This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.
The Savvy Reader—Summarizing

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The Savvy Reader—Summarizing Level 2

Student Edition

Summarizing at the Lukasa Storyteller’s Academy.................................................. S-1
Serena’s Simple Shoes............................................................................................... S-5
Run! Jump! Throw! The World of Track and Field.................................................... S-17
Summarizing at the Lukasa Storyteller’s Academy

DAY 1

Team Talk

1. What tools can help you learn to summarize?

2. On Mother Griot’s lukasa, beans, shells, and seeds represent the important events or ideas in a story. How does her lukasa help her to tell a story to someone else?

3. If you were to tell a friend the most-important thing about a lukasa, what would you say? (Write-On)

Griot’s Challenge

Mother Griot at the Lukasa Storyteller’s Academy has given us a challenge. She’s given us a story about Griot Kenyatta, one of the teachers at the academy. The story, A Gift in the Storm, is in your collection of readings. Mother Griot wants us to read and retell the story and to pick out the most-important events or ideas. I’ll bet the Summarizing Strategy Card will help us. I’ll go first.

DAY 2

Team Talk

1. What are the story elements?

2. What did you notice about the way Kayla, Diop, Matthew, and Heaven retold parts of the story?

3. How do you retell a story? How do you think retelling a story helps you to be a better reader? (Write-On)
Griot’s Challenge

Griot's Challenge

Mother Griot has another challenge for us. She wants us to practice identifying some of the story elements in A Gift in the Storm, the story about Griot Kenyatta that we read. I’d like you and your partner to take turns rereading the story. When you’ve finished, discuss what you think the main characters, setting, and story problem are. Knowing the story elements will help us summarize and remember the story. Your Summarizing Strategy Card will remind you of the story elements.

DAY 3

Team Talk

1. How do Kayla, Diop, Matthew, and Heaven know which events or ideas are important and which are less-important details? (Write-On)

Important Ideas and Events

Which events or ideas do you think are less important and could be taken off the list?

Here’s a hint: Mother Griot said two of them are less important.

Important Ideas, pages 3 and 4

1. Leopard decides to eat Anansi.
2. Leopard goes to Anansi’s house.
3. Anansi’s house is made of banana leaves.
4. Anansi knows Leopard is waiting for him.
5. Leopard puts his nose in his paw.
6. Anansi goes home.
Griot’s Challenge

Griot Kenyatta has a challenge for us! You have already read and retold the story, *A Gift in the Storm*, and identified the main characters, the setting and the story problem. You’re well on your way to creating a summary! Today Griot Kenyatta would like you to look at the list we made of the events or ideas in the story, pick out the most-important ones, and eliminate the less-important ones. I’d like you to work on this challenge with your partner. Now we know that the most-important events or ideas usually have to do with the story elements, so use your strategy card to remind you of the story elements. Griot Kenyatta may think she can stump you, but I don’t think she can!

DAY 4

1. The students listed many events or ideas for the story. How does Griot Kenyatta help the students cut down their list of important events or ideas to just a few?

2. How will putting information on a story map help the students at the academy become better storytellers? (Write-On)

Griot’s Challenge

Griot Kenyatta has challenged us to complete a story map for *A Gift in the Storm*. Here’s what you’ll need for the challenge: the story and a story map. Here’s the list we made of the main characters, setting, and story problem and our list of important events and ideas. I would like you to complete the story map with your partner. Remember how Griot Kenyatta helped the students at the academy cut down their list of important events or ideas to just a few? I’ll bet you and your partner can do that too!
### DAY 5

**Team Talk**

1. How does your summary compare with that of the students on the video?
2. What was the hardest part of writing a summary? What was the easiest part? (Write-On)

**Griot’s Challenge**

Griot Kenyatta has another challenge for us. She wants you to write a summary of the story *A Gift in the Storm*. You will use the story map you completed to write it. I’d like you to write the summary as a team. Talk about what you plan to write first. Then, I’d like (students selected) to write the first sentence. The rest of the team can take turns adding sentences until you finish the summary. See if you can cut down your list of events or ideas to just a few very important ones, and keep it short! I’m sure Griot Kenyatta will be very impressed with your summary!

### DAY 6

**Team Talk**

1. What are the three steps to summarizing?
2. What helps you figure out what is important in the story?
3. What are the story elements?
4. How does the story problem help you find the important events or ideas in a story? (Write-On)

### DAY 7

**Team Talk**

1. What is one question you had before you began reading?
2. On your story map, write the important events from paragraph 4.
3. Use the information you have written on your story map to write a brief summary of paragraph 9. (Write-On)
### Serena’s Simple Shoes

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>prepare</td>
<td>chunk</td>
<td>get ready</td>
<td>To <em>prepare</em> to bake cookies, wash your hands first.</td>
</tr>
<tr>
<td>precise</td>
<td>-c = /s/ chunk</td>
<td>exact</td>
<td>I don’t know the <em>precise</em> number of students in class, but I guess there are about twenty.</td>
</tr>
<tr>
<td>aisle</td>
<td>-ais = /i/ blend</td>
<td>open area between sections of seats</td>
<td>The bride walked down the <em>aisle</em> and looked at the people sitting around her.</td>
</tr>
<tr>
<td>drenched</td>
<td>base word + ending</td>
<td>very wet, soaking</td>
<td>I was <em>drenched</em> after playing in the rain without a raincoat.</td>
</tr>
<tr>
<td>strolled</td>
<td>base word + ending</td>
<td>walked slowly and without a care</td>
<td>The shoppers <em>strolled</em> through the store, not really looking for anything.</td>
</tr>
<tr>
<td>entered</td>
<td>base word + ending</td>
<td>went in</td>
<td>Teresa said, “Go in first,” so John <em>entered</em> the building.</td>
</tr>
<tr>
<td>practical</td>
<td>chunk</td>
<td>useful</td>
<td>Jeans are much more <em>practical</em> than a dress if you’re working outside.</td>
</tr>
<tr>
<td>argue</td>
<td>chunk</td>
<td>have a disagreement</td>
<td>The brothers would <em>argue</em> when they couldn’t decide which game to play.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Fluency in Five</strong></th>
<th><strong>DAY 2</strong></th>
<th><strong>DAY 3</strong></th>
<th><strong>DAY 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 24 (paragraphs 1–3)</td>
<td>Page 24 (paragraphs 1–3) or 26 (paragraphs 1–3)</td>
<td>Page 24 (paragraphs 1–3), 26 (paragraphs 1–3), or 28 (paragraphs 1–4)</td>
<td></td>
</tr>
</tbody>
</table>
DAY 1

1. Use sequence words to tell how Serena gets ready to go outside.

2. What conclusion can you draw about what galoshes do?
   a. They help to keep old shoes in one piece.
   b. They make your shoes look nicer.
   c. They protect your shoes from getting wet.
   d. They keep your shoes from flapping.

3. Why can’t Serena’s mom find her umbrella?

4. Read the following list of important events that happen in the story. Then write a short summary about this part of the story. (Write-On)
   - It is raining outside.
   - Serena puts on her rain slicker, rain hat, and galoshes.
   - Serena tells Mom where to find her umbrella.

DAY 2

1. What do you think the bus driver means when he says, “It’s a wet one out there”?

2. How is riding the bus different for Serena than it is for her mom?

3. Why does a man walking outside get wet from a puddle?
   a. He is stomping through the puddle.
   b. Someone pushes him into the puddle.
   c. A car drives through the puddle.
   d. He trips and falls in the puddle.

4. Read the following list of important events that happen in the story. Then write a short summary about this part of the story. (Write-On)
   - Serena and Mom get on the bus.
   - They find two seats.
   - Serena watches out the window.
Write a synonym for each of the following words.

1. coat   2. paste   3. step   4. herd

<table>
<thead>
<tr>
<th>prepare</th>
<th>precise</th>
<th>aisle</th>
<th>drenched</th>
</tr>
</thead>
<tbody>
<tr>
<td>strolled</td>
<td>entered</td>
<td>practical</td>
<td>argue</td>
</tr>
</tbody>
</table>

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

6. Draw a picture to show your understanding of the word *drenched*.

---

**DAY 3**

1. How is the weather different when Serena and Mom get off the bus from when they got on?

2. What is the effect of ringing the bell?
   - a. The bus pulls over and stops.
   - b. The bus speeds up.
   - c. The bus riders win prizes.
   - d. The bus driver changes radio stations.

3. What words does Serena rhyme together when she sings on this page?

4. Read the following list of important events that happen in the story. Then write a short summary about this part of the story. (Write-On)
   
   Mom rings the bell.
   
   Serena and Mom get off the bus.
   
   They walk to Frank’s Fancy Footwear.
Write a synonym for each of the following words.

1. hidden  2. cover  3. ring  4. duty

Building Meaning

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

6. Choose the word that best fits in the blank.
   As we __________ the store, we were greeted by an employee who asked if we needed help with finding anything.

Practice lists

Group 1

<table>
<thead>
<tr>
<th>muck</th>
<th>duck</th>
<th>luck</th>
</tr>
</thead>
<tbody>
<tr>
<td>tuck</td>
<td>suck</td>
<td>buck</td>
</tr>
<tr>
<td>truck</td>
<td>yuck</td>
<td>stuck</td>
</tr>
</tbody>
</table>

Group 2

<table>
<thead>
<tr>
<th>yuck</th>
<th>today</th>
<th>buck</th>
</tr>
</thead>
<tbody>
<tr>
<td>your</td>
<td>luck</td>
<td>cut</td>
</tr>
<tr>
<td>stuck</td>
<td>bring</td>
<td>muck</td>
</tr>
</tbody>
</table>
DAY 4

1. Look at the drawing on the page. What do you think the tags on the shoes mean? Support your answer.

2. How does Mom think the simple brown shoes are different from the fancy boots?

3. Which of the following do you think Serena will most likely do?
   a. choose to buy the simple brown shoes
   b. argue with her mom about the boots
   c. choose to buy the fancy leather boots
   d. leave the shoe store without new shoes

4. Read the following list of important events that happen in the story. Then write a short summary about this part of the story. (Write-On)

   Serena likes the fancy leather boots.
   Mom disagrees with Serena.
   Mom shows Serena a pair of simple brown shoes.

Write a synonym for each of the following words.

1. rag  2. super  3. strange  4. amount

<table>
<thead>
<tr>
<th>prepare</th>
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<th>aisle</th>
<th>drenched</th>
</tr>
</thead>
<tbody>
<tr>
<td>strolled</td>
<td>entered</td>
<td>practical</td>
<td>argue</td>
</tr>
</tbody>
</table>

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

6. Belinda had to **prepare** to sing by practicing the song and making sure she knew all the words to it. **Prepare** means—
   a. wait.
   b. get ready.
   c. delay.
   d. get nervous.
On My Own

<table>
<thead>
<tr>
<th>duck</th>
<th>truck</th>
<th>bring</th>
</tr>
</thead>
<tbody>
<tr>
<td>muck</td>
<td>your</td>
<td>luck</td>
</tr>
<tr>
<td>today</td>
<td>cut</td>
<td>tuck</td>
</tr>
</tbody>
</table>

**DAY 6**

Think of a familiar story that a young child would like to hear. Identify the most-important parts of the story, and list them on a story map. List the characters, main problem in the story, most-important events, and how the story ends. Use the story map to write a summary of the story. Your summary will tell the story in a short way. When you have finished, read your story summary aloud to your partner to find out whether you have included the most-important information, left out the less-important information, and made your summary short.

**Scoring Guide**

- The summary includes all the important elements, and it makes sense. **35 points**
- The summary leaves out less-important events and details. **35 points**
- The summary is short enough to tell to a young child. **20 points**
- The summary is written in complete sentences. **10 points**
# Serena’s Simple Shoes

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheered</td>
<td>base word + ending</td>
<td>yelled loudly and happily</td>
<td>The crowd <em>cheered</em> when their team scored.</td>
</tr>
<tr>
<td>leapt</td>
<td>ea = /eh/ blend</td>
<td>jumped</td>
<td>The deer <em>leapt</em> over the log to avoid tripping as it ran.</td>
</tr>
<tr>
<td>outrun</td>
<td>compound word</td>
<td>run faster than</td>
<td>A rabbit can <em>outrun</em> a turtle.</td>
</tr>
<tr>
<td>feared</td>
<td>base word + ending</td>
<td>worried, was scared</td>
<td>When I broke the window, I <em>feared</em> what Dad would say.</td>
</tr>
<tr>
<td>ruined</td>
<td>base word + ending</td>
<td>wrecked, destroyed</td>
<td>Johan’s white shirt was ruined when he spilled ketchup on it.</td>
</tr>
<tr>
<td>scrubbed</td>
<td>base word + ending</td>
<td>cleaned hard</td>
<td>Marcie <em>scrubbed</em> as hard as she could, but she couldn’t get the ink stain out.</td>
</tr>
<tr>
<td>spun</td>
<td>blend</td>
<td>twisted, turned around fast</td>
<td>The toy top <em>spun</em> around on the floor.</td>
</tr>
<tr>
<td>exchanged</td>
<td>chunk</td>
<td>traded, swapped</td>
<td>My dad <em>exchanged</em> his old car for a new one yesterday.</td>
</tr>
</tbody>
</table>

## Fluency in Five

<table>
<thead>
<tr>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 33 (paragraphs 1–3)</td>
<td>Page 33 (paragraphs 1–3) or 35 (paragraphs 1–3)</td>
<td>Page 33 (paragraphs 1–3), 35 (paragraphs 1–3), or 37 (paragraphs 1–7)</td>
</tr>
</tbody>
</table>

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### DAY 1

1. Which of the following best describes Serena in the morning at school?
   a. eager to play soccer at recess
   b. in love with her simple shoes
   c. jealous of Monique’s fancy boots
   d. proud of her soccer kicking skills

   Tell why you chose your answer.

2. What happens when the soccer ball rolls near Serena?

3. Why do you think Serena wonders if Monique’s fancy boots are good for kicking balls? Support your answer.

4. Summarize this part of the story, telling at least one important event from the reading. (Write-On)

### DAY 2

1. What does the sentence, “Serena ran as fast as lightning,” mean?
   a. She ran very quickly.
   b. She shocked Monique.
   c. She made it thunder.
   d. She looked very bright.

2. Why does Monique have to take off her boots?

3. Do you think Serena feels bad that Monique’s feet hurt and that Monique lost the race? Why or why not?

4. Summarize this part of the story, telling at least one important event from the reading. (Write-On)

### Skill Practice

Write each compound word in your journal. Then write the two words that make up each compound word. Draw a sailboat if you need help.

1. babysitter  2. toothpick  3. seashore  4. moonlight
Building Meaning

<table>
<thead>
<tr>
<th>cheered</th>
<th>leapt</th>
<th>outrun</th>
<th>feared</th>
</tr>
</thead>
<tbody>
<tr>
<td>ruined</td>
<td>scrubbed</td>
<td>spun</td>
<td>exchanged</td>
</tr>
</tbody>
</table>

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

6. Which of the following is something you might get cheered at for doing?
   a. spilling milk
   b. losing your homework
   c. winning a ball game
   d. stealing a lunch

DAY 3

1. Why do you think Serena takes off her shoes before she walks into the house? Support your answer.

2. Use sequence words to tell how Serena cleans her shoe.

3. When the shoe cleans easily, Serena is—
   a. surprised.
   b. confused.
   c. angry.
   d. excited.

4. Summarize this part of the story, telling at least one important event from the reading. (Write-On)

Skill Practice

Write each compound word in your journal. Then write the two words that make up each compound word. Draw a sailboat if you need help.

1. plaything  2. schoolhouse  3. grandparent  4. northeast
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

6. Which of the following is not something you might get cheered at for doing?
   a. winning a science fair
   b. getting a perfect score
   c. appearing in a play
   d. losing a spelling bee
DAY 4

Team Talk

1. Which of the following most likely made Monique want the same simple shoes that Serena has?
   a. She thinks Serena has better taste in clothes.
   b. She wants the simple shoes anyway.
   c. She thinks brown shoes are more attractive.
   d. She wants to race Serena without her feet hurting.

2. What are the rhyming words in the song Serena sings?

3. How do you think Serena and Monique’s race will end today? Why?

4. Summarize this part of the story, telling at least one important event from the reading. (Write-On)

Skill Practice

Write each compound word in your journal. Then write the two words that make up each compound word. Draw a sailboat if you need help.

1. shoelace  2. underground  3. bookworm  4. lifeboat

Building Meaning

cheered  leapt  outrun  feared
ruined  scrubbed  spun  exchanged

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

6. Choose the word that best fits in the blank.
   José ___________ his bike with an old toothbrush and soapy water until it shone like new.

On My Own

makes  doughnut  few
forehead  handed  sure
carpool  blackbird  firefighter
DAY 6

Imagine that you are Serena, and you want to write an entry in your journal that tells about what happens after you wear your simple shoes to school. You will write a journal entry using Serena’s favorite way of talking: a song. Think about how Serena might summarize what happens to her after she wears her new simple shoes to school. Your song should be at least three verses long, with four lines in each verse. In your song, you should tell at least three important events that happen to Serena in the text. Your song should have the rhyme pattern $abcb$, with two rhyming words in each verse. Your song will be the body of a journal entry. Your journal entry should have a date, a greeting, the song in the body, a closing, and a signature.

Scoring Guide

| You summarize what happens to Serena after she wears her simple shoes to school in song in a journal entry. | 25 points |
| Your song is at least three verses long, with four lines in each verse. | 25 points |
| You tell at least three important events that happen to Serena after she wears her simple shoes to school. | 10 points each (30 points maximum) |
| Your song has the rhyme pattern $abcb$, with two rhyming words in each verse. | 20 points |
## Run! Jump! Throw! The World of Track and Field

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>speedy</td>
<td>base word + ending</td>
<td>fast</td>
<td>I like riding the <em>speedy</em> train that gets me to faraway places quickly.</td>
</tr>
<tr>
<td>length</td>
<td>blend</td>
<td>distance</td>
<td>Kangaroos can jump a <em>length</em> of twenty-five feet when they are moving at full speed.</td>
</tr>
<tr>
<td>usually</td>
<td>base word + ending</td>
<td>normally</td>
<td><em>I usually</em> get up at seven o’clock, but today I slept in and got up later.</td>
</tr>
<tr>
<td>hands</td>
<td>base word + ending</td>
<td>gives to</td>
<td>Every afternoon, our teacher <em>hands</em> us our homework assignments.</td>
</tr>
<tr>
<td>attempts</td>
<td>base word + ending</td>
<td>tries</td>
<td>It took three <em>attempts</em>, but I finally memorized my lines and could say my part without stopping.</td>
</tr>
<tr>
<td>clear</td>
<td>blend</td>
<td>go over, get past</td>
<td>My dog can run, jump, and <em>clear</em> a four-foot-tall fence with no problems.</td>
</tr>
<tr>
<td>raised</td>
<td>base word + ending</td>
<td>made higher</td>
<td>Kendra <em>raised</em> her hand because she knew the correct answer to the question.</td>
</tr>
<tr>
<td>shoves</td>
<td>base word + ending</td>
<td>pushes hard</td>
<td>Margaret <em>shoves</em> her laundry into a bag when she needs to wash it in the laundry room.</td>
</tr>
</tbody>
</table>

### Fluency in Five

<table>
<thead>
<tr>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 49 (paragraph 1)</td>
<td>Page 49 (paragraph 1), or 46 (ending with “…one after another.”)</td>
<td>Page 49 (paragraph 1), 46 (ending with “...one after another.”), or 51 (ending with “…down the track.”)</td>
</tr>
</tbody>
</table>
DAY 1

1. Choose the important idea from page 44 from the following list. Then tell why you think this is an important idea. (Write-On)

Runners line up at a starting line.

Sprints are measured in meters.

Sprinters run as fast as they can to win.

2. Why do long-distance runners need stamina?

3. What does the first runner in a relay do with the baton before he or she stops running?

4. Hurdle races are different from other races because—
   a. you pass batons to others while running.
   b. you sprint around something while running.
   c. you crawl under something while running.
   d. you jump over something while running.

DAY 2

1. Use sequence words to describe the triple jump.

2. Choose the important idea from page 50 from the following list. Then tell why you think this is an important idea. (Write-On)

Jumpers jump onto a soft mat.

The highest jump over the bar wins.

Jumpers get two tries to clear the bar.

3. What happens when a pole-vault jumper shoves the pole into a hole in the track?

4. Which of the following statements is an opinion?
   a. “The runner has a long pole in her hands.”
   b. “This one is the neatest of them all.”
   c. “If she clears it, they raise the bar.”
   d. “Pole-vault jumpers can go as high as 20 feet into the air!”
Write a synonym for each of the following words.

1. throw  2. rattle  3. stream  4. field

Built Meaning

<table>
<thead>
<tr>
<th>speedy</th>
<th>length</th>
<th>usually</th>
<th>hands</th>
</tr>
</thead>
<tbody>
<tr>
<td>attempts</td>
<td>clear</td>
<td>raised</td>
<td>shoves</td>
</tr>
</tbody>
</table>

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

6. Name two things that could be described as speedy.

**DAY 3**

1. The main idea of page 44 was that sprinters need to run as fast as they can to win. Use the following details to write a summary of the page. (Write-On)

   Runners line up at a starting line.
   
   They run as fast as they can to the finish line.
   
   Sprint races come in many lengths.

2. What do you learn from the fact box on the bottom of page 44?

3. What do you think a relay runner would have to do to win the race if he or she dropped the baton? Support your answer.

4. Which of the following is the best way to win a hurdle race?
   
   a. Run quickly, but run into every hurdle on the track.
   
   b. Run quickly without knocking down any hurdles.
   
   c. Run more slowly without knocking down any hurdles.
   
   d. Run more slowly and around the hurdles on the track.
Write a synonym for each of the following words.

1. bind
2. rusty
3. equal
4. jog

<table>
<thead>
<tr>
<th>speedy</th>
<th>length</th>
<th>usually</th>
<th>hands</th>
</tr>
</thead>
<tbody>
<tr>
<td>attempts</td>
<td>clear</td>
<td>raised</td>
<td>shoves</td>
</tr>
</tbody>
</table>

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

6. Name two things that could not be described as speedy.

| Group 1
<table>
<thead>
<tr>
<th>str</th>
<th>k</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>strike</td>
<td>straw</td>
<td>string</td>
</tr>
<tr>
<td>stride</td>
<td>strong</td>
<td>stroll</td>
</tr>
<tr>
<td>street</td>
<td>straight</td>
<td>strap</td>
</tr>
</tbody>
</table>

| Group 2
<table>
<thead>
<tr>
<th>str</th>
<th>k</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>strong</td>
<td>winter</td>
<td>stride</td>
</tr>
<tr>
<td>count</td>
<td>strap</td>
<td>dawn</td>
</tr>
<tr>
<td>string</td>
<td>family</td>
<td>straight</td>
</tr>
</tbody>
</table>
DAY 4

1. Describe how the triple jump is different from the long jump.

2. What happens when a high jumper or pole-vault jumper hits the bar and knocks it off?
   - The jumper is taken out of the competition right away.
   - The jumper has to start all over again at a lower height.
   - The jumper loses a turn to another competitor.
   - The jumper gets two more tries to clear the bar.

3. Why do you think there are soft mats for the high jumpers and pole-vault jumper? Support your answer.

4. Use the following list of important details and information from your idea tree to write a summary of this cycle of *Run! Jump! Throw! The World of Track and Field*. (Write-On)

   Athletes can run and jump in track and field.

   There are sprints and long-distance races on the track.

   Jumpers have to jump as far or high as they can in events.

Skill Practice

Write a synonym for each of the following words.

1. jumped  2. stay  3. rug  4. trouble
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

6. Donata raised her plate a few inches so her dog couldn’t jump up and steal her snack from it. *Raised* means—
   a. moved lower.
   b. pushed aside.
   c. pulled closer.
   d. made higher.

**On My Own**

<table>
<thead>
<tr>
<th>strap</th>
<th>dawn</th>
<th>count</th>
</tr>
</thead>
<tbody>
<tr>
<td>family</td>
<td>string</td>
<td>straight</td>
</tr>
<tr>
<td>winter</td>
<td>street</td>
<td>strong</td>
</tr>
</tbody>
</table>

**DAY 6**

You read about three running events and three jumping events this cycle. These events have a lot of similarities and differences. Write a paragraph that compares and contrasts either the three running events or three jumping events. Begin your paragraph with a sentence that states what you are comparing and contrasting. Explain at least one thing all three events have in common. Then explain at least one way that each event is different. Your paragraph should end with a sentence that restates the main idea.
<table>
<thead>
<tr>
<th>Scoring Guide</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>You write a compare-and-contrast paragraph about either three running events</td>
<td>25 points</td>
</tr>
<tr>
<td>Your paragraph begins with a sentence that states what you are comparing</td>
<td>10 points</td>
</tr>
<tr>
<td>and contrasting.</td>
<td></td>
</tr>
<tr>
<td>You explain at least one thing all three events have in common.</td>
<td>15 points</td>
</tr>
<tr>
<td>You explain at least one way that each event is different.</td>
<td>15 points each</td>
</tr>
<tr>
<td>(45 points maximum)</td>
<td></td>
</tr>
<tr>
<td>Your paragraph ends with a sentence that restates the main idea.</td>
<td>5 points</td>
</tr>
</tbody>
</table>
## Run! Jump! Throw! The World of Track and Field

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>lightweight</td>
<td>compound word</td>
<td>not heavy</td>
<td>The cat looked huge because of its thick fur, but it was actually very <em>lightweight</em>.</td>
</tr>
<tr>
<td>spin</td>
<td>blend</td>
<td>twirl</td>
<td>The dancers <em>spin</em> so fast they look like blurs on the stage.</td>
</tr>
<tr>
<td>sails</td>
<td>base word + ending</td>
<td>flies</td>
<td>The ball <em>sails</em> through the air as the two children pass it to each other.</td>
</tr>
<tr>
<td>pounds</td>
<td>base word + ending</td>
<td>hits hard</td>
<td>The jackhammer <em>pounds</em> into the cement to break it into small pieces.</td>
</tr>
<tr>
<td>occur</td>
<td>chunk</td>
<td>happen</td>
<td>Two sporting events will <em>occur</em> today, so the school will be a busy place.</td>
</tr>
<tr>
<td>earn</td>
<td>blend</td>
<td>receive, as an award</td>
<td>Morgan will <em>earn</em> a star if she gets an A on her spelling test.</td>
</tr>
<tr>
<td>grandest</td>
<td>base word + ending</td>
<td>biggest, best</td>
<td>Julia is throwing her sister the <em>grandest</em> party anyone has ever seen.</td>
</tr>
<tr>
<td>compete</td>
<td>chunk</td>
<td>go up against someone, as in a game or contest</td>
<td>The two teams will <em>compete</em> for the trophy tomorrow.</td>
</tr>
</tbody>
</table>

### Fluency in Five

<table>
<thead>
<tr>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 57</td>
<td>Page 57 or 55 (ending with “…lets go of the wire.”)</td>
<td>Page 57, 55 (ending with “…lets go of the wire.”), or 59 (paragraph 2)</td>
</tr>
</tbody>
</table>
DAY 1

1. According to the fact box on page 53, how were javelins used before they were used in competitions?

2. Which of the following is the most-important idea from the section “Watch out!”?
   a. Javelin throwers try to throw a lightweight metal spear far.
   b. Javelins have two pointy ends.
   c. Javelins soar through the air farther than shot puts.
   d. Javelin throwers run a few steps to throw.

Tell why you think this is the most-important idea. (Write-On)

3. Why are there nets around the places discus throwers throw from?

4. How is the hammer similar to the shot put? How is it different?

DAY 2

1. Team USA is made up of—
   a. the best track-and-field athletes in the world.
   b. track-and-field athletes from the biggest states.
   c. track-and-field athletes from just one state.
   d. the best track-and-field athletes in the United States.

2. Which of the following is the most-important idea from the section “Best in the Country”?
   a. Some states do not send athletes to the track meets.
   b. Athletes from all over the country compete against each other.
   c. National champions are called Team USA.
   d. The athletes earn medals for winning.

Tell why you think this is the most-important idea. (Write-On)

3. How are the world championships different from the Summer Olympics?

4. Why do you think the author warns readers to be careful where they throw things?
Write each word in your journal. Then write the base word and ending of each word and what the word means. If necessary, draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

1. suffers  
2. freshest

<table>
<thead>
<tr>
<th>lightweight</th>
<th>spin</th>
<th>sails</th>
<th>pounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>occur</td>
<td>earn</td>
<td>grandest</td>
<td>compete</td>
</tr>
</tbody>
</table>

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

4. Choose the word that best fits in the blank.
The carpenter ________ the nail into the wood with the hammer until the nail is in all the way.
DAY 3

1. Do you think you have to be as careful around the javelin event as you do the discus event? Explain.

2. The most-important idea in the section titled “Watch out!” was that javelin throwers try to throw a lightweight spear far. Which of the following is a less-important detail from the section?
   a. The farthest throw in a javelin competition wins.
   b. Officials measure the throw to where the javelin sticks in the ground.
   c. The javelin is lightweight and flies further than the shot.
   d. The Greeks made javelins lighter for throwing competitions.

Use the important details from the choices to write a summary of the section. (Write-On)

3. Which of the following best describes the main idea of the third paragraph on page 54?
   a. what a discus looks like compared with a shot put
   b. how to throw a discus
   c. staying safe while throwing the discus
   d. how to catch a flying discus

4. What do you learn from the fact box on page 55?

Write each word in your journal. Then write the base word and ending of each word and what the word means. If necessary, draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

1. slides  2. wildest
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

4. The scientists saved their grandest announcement for last so they could really amaze the crowd. Grandest means—
   - a. smallest.
   - b. most unusual.
   - c. most boring.
   - d. biggest.
DAY 4

1. The world championships are different every year because—
   a. the athletes do different events.
   b. they are held in a different country.
   c. new events are added each year.
   d. different prizes are awarded to the winners.

2. Why are many running, jumping, and throwing events done at the Summer Olympics every four years?

3. Do you think the author wants you to take part in track and field? Support your answer.

4. Use information from your idea tree to write a summary of this cycle of Run! Jump! Throw! The World of Track and Field. (Write-On)

Skill Practice

Write each word in your journal. Then write the base word and ending of each word and what the word means. If necessary, draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

1. coolest  2. glows

<table>
<thead>
<tr>
<th>lightweight</th>
<th>spin</th>
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</tr>
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<tr>
<td>occur</td>
<td>earn</td>
<td>grandest</td>
<td>compete</td>
</tr>
</tbody>
</table>

Building Meaning

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

4. Choose the word that best fits in the blank.
   I like to sit in my dad’s big office chair and __________ quickly to get dizzy.

On My Own

its  chalk  brightest
subtracts  him  forgets
sharpest  highest  live
You read about a lot of levels of competition in track and field. You can compete locally, nationally, and against people from all over the world. Winners at national- and world-championship track meets are called champions. A lot of other sports have champions too. Write a paragraph that explains two characteristics of a champion athlete. Begin your paragraph with a sentence that introduces the two characteristics you think a champion has. In your paragraph, provide at least two details for each characteristic of a champion. Your details should be descriptive. You should end your paragraph with a sentence that restates the main idea.

<table>
<thead>
<tr>
<th>Scoring Guide</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>You write a paragraph that describes a champion athlete.</td>
<td>25 points</td>
</tr>
<tr>
<td>Your paragraph begins with a sentence that introduces the two characteristics you think a champion has.</td>
<td>20 points</td>
</tr>
<tr>
<td>You provide at least two descriptive details about each characteristic.</td>
<td>10 points each (40 points maximum)</td>
</tr>
<tr>
<td>Your paragraph ends with a sentence that restates the main idea.</td>
<td>15 points</td>
</tr>
</tbody>
</table>
7. “Watch as a bird flies through the air, and you’ll understand why people
wanted to have wings too,” Grandpa said. Sails means—

a. flies.
b. sinks.
c. swims.
d. falls.

8. The box looked big and bulky, but it was ___________ because
nothing was in it.

a. floor.
b. plenty.
c. empty.
d. full.

9. Lunar eclipses occur every year, but not everyone can see them all the
time. Occur means—

a. disappear.
b. skip.
c. forget.
d. happen.

10. Some think the Fourth of July fireworks in Washington, D.C. are
the ___________ display you can see in the country.

a. happen.
b. forget.
c. skip.
d. disappear.

11. The spoiled little boy pounds his hands against the floor whenever he
pounds his way. Pounds means—

a. lightly taps.
b. brushes.
c. hits hard.
d. pets.

12. I used to love riding the teacups at the amusement park and
would ___________ my cup as fast as I could.

a. d. pets.
b. hits hard.
c. brushes.
d. lightly taps.
4. Which of the following is a less-important detail from the text “Playing Fair”?

a. Judges watch runners, jumpers, and throwers.
b. Athletes need to follow the rules.
c. Judges make sure athletes do not cheat during events.
d. Track and field is like other sports.

6. My dad would like me to __________ in hockey, but I'd rather play basketball instead.

5. Write a meaningful sentence for the word earn.

<table>
<thead>
<tr>
<th>complete</th>
<th>grandest</th>
<th>earn</th>
<th>occur</th>
</tr>
</thead>
<tbody>
<tr>
<td>pounds</td>
<td>sails</td>
<td>spin</td>
<td>lightweight</td>
</tr>
</tbody>
</table>

Building Meaning

I. Fakest 2. Orders 3. Loudest 4. Rubs

Write a meaningful sentence for the word earn.

Skill Questions

Write each word on your paper. Then write the base word and what the word means. If necessary, draw a line through the letter on the base word that is dropped when the ending is added. Draw a line through the word and ending to show what each word and what the word means. If necessary, draw a line through the ending of each word and ending to show what each word and ending means.

Number your paper from 1 to 12. Write your answers next to the matching numbers.

Word Power

Summary of the section

Use the important details from the choices and your idea tree to write a

d. Track and field is like other sports.
c. Judges make sure athletes do not cheat during events.
b. Athletes need to follow the rules.
a. Judges watch runners, jumpers, and throwers.

4. Which of the following is a less-important detail from the text “Playing Fair”?
Run! Jump! Throw! The World of Track and Field / Cycle 2

The Savvy Reader—Summarizing / Student Test © 2011 Success for All Foundation

Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Playing Fair

Just like any other sport, track and field has rules. Athletes need to follow the rules. This keeps the event fair for everyone. Track-and-field judges watch athletes as they run, jump, and throw. The judges make sure that all the athletes follow the rules. They make sure the right people get the right places. They make sure everyone follows the right path. Judges want everyone to play fair. Judges don’t want athletes to cheat for faster times, better jumps, or longer throws.

Comprehension Questions

1. What is the topic of this text? How do you know?
2. What is the intent of the author? How do you know?
3. Where do you think happens if a runner gets a head start or doesn’t follow the rules? Just like any other sport, track and field has rules. Athletes need to follow the rules. This keeps the event fair for everyone. Track-and-field judges watch athletes as they run, jump, and throw. The judges make sure that all the athletes follow the rules. They make sure the right people get the right places. They make sure everyone follows the right path. Judges want everyone to play fair. Judges don’t want athletes to cheat for faster times, better jumps, or longer throws.

Use your graphic organizer to answer the following questions.

Running Path

Support your answer.

Where is the topic of this text? How do you know?
Where is the intent of the author? How do you know?
Where do you think happens if a runner gets a head start or doesn’t follow the rules? Just like any other sport, track and field has rules. Athletes need to follow the rules. This keeps the event fair for everyone. Track-and-field judges watch athletes as they run, jump, and throw. The judges make sure that all the athletes follow the rules. They make sure the right people get the right places. They make sure everyone follows the right path. Judges want everyone to play fair. Judges don’t want athletes to cheat for faster times, better jumps, or longer throws.

Playing Fair

passage, and add more ideas to your organizer.

Read the test passage, and complete a graphic organizer. Then reread the passage.
7. Usually I don’t like eating a lot of sweet things, but I always love my mom’s peanut butter cookies. *Usually* means—
   a. normally.
   b. strangely.
   c. curiously.
   d. totally.

8. My dog always ___________ her dinner bowl into my hand to tell her when she’s hungry.
   a. made lower.
   b. made shorter.
   c. made higher.
   d. made wider.

9. Marco takes three attempts to get the right answer to a math problem before he asks someone for help. *Attempts* means—
   a. guesses.
   b. notes.
   c. tries.
   d. winks.

10. The tortoise was not very ___________ and took nearly twenty minutes to cross the road.
    a. walks.
    b. lives.
    c. noises.
    d. guesses.

11. Willa raised her bed off the floor so she could store her winter clothes under it during the summer months. *Raised* means—
    a. made wider.
    b. made higher.
    c. made shorter.
    d. made lower.

12. Fred knew the goal was great, but he also knew he could ___________ the ball farther than it.
    a. make lower.
    b. make shorter.
    c. made higher.
    d. made wider.
3. Do you think most people who run marathons are hoping to win the race? Explain your answer.

4. Choose the important detail from the following list. Then explain why this is an important detail.
   - A marathon is about twenty-six miles long.
   - Many people walk during marathons.
   - Changing the running path makes a marathon more fun.
   - Mrs. Clausen gave star stickers to students who showed good teamwork throughout the week.

5. Write a meaningful sentence for the word clear.

6. Write a synonym for each of the following words.
   - wise
   - touch
   - boom
   - choke

5. Write a meaningful sentence for the word clear.

6. Mrs. Clausen gave star stickers to students who showed good teamwork throughout the week.

Building Meaning


Word Power

Changing the running path makes a marathon more fun.

Many people walk during marathons.

A marathon is about twenty-six miles long.

Then explain why this is an important detail.

Choose the important detail from the text from the following list.

Explain your answer.

3. Do you think most people who run marathons are hoping to win the race?
Read the test passage, and complete a graphic organizer. Then re-read the

**Test Passage**

*Running Long and Slow*

One of the longest races is a marathon. The race is about twenty-six miles long. It is usually run on roads. Why cities around the world have these races. One of the longest races is a marathon. The race is about twenty-six miles long. It is usually run on roads. Why cities around the world have these races.
9. I didn’t want potato chips in my lunch, so I ___________ them for pretzels.

- exchanged
- traded
- tossed
- trampled on

Exchanged means ___________.

10. Ike ___________ that there wouldn’t be any tickets left when we got to the stadium, but we still got good seats.

- jumped
- swam
- trotted
- waded

Jumped means ___________.

11. The creek wasn’t very wide, so I just ___________ across it instead of looking for a bridge.

- waded
- trotted
- swam
- leapt

Leapt means ___________.

12. The cat ___________ her face with her paw after she stuck her nose into the sticky tree sap.

- leapt
- jumped
- tossed
- traded

Jumped means ___________.
1. Write a meaningful sentence for the word **spun**.

2. It’s difficult to **run** an alligator, so wildlife experts always advise that you stay far away from them.

3. At first, Georgio thought he had ruined his painting when he spilled water on it, but later he liked how it looked. **Ruined** means—
   - a. improved.
   - b. wrecked.
   - c.ixed.
   - d. cheered.

4. We all **cheered** loudly when my brother’s name was announced as the winner of the prize.

5. Write each compound word on your paper. Then write the two words that make up each compound word. Draw a sailboat if you need help.

<table>
<thead>
<tr>
<th>exchanged</th>
<th>spun</th>
<th>scrubbed</th>
<th>ruined</th>
</tr>
</thead>
<tbody>
<tr>
<td>feared</td>
<td>outline</td>
<td>kept</td>
<td>cheered</td>
</tr>
</tbody>
</table>

6. Write each compound word on your paper. Then write the two words that make up each compound word. Draw a sailboat if you need help.

7. Write each compound word on your paper. Then write the two words that make up each compound word. Draw a sailboat if you need help.

8. Write each compound word on your paper. Then write the two words that make up each compound word. Draw a sailboat if you need help.
Comprehension Questions

1. How does Serena feel when she sees Monique wearing the fancy boots?

2. Why does Monique have to stop running?
   a. The boots hurt her feet.
   b. She steps in a mud puddle.
   c. She reaches the street first.
   d. The boots come untied.

3. Write a summary of the first part of the story. Tell at least three important events in your summary.

4. How does Monique run today compared with yesterday?
   a. She runs more slowly than Serena even in new shoes.
   b. She runs faster than Serena.
   c. She runs more slowly than Serena even in new shoes.
   d. She runs just as fast as Serena.

5. What lesson do Serena and Monique learn?

6. Write a summary of today's reading. Tell at least one important event in your summary.

Following questions:
Read pages 38 and 39 of Serena's Simple Shoes, and answer the Comprehension Questions.
7. Dad always said, “Don’t argue with me,” when he gave me a chore I didn’t like. Argue means—
   a. make an arrangement.
   b. agree.
   c. apologize.
   d. have a disagreement.

8. We walked down the ______ of the theater until we found two empty seats.

9. My gloves are full of holes and aren’t very practical for playing in the snow. Practical means—
   a. expensive.
   b. pretty.
   c. useful.
   d. useless.

10. To ______ to watch the movie, I made a big bowl of popcorn and sat in the most comfortable chair in the room.

11. Dr. Wallace, a scientist, is very precise and careful with everything he does. Precise means—
   a. exact.
   b. dim.
   c. foggy.
   d. bland.

12. Mort ______ the lobby of the bank to escape from the cold temperatures and wind.
   d. bland.
   c. foggy.
   b. dim.
   a. exact.
5. Which of the following is a conclusion you can draw about Serena’s feelings about the fancy leather boots?
   a. Serena likes the simple brown shoes much more than the boots.
   b. Serena still wishes she could buy the fancy leather boots.
   c. Serena thinks the simple brown shoes are fancier than the boots.
   d. Serena has forgotten all about the fancy leather boots.

6. Write a meaningful sentence for the word drenched.

<table>
<thead>
<tr>
<th>argued</th>
<th>practiced</th>
<th>entered</th>
<th>shortage</th>
</tr>
</thead>
<tbody>
<tr>
<td>driehed</td>
<td>aisle</td>
<td>please</td>
<td>prepare</td>
</tr>
</tbody>
</table>

Building Meaning

I. under
2. let
3. easy
4. whole

Write a synonym for each of the following words.

Skill Questions

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Word Power

She says they feel good.
She walks around in the shoes.
Serena tries on the simple brown shoes.

Then write a summary about this part of the story.

6. Read the following list of important events from today’s reading.

Serena has forgotten all about the fancy leather boots.
Serena thinks the simple brown shoes are fancier than the boots.
Serena still wishes she could buy the fancy leather boots.
Serena likes the simple brown shoes much more than the boots.

Which of the following is a conclusion you can draw about Serena’s feelings about the fancy leather boots?
Comprehension Questions

Read page 29 of *Serena's Simple Shoes*, and answer the following questions.

1. How is Serena's bus ride different from her mom's bus ride?
   a. Mom has to stand because there aren't enough seats.
   b. Mom rides for free because she is an adult.
   c. Serena rides for free because she is a child.
   d. Serena cannot ride the bus because children aren't allowed.

2. Why do Serena's mom like the simple brown shoes more than the fancy leather boots?
   a. Mom has to stand because there aren't enough seats.
   b. Mom rides for free because she is an adult.
   c. Serena rides for free because she is a child.
   d. Serena cannot ride the bus because children aren't allowed.

3. Read the following list of important events from earlier in the story. Then write a summary about the first part of the story.
   - Serena and Mom go shoe shopping.
   - Serena likes a pair of fancy boots.
   - Mom likes a pair of simple brown shoes.
   - Mom rings the bell to stop the bus near the shoe store.
   - Mom and Serena ride the bus.

4. What does Serena do after she puts on the simple brown shoes?
3. Which of the following best describes the main idea of paragraph 4?
   a. Donte is a little scared.
   b. The basement is cold and damp.
   c. There is a light in the basement.
   d. Donte finds a box labeled "Dad's Things."

4. On your story map, write down the story's main problem and an important event from the story.
   a. The boxes are Grandpa's.
   b. Donte is going through the stack of boxes.
   c. He can't wait to open the next box.
   d. Donte can't think of a better activity for a rainy day.

5. Which of the following best describes the main idea of paragraph 7?
   a. Donte can't think of a better activity for a rainy day.
   b. He can't wait to open the next box.
   c. The boxes are Grandpa's.
   d. Donte is going through the stack of boxes.

6. Use the information you wrote on your story map to write a brief summary of paragraph 9.
   a. Donte finds a box labeled "Dad's Things."
   b. The basement is cold and damp.
   c. There is a light in the basement.
   d. Donte is a little scared.
6. Just then, Donte's mom came down to check on him. "So what did you find?" his mom asked. "Mom! Look at these pictures! Where did they come from?" Donte asked. His mom knelt down to the box. "Oh my," she said. "These are my father's pictures. We packed them up so quickly, and I forgot about them. What a find!"

7. "Are all these boxes from Grandpa's house?" Donte asked. "Well, this stack here is," said his mom. "You can go through it if you want. Who knows what you'll find!" And Donte couldn't think of a better activity for a rainy summer day. He ran up to his room and got his art supply box. Construction paper, markers, scissors, glue, and tape were inside the box. He knew that he could do something special with the things he had found. He carried the box to the basement. He found his favorite pictures from Grandpa's first box. Then he could begin. He couldn't wait to open the next box. When he did, he realized that he was going to find a lot of memories in the boxes. He opened the box slowly and found crinkled pictures of Mom's wedding day, and Donte's hospital bracelet from when he was born. As his mom looked through the book, tears sprang into her eyes. Donte knew he had found the best rainy-day project ever.

8. When is one question you had about the main idea before you began reading the story?

9. When story elements help you predict the main idea of this story?

10. What one of the story elements on your story map helped you predict the main idea of this story?
The Memory Maker

Read the Memory Maker and answer the following questions.

Comprehension Questions

1. Did Donte want to have fun? Yes, he did. He wanted to have fun, so he thought he could go to the basement.
2. Why did Donte decide to call Tayshaun? Donte didn’t have any ideas either, so he thought he could go to the basement to find something to do.
3. Did Donte’s brother, Darnell, have any ideas? No, he didn’t. Darnell said that he wanted to take a nap.

The Memory Maker
Table of Contents

The Savvy Reader—Summarizing

The Savvy Reader—Summarizing Level 2

Student Test

Run! Jump! Throw! The World of Track and Field ........................................... T-13
Serena’s Simple Shoes ................................................................................. T-5
Summarizing at the Lukasa Storytellers Academy ........................................... T-1

The Savvy Reader—Summarizing
This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden, to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.