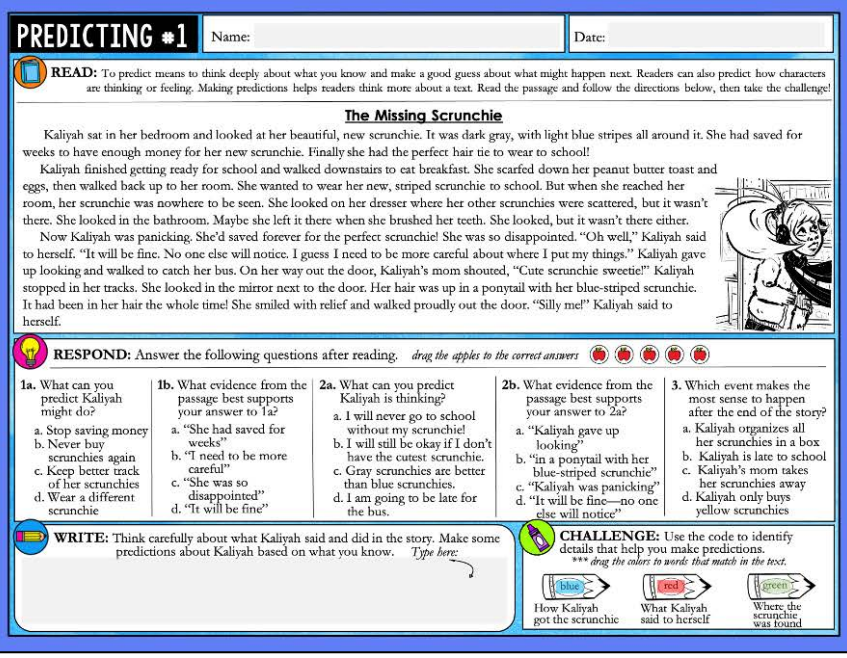
2b. What evidence from the passage best supports your answer to 2a?
- "She hoped that she could hide her emotions"
- "How was the spelling test?"
- "Oh no"
- "stopped cooking dinner"

3. Which event makes the most sense to happen after the end of the story?
- Aleena fails her next test
- Aleena and her mom study every night next week
- Aleena plays on her computer all night
- Aleena gets in trouble

Drag each yellow rectangle over the correct answer.

CHALLENGE: Drag and reshape the rectangles over words or phrases that match each color in the text.

Note: not every rectangle will be used



PREDICTING #1 Name: Date:

READ: To predict means to think deeply about what you know and make a good guess about what might happen next. Readers can also predict how characters are thinking or feeling. Making predictions helps readers think more about a text. Read the passage and follow the directions below, then take the challenge!

The Missing Scrunchie

Kaliyah sat in her bedroom and looked at her beautiful, new scrunchie. It was dark gray, with light blue stripes all around it. She had saved for weeks to have enough money for her new scrunchie. Finally she had the perfect hair tie to wear to school!

Kaliyah finished getting ready for school and walked downstairs to eat breakfast. She scarfed down her peanut butter toast and eggs, then walked back up to her room. She wanted to wear her new, striped scrunchie to school. But when she reached her room, her scrunchie was nowhere to be seen. She looked on her dresser where her other scrunchies were scattered, but it wasn't there. She looked in the bathroom. Maybe she left it there when she brushed her teeth. She looked, but it wasn't there either.

Now Kaliyah was panicking. She'd saved forever for the perfect scrunchie! She was so disappointed. "Oh well," Kaliyah said to herself. "It will be fine. No one else will notice. I guess I need to be more careful about where I put my things." Kaliyah gave up looking and walked to catch her bus. On her way out the door, Kaliyah's mom shouted, "Cute scrunchie sweetie!" Kaliyah stopped in her tracks. She looked in the mirror next to the door. Her hair was up in a ponytail with her blue-striped scrunchie. It had been in her hair the whole time! She smiled with relief and walked proudly out the door. "Silly me!" Kaliyah said to herself.

RESPOND: Answer the following questions after reading. *drag the apples to the correct answers*

1a. What can you predict Kaliyah might do?
- a. Stop saving money
- b. Never buy scrunchies again
- c. Keep better track of her scrunchies
- d. Wear a different scrunchie

1b. What evidence from the passage best supports your answer to 1a?
- a. "She had saved for weeks"
- b. "I need to be more careful"
- c. "She was so disappointed"
- d. "It will be fine"

2a. What can you predict Kaliyah is thinking?
- a. I will never go to school without my scrunchie!
- b. I will still be okay if I don't have the cutest scrunchie.
- c. Gray scrunchies are better than blue scrunchies.
- d. I am going to be late for the bus.

2b. What evidence from the passage best supports your answer to 2a?
- a. "Kaliyah gave up looking"
- b. "in a ponytail with her blue-striped scrunchie"
- c. "Kaliyah was panicking"
- d. "It will be fine—no one else will notice"

3. Which event makes the most sense to happen after the end of the story?
- a. Kaliyah organizes all her scrunchies in a box
- b. Kaliyah is late to school
- c. Kaliyah's mom takes her scrunchies away
- d. Kaliyah only buys yellow scrunchies

WRITE: Think carefully about what Kaliyah said and did in the story. Make some predictions about Kaliyah based on what you know. *Type here:*

CHALLENGE: Use the code to identify details that help you make predictions.
**** drag the colors to words that match in the text.*

blue — How Kaliyah got the scrunchie

red — What Kaliyah said to herself

green — Where the scrunchie was found

HORIZONTAL VERSION

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

- The Missing Scrunchie (Level L)
- Aleena's Grade (Level M)
- Native Americans and New Settlers (Level Q)
- National Ice Cream Day (Level N)

ANSWER KEYS

DIGITAL VERSION #1
VERTICAL PAGES



GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

- The Missing Scrunchie (Level L)
- Aleena's Grade (Level M)
- Native Americans and New Settlers (Level Q)
- National Ice Cream Day (Level N)

ANSWER KEYS

DIGITAL VERSION #2
VERTICAL PAGES



GOOGLE DRIVE READY!

4 ORIGINAL PASSAGES

PROFESSIONALLY LEVELED!

CUSTOM ILLUSTRATIONS

Passages and Reading Levels

Below is a list of titles included in this set of comprehension passages

Passage Title	Word Count	Genre	Comprehension Skill	Lexile Level	F&P Level	Grade Level
The Missing Scrunchie	251	Fiction	Predicting	520L	L	2.8
Aleena's Grade	236	Fiction	Predicting	560L	M	3.1
Native Americans and New Settlers	228	NF	Predicting	710L	Q	4.2
National Ice Cream Day	238	NF	Predicting	610L	N	3.4

LEXILE®

Copyright: Out of This World Literacy (Jen Bengel)

Passages and Reading Levels

Below is a list of titles included in this set of comprehension passages

Passage Title	Word Count	Genre	Comprehension Skill	Lexile Level	F&P Level	Grade Level
The Missing Scrunchie	251	Fiction	Predicting	520L	L	2.8
Aleena's Grade	236	Fiction	Predicting	560L	M	3.1
Native Americans and New Settlers	228	NF	Predicting	710L	Q	4.2
National Ice Cream Day	238	NF	Predicting	610L	N	3.4

Copyright: Out of This World Literacy (Jen Bengel)

The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: The Missing Scrunchie	CCSS.ELA-LITERACY.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.6c Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
Passage 2: Aleena's Grade	CCSS.ELA-LITERACY.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.6c Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
Passage 3: Native Americans and New Settlers	CCSS.ELA-LITERACY.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.6c Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
Passage 4: National Ice Cream Day	CCSS.ELA-LITERACY.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.6c Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: The Missing Scrunchie	CCSS.ELA-LITERACY.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.6c Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
Passage 2: Aleena's Grade	CCSS.ELA-LITERACY.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.6c Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
Passage 3: Native Americans and New Settlers	CCSS.ELA-LITERACY.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.6c Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
Passage 4: National Ice Cream Day	CCSS.ELA-LITERACY.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.6c Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

Copyright: Out of This World Literacy (Jen Bengel)

The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: The Missing Scrunchie	CCSS.ELA-LITERACY.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.6c Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
Passage 2: Aleena's Grade	CCSS.ELA-LITERACY.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.6c Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
Passage 3: Native Americans and New Settlers	CCSS.ELA-LITERACY.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.6c Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
Passage 4: National Ice Cream Day	CCSS.ELA-LITERACY.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.6c Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: The Missing Scrunchie	CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	5.6c Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
Passage 2: Aleena's Grade	CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	5.6c Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
Passage 3: Native Americans and New Settlers	CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	5.6c Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
Passage 4: National Ice Cream Day	CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	5.6c Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

Copyright: Out of This World Literacy (Jen Bengel)

The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: The Missing Scrunchie	CCSS.ELA-LITERACY.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.5c Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
Passage 2: Aleena's Grade	CCSS.ELA-LITERACY.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.5c Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
Passage 3: Native Americans and New Settlers	CCSS.ELA-LITERACY.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.5c Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
Passage 4: National Ice Cream Day	CCSS.ELA-LITERACY.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.5c Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

Copyright: Out of This World Literacy (Jen Bengel)

PREDICTING #1

Name:

Date:

READ: To predict means to think deeply about what you know and make a good guess about what might happen next. Readers can also predict how characters are thinking or feeling. Making predictions helps readers think more about a text. Read the passage and follow the directions below, then take the challenge!

The Missing Scrunchie

Kaliyah sat in her bedroom and looked at her beautiful, new scrunchie. It was dark gray, with light blue stripes all around it. She had saved for weeks to have enough money for her new scrunchie. Finally she had the perfect hair tie to wear to school!

Kaliyah finished getting ready for school and walked downstairs for breakfast. She scarfed down her peanut butter toast and eggs, then walked back up to her room. She wanted to wear her new, striped scrunchie to school. But when she reached her room, her scrunchie was nowhere to be seen. She looked on her dresser where her other scrunchies were scattered, but it wasn't there. She looked in the bathroom. Maybe she left it there when she brushed her teeth. She looked, but it wasn't there either.



Now Kaliyah was panicking. She'd saved forever for the perfect scrunchie! She was so disappointed. "Oh well," Kaliyah said to herself. "It will be fine. No one else will notice. I guess I need to be careful about where I put my things." Kaliyah gave up looking and walked to catch her bus. On her way out the door, Kaliyah's mom shouted, "Cute scrunchie sweetie!" Kaliyah stopped in her tracks. She looked in the mirror next to the door. Her hair was up in a ponytail with her blue-striped scrunchie. It had been in her hair the whole time! She smiled with relief and walked proudly out the door. "Silly me!" Kaliyah said to herself.

RESPOND: Answer the following questions after reading.

1a. What can you predict Kaliyah might do?

a. Stop saving money
b. Never buy scrunchies again
c. Keep better track of her scrunchies
d. Wear a different scrunchie

1b. What evidence from the passage best supports your answer to 1a?

a. "She had saved for weeks"
b. "I need to be more careful"
c. "She was so disappointed"
d. "It will be fine"

2a. What is Kaliyah thinking?

a. I will never go to school without my scrunchie.
b. I will still be happy if I don't have the perfect scrunchie.
c. Gray scrunchies are better than striped ones.
d. I am going to miss the bus.

2b. What evidence from the passage best supports your answer to 2a?

a. "Kaliyah gave up looking"
b. "in a ponytail with her blue-striped scrunchie"
c. "Kaliyah was panicking"
d. "It will be fine—no one else will notice"

3. Which event makes the most sense to happen after the end of the story?

a. Kaliyah organizes all her scrunchies in a box
b. Kaliyah is late to school
c. Kaliyah's mom takes her scrunchies away
d. Kaliyah only buys yellow scrunchies

WRITE: Think carefully about what Kaliyah said and did in the story. Make some predictions about Kaliyah based on what you know.

CHALLENGE: Use the code to identify details that help you make predictions.

- blue — How Kaliyah got the scrunchie
- red — What Kaliyah said to herself
- green — Where the scrunchie was found

SAMPLE

Predicting

Name: Answer Key Date: _____

Directions: To predict means to think deeply about what you know and make a good guess about what might happen next. Readers can also predict how characters are thinking or feeling. Making predictions helps readers think more about a text. Read the passage and follow the directions below, then take the challenge!

The Missing Scrunchie

Kaliyah sat in her bedroom and looked at her beautiful, new scrunchie. It was dark gray, with light blue stripes all around it. She had saved for weeks to have enough money for her new scrunchie. Finally she had the perfect hair tie to wear to school!

Kaliyah finished getting ready for school and walked downstairs to eat breakfast. She scarfed down her peanut butter toast and eggs, then walked back up to her room. She wanted to wear her new, striped scrunchie to school. But when she reached her room, her scrunchie was nowhere to be seen. She looked on her dresser where her other scrunchies were scattered, but it wasn't there. She looked in the bathroom. Maybe she left it there when she brushed her teeth. She looked, but it wasn't there either.

Now Kaliyah was panicking. She'd saved forever for the perfect scrunchie! She was so disappointed. "Oh well," Kaliyah said to herself. "It will be fine. No one else will notice. I guess I need to be more careful about where I put my things." Kaliyah gave up looking and walked to catch her bus. On her way out the door, Kaliyah's mom shouted, "Cute scrunchie sweetie!" Kaliyah stopped in her tracks. She looked in the mirror next to the door. Her hair was up in a ponytail with her blue-striped scrunchie. It had been in her hair the whole time! She smiled with relief and walked proudly out the door. "Silly me!" Kaliyah said to herself.



Write About It: Think carefully about what Kaliyah said and did in the story. Make some predictions about Kaliyah based on what you know.

Answer Should Include:

1. A description of something Kaliyah said or did in the story.

2. A prediction about Kaliyah that makes sense in the story.

Challenge: Use the code to identify details that help you make predictions.

blue: How Kaliyah got the scrunchie

red: What Kaliyah said to herself

green: Where the scrunchie was found

Copyright: Out of This World Literacy (Jen Bengel)

Multiple Choice:

Answer the following questions after reading:

1a. What can you predict Kaliyah might do?

- (a.) Stop saving money
- (b.) Never buy scrunchies again
- (c.) Keep better track of her scrunchies
- (d.) Wear a different scrunchie

1b. What evidence from the passage best supports your answer to 1a?

- (a.) "She had saved for weeks"
- (b.) "I need to be more careful"
- (c.) "She was so disappointed"
- (d.) "It will be fine"

2a. What can you predict Kaliyah is thinking?

- (a.) I will never go to school without my scrunchie!
- (b.) I will still be okay if I don't have the cutest scrunchie.
- (c.) Gray scrunchies are better than blue scrunchies.
- (d.) I am going to be late for the bus.

2b. What evidence from the passage best supports your answer to 2a?

- (a.) "Kaliyah gave up looking"
- (b.) "in a ponytail with her blue-striped scrunchie"
- (c.) "Kaliyah was panicking"
- (d.) "It will be fine—no one else will notice"

3. Which event makes the most sense to happen after the end of the story?

- (a.) Kaliyah organizes all her scrunchies in a box
- (b.) Kaliyah is late to school
- (c.) Kaliyah's mom takes her scrunchies away
- (d.) Kaliyah only buys yellow scrunchies

Predicting

Name: Answer Key Date: _____

Directions: To predict means to think deeply about what you know and make a good guess about what might happen next. Readers can also predict how characters are thinking or feeling. Making predictions helps readers think more about a text. Read the passage and follow the directions below, then take the challenge!

Aleena's Grade

Aleena squinted her eyes. She wanted to see her spelling test score, but she was also afraid to look. She finally peeked—she got a D. 'Oh no,' Aleena thought to herself. Aleena rode the bus home and nervously walked up to her front door. She knew what her mom would ask right when she walked in.

"Hi Aleena! How was your day?" Aleena's mom shouted from the kitchen.

"Oh fine!" Aleena replied, trying to sound happy. She hoped that she could hide her emotions. Maybe her mom wouldn't ask about the spelling test. Aleena walked into the kitchen, and immediately she knew she couldn't keep a secret from her mom.

"How was the spelling test?" her mom asked. Aleena didn't respond right away. Her mom stopped cooking dinner and looked up at Aleena.

"Not great," Aleena sighed. She took a deep breath and said, "I got a D." Aleena's mom frowned, then walked over and gave Aleena a hug.

"Do you feel like you tried your best?" she asked.

"I don't know. I was up kind of late playing on my computer and didn't study very much," Aleena replied.

"Hmm, maybe next week we should study together, here in the kitchen. The kitchen doesn't have a computer to distract you and study snacks will be very close by."

"Really? That sounds great!" Aleena was surprised that, for the first time, she was actually excited to study.



Write About It: Think carefully about what Aleena said and did in the story. Make some predictions about Aleena based on what you know.

Answer Should Include:

1. A description of something Aleena said or did in the story.

2. A prediction about Aleena that makes sense in the story.

Challenge: Use the code to identify details that help you make predictions.

- blue — What Aleena was nervous about
- red — What Aleena said
- green — What Aleena's mom asked

Copyright: Out of This World Literacy (Jen Bengel)

Multiple Choice:

Answer the following questions after reading:

1a. What can you predict Aleena might do?

(a) Play on her computer more
(b) Eat too many snacks
(c) Study more for her spelling test next week
(d) Fail her next test

1b. What evidence from the passage best supports your answer to 1a?

(a) "How was the spelling test?"
(b) "she got a D"
(c) "I was up kind of late playing on my computer"
(d) "she was actually excited to study"

2a. What can you predict Aleena is thinking?

(a) My grade isn't that bad.
(b) I do not want to tell my mom about my test.
(c) I wonder what's for dinner.
(d) Computer games are fun.

2b. What evidence from the passage best supports your answer to 2a?

(a) "She hoped that she could hide her emotions"
(b) "How was the spelling test?"
(c) "Oh no"
(d) "stopped cooking dinner"

3. Which event makes the most sense to happen after the end of the story?

(a) Aleena fails her next test
(b) Aleena and her mom study every night next week
(c) Aleena plays on her computer all night
(d) Aleena gets in trouble

Predicting

Name: Answer Key Date: _____

Directions: To predict means to think deeply about what you know and make a good guess about what might happen next. Readers can also predict additional facts and opinions about topics. Making predictions helps readers think more about a text. Read the passage and follow the directions below, then take the challenge!

Native Americans & New Settlers

Many years ago, the United States of America did not exist. It was not a country. There were many people who lived here, but they were not called Americans. The land they lived on was not called the U.S.A. The people called themselves different names, like Navajo (NAW-vuh-ho) and Dakota (duh-KOH-tuh). Today, many people call the people who lived here Native Americans. There are still many Native Americans who live in the U.S.A. today. About five million people in the U.S. are Native Americans, but there used to be many millions more.

Europeans started living on the same land as the Native Americans around the 1500s. At first they started asking the Native Americans for help because they did not know the area very well. But after a while, the Europeans started pushing the Native Americans off their land. They wanted to take over. England was the European country with the most people on the Native Americans' land. Many Native Americans died from diseases that the Europeans brought or from fights they had with the new settlers. This is part of how the Native American groups became smaller and smaller.



The United States of America was formed. The Native Americans fought to keep the land they had lived on for thousands of years, but they did not win. They were forced to live on small areas of land called reservations.

Write About It: Think carefully about the main topics in the text. Make some predictions based on what you know.

Answer Should Include:

1. A description of one of the main topics in the text.

2. A prediction that makes sense to what is known from the text.

Challenge: Use the code to identify details that help you make predictions.

- blue: Population of Native Americans
- red: How Native American groups became smaller
- green: How the text ends

Copyright: Out of This World Literacy (Jen Bengel)

Multiple Choice:

Answer the following questions after reading:

1a. What prediction about makes the most sense?
- (a) They always liked the European settlers
- (b) They will continue growing
- (c) They are happy on reservations
- (d) They wanted to keep their land

1b. What evidence from the passage best supports your answer to 1a?
- (a) "fought to keep the land"
- (b) "they did not win"
- (c) "smaller and smaller"
- (d) "they wanted to take over"

2a. What prediction about makes the most sense?
- (a) They liked all Europeans
- (b) They do not live the same way they used to
- (c) They will move out of USA
- (d) They will keep fighting

2b. What evidence from the passage best supports your answer to 2a?
- (a) "started living on the…land"
- (b) "They wanted to take over"
- (c) "forced to live on small areas of land"
- (d) "many millions more"

3. Which event makes the most sense to happen after the end of the text?
- (a) The Native Americans move to Hawaii
- (b) Native Americans will not forget their history about what the settlers did
- (c) The Native Americans move to Alaska
- (d) Native Americans no longer live in America

Predicting

Name: Answer Key Date: _____

Directions: To predict means to think deeply about what you know and make a good guess about what might happen next. Readers can also predict additional facts and opinions about topics. Making predictions helps readers think more about a text. Read the passage and follow the directions below, then take the challenge!

National Ice Cream Day

It's a hot summer day and there is sweat running down your face. The air conditioning has stopped working. You try to fan yourself, but it's just not helping enough. Then you think of the perfect snack to cool you down: ice cream.

Some of the ingredients in ice cream are milk, cream, sugar, and salt. There are also many flavors and toppings you can add to ice cream. Of course, the ice cream must be frozen to make it cold. This makes it the perfect snack on a hot summer day.

Ice cream was a favorite snack in the United States all the way back in the 1700s! Even President George Washington liked to eat ice cream during the summer. Ice cream used to be more expensive, so not as many people ate it. Then in the 1800s, many inventions made ice cream easier to make. People started manufacturing ice cream. This means they could make a lot of ice cream all at once to sell to hundreds, thousands, or even millions of people. Today, over 1.6 billion gallons of ice cream are made in the United States each year.



In 1984, President Ronald Reagan stated, "Ice cream is a nutritious and wholesome food, enjoyed by over ninety percent of the people in the United States." He then declared July to be National Ice Cream Month and also announced July 15 to be National Ice Cream Day.

Write About It: Think carefully about the main topics in the text. Make some predictions based on what you know.

Answer Should Include:

1. A description of one of the main topics in the text.

2. A prediction that makes sense to what is known the text.

Challenge: Use the code to identify details that help you make predictions.



Ingredients in ice cream



Ice cream in the 1800's



Ice cream today

Copyright: Out of This World Literacy (Jen Bengel)

Multiple Choice:

Answer the following questions after reading:

1a. What prediction makes the most sense?
- (a.) Ice cream will not be popular
- (b.) Ice cream shops will go out of business
- (●) People will celebrate ice cream every year in July
- (d.) Ice cream will only be popular in the U.S.

1b. What evidence from the passage best supports your answer to 1a?
- (a.) "1.6 billion gallons of ice cream are made…each year"
- (●) "declared July to be National Ice Cream Month"
- (c.) "Washington liked to eat ice cream"
- (d.) "the perfect snack"

2a. What prediction makes the most sense?
- (●) There is a lot of ice cream in the U.S.
- (b.) Everyone loves ice cream
- (c.) Ice cream is a winter snack
- (d.) Ice cream can be warm

2b. What evidence from the passage best supports your answer to 2a?
- (a.) "used to be more expensive"
- (●) "1.6 gallons of ice cream are made…each year"
- (c.) "for a hot summer day"
- (d.) "not as many people ate it"

3. Which event makes the most sense to happen after the end of the text?
- (a.) Everyone stopped buying ice cream
- (●) Lots of ice cream was eaten
- (c.) People disagreed with Ronald Reagan
- (d.) Ice cream was only eaten in July