Lesson 2

Monitor Predictions Made During Reading

6.5(C) Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
6.6(I) Reflect on and adjust responses as new evidence is presented.
6.5(F) Make inferences and use evidence to support understanding.

Introduction

Real-World Connection

Eli has been ill and missed several days of school. His mom picked up his school work so that he does not get behind. Among the assignments is a chapter in his history textbook. Normally, the teacher introduces the history topic and gives some background information before students read the chapter, but Eli has missed out on instruction and is now faced with a long chapter on a topic he knows nothing about. He looks through the unfamiliar chapter and in addition to the text he sees headings, words in bold, illustrations, and captions. What can Eli do to help him comprehend the assigned chapter? We will practice the skills in Guided Instruction and Independent Practice. Then, at the end of the lesson, we will revisit Eli and his assignment.

Words to Know

text structure
prediction
text feature
genre

What I Am Going to Learn

• Use text features and structures to make predictions.
• Reflect on new evidence in the text and adjust responses.
• Make inferences using evidence from the text to deepen understanding.

What I May Already Know 5.6(C), 5.6(F)

• I know how to make predictions based on text features and structures.
• I know how to make inferences from evidence I find in the text.
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Understand the TEKS

These vocabulary words will help you understand the TEKS.

Text Structure
Texts can be organized in several ways. The way the author organizes information is called text structure. To help you understand the content, sometimes an author explains how two things are the same or different. This text structure is called compare and contrast. Other text structures include cause-and-effect, problem and solution, and sequential. When you use these features to guess what comes next in the text, it is called making a prediction. The structure of a text can help you make predictions when you read.

Text Features
Some authors use elements to help you get an overview of the content and make it easy to locate information. These elements are called text features. They provide clues about upcoming content and events. Using text features to make predictions will deepen your understanding of a text. Let’s look at a few of these text features and how you can use them to make predictions about what you read.

<table>
<thead>
<tr>
<th>Headings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headings are titles that appear at the beginning of sections to let you know what is coming up next, making them ideal for predictions. They are usually printed in <strong>boldface</strong> or <em>italic</em> type.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic Sentence and Concluding Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>A topic sentence tells the most important idea in the paragraph. Often, it occurs at the beginning of a paragraph. After reading the topic sentence, you can predict what information that paragraph will cover.</td>
</tr>
<tr>
<td>The concluding sentence is usually at or near the end of the paragraph. It sums up the details in the paragraph. After reading the concluding sentence, you can either confirm or correct your initial prediction about the paragraph.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Illustrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustrations such as drawings and photographs show important information. Usually, they have captions that explain what you see. The captions usually appear at the bottom of the illustration. Looking at the illustrations and captions before you read can help you make predictions about the content of the text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Important Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authors often use special type such as <strong>bold</strong> or <em>italics</em> to highlight words or definitions for you. For example, you can see this text feature used on this very page. You can easily see where you will find information about text structure and predictions in the first paragraph above by using the bold words as a guide. When you see special type, pay close attention. These words are important and can help you predict what is next.</td>
</tr>
</tbody>
</table>
Another element to consider when making predictions is the **genre** of the text. Genre means the style or form of the text. Some genres are fiction, nonfiction, poetry, and mystery. Once you consider the genre of your text, you can use it to make predictions about what is coming next. For example, consider these two titles and their genres.

**Fiction:** *The Red-Eared Turtle*  
**Nonfiction:** *The Red-Eared Slider Turtle*

Although these titles are practically the same, knowing the genre will help you predict what each will be about. Write your predictions for each below.

- Fiction prediction
  -
  -

- Nonfiction prediction
  -
  -

**Inferences**

Sometimes authors suggest or imply an idea to the reader rather than stating it directly. When this happens, you must make an intelligent guess based on information from the text plus what you already know. When you make an intelligent guess, you infer what the author wants you to understand. The more evidence from the text that you use to make your inference, the more likely your guess will be accurate.

Even after you read, you can continue to adjust what you know about a topic as new evidence is presented. This new evidence can be in the form of a class discussion, a friendly debate, or additional reading about the topic. For example, perhaps you read an old science book that states that there are nine planets in our solar system. Then you read more current additional information that convinces you that there are only eight. Here, you adjust the knowledge that you previously knew to include this new information.
Tricky Tales

by Jennifer P. Baker

1 Do you have trouble telling the difference between folktales and myths? Don’t know whether Paul Bunyan is the star of a legend or a fable? These literary terms can be difficult to keep straight. They all share in the oral tradition, meaning that they were handed down from generation to generation via spoken storytelling. There are, however, variations that make each of these stories unique.

Myths

2 For years, myths were used by ancient people to explain how the world works. The term “myth” is derived from the Greek word mythos, which means “a story dealing with supernatural beings, ancestors, or heroes.” They are told to explain the origins of things, aspects of the world, or customs and habits of individuals and groups. In very ancient times, people believed that the stories they heard—most all involved gods and goddesses—detailed actual events. Today, many of these myths are still told. Those of the ancient Greeks are especially well known and include such tales as the Trojan Horse, Pandora’s box, and Jason and the Argonauts.

Legend

3 A legend is similar to a myth, in its original sense: It is believed to be based on historical fact, on events that did occur. A legend differs from a myth, however, in that it is set in the real world and does not include unnatural events. Two examples are the tale of Robin Hood and the tale of King Arthur and the Knights of the Round Table. Each is believed to be based on some historical reality, and the events that occur in each actually could have taken place.

Folktale

4 Ever heard of Babe the Blue Ox? How about the Easter Bunny or Cinderella? Each of these characters is featured in a folktale—a story that often is set in a faraway land and contains obviously fictitious events and characters. Fairy tales are a genre of folktales that are written for children. Unlike a myth or legend, neither is, nor ever was, believed to be true.
Fable

The fable, the oldest of these literary forms, is a short story that is meant to teach a lesson. The term “fable” is derived from the Latin fabula, meaning “story.” The first form of modern-day fiction, fables probably were told in prehistoric times. In ancient times, people believed in myths and legends, but knew that the details in fables never actually happened. Aesop’s Fables is an excellent example of this genre of storytelling, as each brief tale uses animals to teach a moral to the reader.

Fun with Words

Word Origins

Fable We talk a lot about fables, myths, legends, and tales in this article. If you are wondering about their origins, wonder no more: “Fable” is from the Latin noun fabula (“a story”). “Myth” comes from the Greek noun mythos (“word,” “speech,” “story”). “Legend” is from the Latin verb form legenda (“reading”). “Tale” is from the Greek noun dolos (“skillful trick”).

Expressions

“Playing possum” The Algonquian Indians used the word apasum for the small tree-dwelling animals with a ratlike tail that is active at night and becomes motionless when endangered. It came into English as “opossum.” The expression “playing possum” adapted the animal’s motionless trait. Whenever a possum feels threatened, it plays dead, remaining motionless, no matter what abuse it receives. In the early 1800s, hunters often used the expression “play possum” to describe someone who is being deceitful or pretending to be asleep or dead.

Word Stories

Animal Here’s a word with an interesting root. By definition, an animal is a living being, a living organism—but not a plant or bacterium. And that is exactly what its root tells you: the Latin noun anima, meaning “something that lives, and breathes, and moves—something that can respond by moving.” So, by origin and by definition, plants and bacteria can never be classified as animals.
"Packed like sardines" Sardines are small ocean fish that are commonly bought in cans. In Europe, in the 15th-century, it became common practice to pack these fish head to tail so as to get as many as possible in the small, flat, packing can. The custom soon translated into this expression to describe people crowded into a small confined space, such as an elevator.

**Critical Thinking**

1. Which two of the four literary terms covered in the passage are most similar? Why?

2. Complete this table with all four literary terms and a short description of each in order to help you tell them apart. In the last column, include examples. The first has been done for you.

<table>
<thead>
<tr>
<th>Type of Text</th>
<th>Purpose</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myth</td>
<td>used to explain how the world works</td>
<td>Trojan Horse, Pandora’s Box</td>
</tr>
</tbody>
</table>

3. Team up into groups and write a fable. Make sure that your fable teaches a lesson. Perform the newly written fable for the class.
How Am I Doing?

★ What questions do you have?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

★ Why is it important to know the genre of a written work?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

★ Fill in the circle that shows how you are doing with the skill.

☐ I am stuck.  ☐ I almost have it.  ☐ I understand the skill.
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Independent Practice

★ Practice

Read the selection and choose the best answer to each question.

How I Became a Backyard Biologist (and how you can, too!)
by Dan Kriesberg
from Highlights magazine

Three pages from the book I wrote and illustrated.

1 As a child, I read almost every animal book in our local library. It was exciting to learn new facts, and I wrote reports about animals just for fun. I dreamed of being a wildlife biologist and discovering something new.

2 One day, when I was 13 years old, I realized that I didn’t have to wait until I was an adult. I saw a male cardinal and a female cardinal at my bird feeder, using their beaks to give each other sunflower seeds. I had never read about that behavior. I had made a discovery!

3 Another time I saw a black-capped chickadee hide a seed in our backyard faucet. That’s how I learned that chickadees hide seeds to eat later. I had made another discovery.

4 There was so much to observe. I was a wildlife biologist!

Notes from the Field

5 Being a wildlife biologist means keeping a field journal. I wrote down my observations. I didn’t write much each time, but what I wrote helped me remember what I had seen.
6 Keeping a journal also helped me to pay better attention. My drawings were not meant to be works of art, but each one taught me something about what birds looked like and how they acted. Drawing helped me see the details.

7 I also began to take photographs. I sat very still behind a bush near the feeder and waited for birds to land. Like the drawings, the photos were not the greatest, but I learned a lot about being patient.

**More Wild Animals**

8 To attract more wildlife, I built two more bird feeders out of scrap wood and set them up. Corncobs made a treat for squirrels.

9 Using the information gathered by watching the animals in my backyard, I wrote a book: *The Natural History of 247 Kensington Place*. It is 30 typewritten pages, complete with illustrations of squirrels and chipmunks, chickadees and robins, and many more animals. Of all the many books and articles I have written, I am most proud of this one.

10 The most important thing I learned was that I could make discoveries myself—that I could be a scientist. All I needed to do was to go out and pay attention.

11 Try it yourself.
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1. After reading paragraphs 1 through 4, the reader can infer that —
   A. there were not many books written about chickadee behavior
   B. to become a backyard biologist, you must be at least 13
   C. part of being a wildlife biologist sometimes involves making discoveries
   D. male and female cardinals share food-collecting duties

2. The author includes the illustrations at the top of the page to help the reader understand that —
   F. only photographs make good field journals
   G. a backyard biologist must be a good artist
   H. even a child can write a book and be a backyard biologist
   J. both squirrels and cardinals live in trees

3. The information in paragraphs 5 and 6 suggest that —
   A. field journals are composed of both illustrations and written descriptions
   B. to be a backyard biologist, you will need a camera and a lot of patience
   C. to be effective, drawings in field journals must be precise
   D. for a field journal, pictures are better than drawings

4. In which section could the reader expect to find information about how to attract more animals?
   F. In the introduction
   G. Under the heading Notes from the Field
   H. In the illustration
   J. Under the heading More Wild Animals

5. Before reading the passage, a student believes that it takes many years and a college degree to become a wildlife biologist. What does the student find after reading the passage?
   A. To become a wildlife biologist, you have to be at least 13 and curious.
   B. The only requirement to become a wildlife biologist is observation.
   C. To become a wildlife biologist, you must be a good artist and write books.
   D. Owning a camera and a field journal are some requirements to becoming a wildlife biologist.
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★ Assessment

Choose the best answer to each question.

1 Which text feature gives you information about the illustrations?
   A Topic sentence  C Text structure
   B Caption  D Heading

2 Based on the heading, the reader can predict that the section Notes from the Field will be about —
   F which animals are best to observe
   G the rewards of being patient
   H keeping records of backyard observations
   J the challenges of taking notes and observing at the same time

3 Read the heading above paragraph 5.
   Notes from the Field
   A student predicts this section will be about writing observations while in the field. What does she find after she reads the section?
   A It is about how the drawings or pictures in a field journal do not have to be perfect.
   B Mainly, it is about how drawing and taking photographs taught him skills that made him a better biologist.
   C Mainly, it is about what a field journal should look like.
   D It is about balancing observations, drawings, and photographs in order to write your own book.

4 The author includes paragraph 10 to —
   F encourage the reader to become a scientist
   G help the reader understand that being a scientist is not for everyone
   H convey to the reader that anyone can be a scientist
   J tell the reader how to get started becoming a backyard biologist

5 Based on the topic sentence, the reader can predict that paragraph 9 will be about —
   A how to attract more wild animals
   B the author’s first book
   C building a bird feeder out of wood
   D what the author learned from watching wild animals
Exit Ticket

Now that you have learned about using text structures and features to make predictions to deepen understanding, let’s revisit the Real-World Connection to see how Eli is doing with his assignment.

Eli has been ill and missed instruction. For part of his make-up work, he has to read and study a chapter from his history textbook. He is unfamiliar with the content of the chapter. How can Eli use text features to help him understand the chapter?

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