Introduction

Real-World Connection

Sue is at the library. She wants to find an interesting book to read on her own, but she does not know where to start. She tells the librarian that she likes elephants and enjoys reading about them. The librarian shows her five books about elephants. Now Sue is confused. How can she decide which book will most likely help her learn about elephants? We will learn the skills in Guided Instruction and Independent Practice. Then, at the end of the lesson, we will revisit Sue at the library to help her pick the best book to read on her own.

What I Am Going to Learn

- Make predictions using text features, genre characteristics, and structures.
- Understand literary texts and plot elements.
- Recognize characteristics and structures of informational texts and how to make predictions from those features.

What I May Already Know 2.6(C), 2.8(C), 2.9(D)(ii)

- I know how to make predictions about a text when I am reading.
- I know how to describe and understand plot elements.
- I know how to recognize features of an informational text for better understanding.
Lesson 3  Make and Confirm Predictions

Understand the TEKS

These vocabulary words will help you understand the TEKS.

A prediction is a guess about the future. You make predictions all the time. For example, you see gray clouds forming overhead. You hear a clap of thunder.

• Based on these details, what do you predict?

A literary text is literature that tells a story for the purpose of entertaining readers. A literary text comes from the writer’s imagination, but it could also have a message. It has a plot that tells a story. The elements in a literary text are the setting of the story, the characters, a conflict or problem, rising action, and a resolution—or solution to the problem.

Informational texts tell about real people, things, or events. They contain facts and details about the real world. If an informational text tells a story, the people are real people and it tells what really happened.

Making predictions can help you as you read both literary and informational texts. Both have features that help you predict what the selection is about before you even start reading them. This first feature to help you make a prediction is the title.

• Suppose you read the title “The Tale of Robbie Rabbit’s Tail.” Do you think this selection will be a literary or an informational text? Why?

• What do you predict this selection will be about?

You can also use the title to help you choose books to read on your own. By reading the title, you can choose books that are interesting and that you will want to read. Remember, reading on your own and reading for longer periods of time will help you improve your reading skills. It is very important to read independently, or on your own.

Make Predictions

As you read, pause from time to time. Predict what will happen next. Predict what the rest of the text will tell about. Base your prediction on what you already know from clues and other information in the passage.
When you read a literary text, predict what the characters will do. Think about how the story will turn out.

- The author may tell you how the characters are feeling and what they are thinking. This helps you predict how they will act.
- The story may have illustrations. Look for important details in these pictures. The details in the pictures may help you make predictions.
- The story fits into a certain genre, or kind. Realistic fiction, adventure, and fantasy are all genres of literary texts. When you recognize a story’s genre, you can better make predictions. For instance, if a story is realistic fiction, it would not make sense for the main character to use magic to solve a problem.
- Looking at the text’s structure, or the way it is put together, can also help you make predictions. If a text provides a problem, you can make predictions about possible solutions to that problem.

Informational texts often have special text features that help you make predictions.

- A heading is a title above a group of paragraphs. A heading helps you predict what information you will find in that section. Glancing at the headings before you read helps you predict what a section will be about.
- A topic sentence tells you the most important idea in a paragraph. It helps you predict what other information you will find in that paragraph.
- Important words, or key words, may be set in boldface type. Glancing at these boldfaced words and putting them together help you predict what the article is about.
- Informational texts often include photographs, which can give you important information. A caption is the title or the sentence below the photograph. Use the information in the photographs and captions to make predictions.

**Confirm Predictions**

After you make a prediction, read on to confirm it, or see if your prediction was right. If it was incorrect, you might want to go back and reread a sentence or passage. This way, you can see what information you missed. Then you can revise, or make a new prediction based on the new information.

Remember, you can improve your understanding of what you read by paying attention to how slow or fast you read the words. When you are reading something important you should slow your reading down. When you notice a text feature or a key word, that is a clue from the author for you to pay close attention. Take a moment to make a prediction about the heading or make sure you understand the key word the author provided. Slow down for long sentences and hard words, too. Be careful to pay attention to periods and other punctuation marks. These give you clues about how ideas fit together.
Guided Instruction

Read the passage below. Then answer the questions in the margin and complete the activities.

Weaving in My Mango Tree

by Radha H S

1. When I was growing up in India, there was a mango tree in our yard. I spent many hours under the shade of that tree, looking up for the first signs of fruit. Mangoes are sweet and juicy. As soon as I saw a ripe one, I wanted to eat it.

2. One day, I was searching the tree for mangoes when I saw something else. It was big and fuzzy and covered with leaves. Ants were crawling in and out of it. What was in my mango tree? I ran inside and asked my aunt.

3. My aunt told me the big fuzzy thing was a cocoon, home to the kenjga, also known as weaver ants. While many insects use silk to spin cocoons for themselves, weaver ants build a home for the whole community.

Weaver Ants Eat Flies

4. Weaver ants are big orange-red insects. If you bother these ants, they may bite you. But if you leave them alone, they could save your mango trees. Weaver ants eat fruit flies and other insects that harm fruit trees.

Guided Questions

Look at the title and glance at the photographs in the selection. Do you think this is an informational text or a literary text? Why?

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Read paragraph 2. What do you think the narrator sees in her mango tree? Underline words in the paragraph that help make a prediction.

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Read paragraph 3. Underline the information that helps you confirm your prediction.

What text feature is above paragraph 4?
5 My aunt told me to leave the weaver ants in the mango tree. Soon, they were living in other trees. Weaver ants can walk on pips and tree branches to get to new trees. They can even walk on clotheslines. They sewed cocoons in our coconut trees. They made homes in our bitter-lime and lemon trees, too.

6 The weaver ants live in my mango tree to this day. And delicious mangoes still grow. We eat the ones the monkeys leave behind for us!

Family Business

7 Weaver ants are hard workers. They use teamwork to make their nests. They pull together leaves. Once they have lined up the leaf edges, each adult ant holds a baby (larva) while it releases silk. The larva releases a sticky silk and glues the leaves together. This weaving of silk and leaves is how the weaver ants get their name.
Critical Thinking

1. Look at the caption for the photograph under paragraph 4. How does this caption help you predict that the narrator will not try to get rid of the weaver ants?

2. Keep in mind the prediction in Question 1. Now read paragraph 2.

One day, I was searching the tree for mangoes when I saw something else. It was big and fuzzy and covered with leaves. Ants were crawling in and out of it. What was in my mango tree? I ran inside and asked my aunt.

Which sentence from a later paragraph confirms the prediction that the narrator will not get rid of the weaver ants?

3. “Weaving in My Mango Tree” is a magazine article that gives information about weaver ants. It is an informational text with headings, photographs, and captions that give readers a lot of information. If it was made into a television movie, how would it be different? Would you get more information from a television movie? Why or why not? Talk to a partner. Make notes about your discussion. Share it with your classmates.
How Am I Doing?

★ What questions do you have?

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__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

★ What is one way making predictions with literary and informational texts is similar? What is one way it differs?

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__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

★ Color in the traffic signal that shows how you are doing with the skill.

[Image of traffic signals: I need help, I almost have it, I know the skill]
"I am bored," announced the queen.

Her advisor pressed his fingers together. "Some music, your majesty?"

The queen gave a slight nod. But when the court musicians started playing something she had heard a dozen times before, she sent them away.

Her advisor tugged at his moustache. "The court acrobats, then?"

The queen nodded again. But their flips and turns did not raise her spirits.

"What you need," said the advisor, "is a true diversion. A contest, perhaps."

The queen sat a little taller. "A contest, you say?" Then she sank back into her throne. "Whatever of?"

Her advisor furrowed his brow. "New music, perhaps?"
The queen waved her hand.

“A baking competition?”

The queen frowned.

Her advisor started to sweat. “I know! A contest of the best portrait of Her Highness.”

The queen chortled. “Please. I already know what I look like. Besides, the hall is brimming with portraits.”

She rose and started pacing. “I am tired of all this,” she said, gesturing to the room. “I need a different sort of beauty. Something that can take one’s breath away.”

She gestured to her scribe. “Let everyone know that the Queen is holding a contest for the most beautiful thing in the world. And the prize,” she paused, “the prize shall be this crown.”

Her staff gasped. The queen’s crown was pure gold, studded with magnificent gems. There was no treasure like it in the whole country.

The announcement was made. Before long, a constant line of hopefuls formed. People showed their poetry, their daughters, even their animals. After several days, the queen had a pounding headache.

“This is hopeless,” she muttered.

“Not quite hopeless, Your Majesty.”

The queen sat up, wondering who dare contradict her.

A bearded man stood behind the palace guards. “I can put an end to this madness, Your Highness.” He waved toward the long line of supplicants behind him.

The queen raised an eyebrow. “You have brought me the most beautiful thing?”

The man laughed. “Not I. Nor anyone here. I have stood in line for two days as your faithful servant to tell you that you seek that which cannot be brought to you. You must go to it.” The man gave a deep bow. “That is all.”

The queen paused, astonished. When she found her voice again she asked, “Whatever do you mean?”

But the man was gone.

The queen’s advisor twisted his hat. “Do not bother yourself with the prattle of a madman, Madam,” he said.
Lesson 3  Make and Confirm Predictions

27  But the fever of an idea had struck the queen. “Send the rest home,” she ordered of the people still waiting in line. “I must prepare for a trip.”

28  The advisor nearly dropped his hat. “A trip? Where?”

29  The queen smiled as she had not done since she was a child. “Elsewhere!”

30  A Royal Trip, even one as odd as this, doesn’t just happen. Wardrobes and food wagons must be prepared. Soldiers, footmen, and ladies-in-waiting must ready themselves. But after several days of bustle, the royal procession was ready. By now, the Queen was cured of her boredom, and almost delirious to see what awaited.

31  Crowds gathered as the entourage made its way out of the city. The Queen leaned out the carriage and held her crown high. “To the most beautiful thing in the world!” she cried.

32  “To the most beautiful,” the crowds cheered back. The fever had caught, and spread.

33  The queen was not sure what she was seeking, or where to find it. But as her entourage rounded a hill, she looked back to her royal home and felt something stir within her. Between the glow of the setting sun and the gleam of the white towers, the scene looked like something out of a storybook. “Why,” she wondered, “have I never seen my home this way before?”

34  The queen spent weeks travelling. She saw beauty in the peasants coaxing life out of the dirt. She saw it in the birds taking one last flight before roosting for the night. In a newly born calf. In the stars twinkling at night. But what was the most beautiful thing?

35  One day, the queen sailed a lake. In the middle of the water, she realized that she was at peace—and that she had been for many days. Suddenly, she understood. With all her might, she tore a piece of her crown off. She tossed the fragment into the lake and watched it slowly sink. “I am ready to return home,” she announced.

36  As she journeyed back, the queen left a piece of crown at a small country church. She left a piece at the root of a centuries-old tree. She placed a piece at the bottom of a lush valley and the top of a snow-capped mountain. When her procession stumbled upon a spring, bubbling water from the ground, she added a piece there. She dug a piece into the newly turned dirt in a field. She threaded a piece into the mane of a fine filly. Little by little, the queen’s crown got smaller until nothing was left.

37  She had found the most beautiful thing. It was the world.
1 This story is —

A a literary text because it is about a queen
B an informational text because it is long
C a literary text because it has characters and dialogue
D a literary text because the paragraphs are very short

2 Read this sentence from paragraph 1.

"I am bored," announced the queen.

Which prediction could a reader make about the rest of the story?

F The story is about how selfish the queen is.
G The story tells what the queen will do for fun.
H The story will include a dragon and a knight.
J The story will show why the queen is unhappy with her life.

3 Which detail confirms the prediction that the Queen’s helpers are afraid of her?

A Her advisor pressed his fingers together.
B But when the court musicians started playing something she had heard a dozen times before, she sent them away.
C “What you need,” said the advisor, “is a true diversion.”
D Her advisor started to sweat.

4 Which prediction might a reader make based on paragraph 15?

F The queen’s contest will not get her what she wants.
G The queen will soon be married to the winner of the contest.
H The queen will cancel her contest because she is still bored.
J The queen will fire all her advisors because they cannot help her with the contest.
Lesson 3  Make and Confirm Predictions

★ Assessment

Choose the best answer to each question.

1 Which text feature does the author use to help the reader predict where the story takes place?
   A Caption
   B Dialogue
   C Illustration
   D Title

2 Based on the details in paragraphs 1 through 5, the reader can predict that the queen —
   F will leave the castle
   G will be hard to please
   H will meet a strange man
   J will give away her crown

3 Which detail from paragraphs 1 through 4 lets the reader know what type of text this is?
   A It gives information about a queen.
   B There is a picture.
   C It introduces characters and a conflict.
   D It has a literary text title.

4 Which sentence from paragraphs 25 through 27 best helps the reader predict that the queen will try to understand what the bearded man was telling her about finding beauty?
   F But the man was gone.
   G The queen’s advisor twisted his hat.
   H But the fever of an idea had struck the queen.
   J “Send the rest home,” she ordered of the people still waiting in line.

5 Which detail best predicts that the queen will find beauty?
   A The bearded man disappears before explaining himself.
   B The queen looks back at her home and sees it differently.
   C The illustration shows the queen standing outside her castle.
   D The queen is very unhappy at the beginning of the story.
Now you know the difference between a literary and an informational text and can make predictions to help you understand text. Let’s revisit the Real-World Connection to help Sue choose the best books for learning about elephants.

Sue has learned that she can make predictions about a book based on its title and features. She wants to read informational books that tell about elephants and how they live. The librarian gave her five books about elephants. In the list below are the books, with the features that Sue can see. Put an X on the chart beside the books that you predict Sue will choose.

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Features</th>
<th>Books Sue Should Choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elephants of Africa and India</td>
<td>Table of contents, sections with headings, maps showing where elephants live</td>
<td></td>
</tr>
<tr>
<td>Ellie, the Magical Elephant</td>
<td>Characters, a lot of dialogue, a conflict</td>
<td></td>
</tr>
<tr>
<td>The Amazing Elephant</td>
<td>Table of contents and an index, photographs with captions</td>
<td></td>
</tr>
<tr>
<td>Elephants at the National Zoo</td>
<td>Diagrams of elephants, lists of foods, key words</td>
<td></td>
</tr>
<tr>
<td>The Prince and the Elephant</td>
<td>Many drawings, a setting, and a plot</td>
<td></td>
</tr>
</tbody>
</table>