

Revising Predictions Bookmarks

Support strategic thinking

Making predictions is one of the first comprehension strategies students learn, but revising those predictions is where deeper thinking really happens.

When readers pause to compare what they thought would happen to what actually unfolds, they're doing the work of real comprehension:

- Monitoring their understanding
- Gathering new evidence
- Adjusting their thinking based on what the text reveals

Make it Easy to Make Thinking Visible

Teach students to record their thinking as it changes using the Prediction Revision Loop:

1. Make a prediction before reading
2. Look for clues while reading
3. Revisit your prediction and decide:
 - Does it still make sense?
 - What detail made me rethink?
4. Revise or confirm your prediction—and explain why

This simple cycle helps readers slow down, reflect, and stay engaged as the story unfolds.

Ways to Use the Bookmarks:

Read-Aloud Stop Points: Pause at key moments in the story to model prediction and revision. Say aloud what you're thinking, then invite students to update their bookmarks with drawings, words, or checkmarks.

Guided Reading Practice: Use the bookmarks in small groups. Help students make an initial prediction, then stop after a few pages to revisit it. Ask: "Did your thinking change? What clue made you rethink it?"

Partner or Independent Reading: Have students keep the bookmark inside their book. As they read, they pause to record a prediction, then update it later. The format encourages them to reflect on why their thinking changed—or stayed the same.

Writing Extension: After reading, ask students to look back at their bookmark and write a short reflection:

- What surprised me in the story?
- How did my thinking change from beginning to end?
- Why is it okay to revise your prediction as you go?

Tips for Differentiation

While the same bookmark can be used across grade levels, how you guide the process can vary:

- **Whole Class Modeling:** Use the attached Teacher Copy of the bookmark to model how to fill out the bookmark or complete it with your class during your read-aloud.
- **K–2:** Focus on drawing, verbalizing ideas, and using sentence starters. Model frequently and use shared language like “I think... because...”
- **3–5:** Encourage more detailed responses. Ask students to cite specific clues or evidence, and explain why their prediction was revised or confirmed.

I am reading:

My prediction is...

**My prediction changed
because...**

**My prediction did not
change because...**

My new prediction is...

My predictions was

- ☐ **correct**
☐ **incorrect**

<p>My prediction is...</p>	
<p>I am reading: _____</p>	
<p>My prediction changed because...</p>	<p>My prediction did not change because...</p>
<p>My new prediction is...</p>	
<p>My predictions was <input type="checkbox"/> correct <input type="checkbox"/> incorrect</p>	

<p>My prediction is...</p>	
<p>I am reading: _____</p>	
<p>My prediction changed because...</p>	<p>My prediction did not change because...</p>
<p>My new prediction is...</p>	
<p>My predictions was <input type="checkbox"/> correct <input type="checkbox"/> incorrect</p>	