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 4

Student Edition

- Summarizing at the S.H.O.R.T. School News ......................................................... S-1
- Aaron Burr and the Stable Boy ................................................................. S-5
- Summarizing Saves the Animals: Samburu ................................................. S-15
# Summarizing at the S.H.O.R.T. School News

## DAY 1

<table>
<thead>
<tr>
<th>Team Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the problem with the review the students submitted?</td>
</tr>
<tr>
<td>2. What is a summary?</td>
</tr>
<tr>
<td>3. What are the story elements?</td>
</tr>
<tr>
<td>4. What tools does the <em>S.H.O.R.T. School News</em> staff use to create a summary? How are they used? (Write-On)</td>
</tr>
</tbody>
</table>

## Editor's Challenge

Mingo, Alicia, Elinor, and Lee had trouble picking out what was important for their book review. Maybe they thought that everything was important, and that’s why they included too much information. Mica and Radford want to see how skilled you are at identifying what is important. Radford recently went to his friend Edgardo’s birthday party. He has written about the party. I’d like you and your partner to take turns reading the story and then make a list of the things you think would be important to tell one of your friends about the party.

## DAY 2

<table>
<thead>
<tr>
<th>Team Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What was the most difficult part of retelling page 2? Why?</td>
</tr>
<tr>
<td>2. How does your retell compare with Elinor and Lee’s?</td>
</tr>
<tr>
<td>3. What did your partner do to help you with steps 1, 2, and 3 on your strategy card? (Write-On)</td>
</tr>
</tbody>
</table>

## Editor’s Challenge

Mica and Radford have given us a challenge to see if you’re getting the hang of retelling. They know that sorting what’s important from what’s not important takes judgment. They would like you and your partner to read the story *Making the Team* and use your judgment to decide what should be included and what could be left out of your retell. There are two parts to the story, so you can both practice retelling. List the important events or ideas in your journal. Remember to use your strategy card to guide you!
### DAY 3

<table>
<thead>
<tr>
<th>Team Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How does Lee determine who the main characters are?</td>
</tr>
<tr>
<td>2. How do the S.H.O.R.T. School team members resolve a disagreement about whether an idea is important or not?</td>
</tr>
<tr>
<td>3. You read and retold pages 3 and 4 of the story with your partner. Did you and your partner agree on the important events or ideas? What did you disagree on? How did you resolve your differences? (Write-On)</td>
</tr>
</tbody>
</table>

### Editor’s Challenge

During your retell of *Making the Team*, you identified what you thought was important to the story. Today I would like you and your partner to use your Summarizing Strategy Card as a guide and identify the story elements in *Making the Team*. You’ll also need the list your team made of important events or ideas.

### DAY 4

<table>
<thead>
<tr>
<th>Team Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do your team’s notes look similar to those of the S.H.O.R.T. School team? Do you think there are any important events or ideas they did not include? If so, what are they?</td>
</tr>
<tr>
<td>2. Mingo helped clarify for the team what the phrase the “bell of the trumpet” means. Why is it important to continue to clarify before you summarize?</td>
</tr>
<tr>
<td>3. What strategies are you learning that help you to summarize when you read silently? (Write-On)</td>
</tr>
</tbody>
</table>

### DAY 5

<table>
<thead>
<tr>
<th>Team Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the purpose of a story map?</td>
</tr>
<tr>
<td>2. Why can an event or idea seem important at the beginning of a story but less important after you read the whole story?</td>
</tr>
<tr>
<td>3. What were the challenges of filling in a story map? Did you eliminate any events or ideas that were in your notes? (Write-On)</td>
</tr>
</tbody>
</table>

### Editor’s Challenge

Mica and Radford think that their “success story” might be featured in a *S.H.O.R.T. School News* column about students who are proud of making a team. They’re thinking about calling this column Students Make the Team and Teams Make the Students. But they need your help to write the first article. The first step will be for you and your partner to review the notes your team made on the story elements in *Making the Team*. Would you change anything on the list—add anything or eliminate anything? Use your judgment to decide.
**DAY 6**

**Team Talk**

1. How did your story map compare with the map that the S.H.O.R.T. School students created?
2. Do you think filling in a story map made writing the summary easier? Why or why not?
3. What was the hardest part about writing the summary? What advice do you have for students who are writing their first summary? (Write-On)

**DAY 7**

**Team Talk**

1. How would you compare and contrast your summary with the summary that Mingo, Alicia, Elinor, and Lee wrote?
2. Evaluate the summary written by Mingo, Alicia, Elinor, and Lee. Is it longer or shorter than you think it should be? Does it include the important information? Are there any less-important details included?
3. How can working with a team help you write a summary? (Write-On)

**Editor’s Challenge**

Radford and Mica are excited to find out how well you can summarize *Making the Team* for their column, Students Make the Team and Teams Make the Students. They’ve even sent a blank page from the *S.H.O.R.T. School News* just for your summary! You’ll need your story map for *Making the Team*. With your partner, review the story map, and decide if you would make any changes and why.

**DAY 8**

**Team Talk**

1. What is one question that you had before you began reading?
2. On your story map, write the important events from paragraph 3.
3. Use the information you have written on your story map to write a brief summary of paragraph 9. (Write-On)
# Aaron Burr and the Stable Boy

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>caressed</td>
<td>base word + ending</td>
<td>lightly touched, patted</td>
<td>I softly caressed the fur of the sleeping puppy.</td>
</tr>
<tr>
<td>resided</td>
<td>base word + ending</td>
<td>lived in</td>
<td>Last year, I resided in Utah, but I moved to Arizona in June.</td>
</tr>
<tr>
<td>gingerly</td>
<td>gin- = /jin/ -ger- = /jer/ base word + ending</td>
<td>softly, with great care</td>
<td>The thief walked gingerly past the sleeping guard.</td>
</tr>
<tr>
<td>displeasure</td>
<td>prefix + base word</td>
<td>anger</td>
<td>Ming knew she’d see displeasure on her dad’s face when he saw the broken window.</td>
</tr>
<tr>
<td>spectacular</td>
<td>chunk</td>
<td>amazing, great</td>
<td>The fireworks show was so spectacular that Jung was talking about it for days.</td>
</tr>
<tr>
<td>asset</td>
<td>chunk</td>
<td>a good thing to have</td>
<td>Strength is an asset if you want to be a good bodybuilder.</td>
</tr>
<tr>
<td>options</td>
<td>base word + ending</td>
<td>choices</td>
<td>Getting a good education gives you more options for careers.</td>
</tr>
<tr>
<td>present</td>
<td>pre- = /pree/ chunk</td>
<td>show, give</td>
<td>Imbal couldn’t wait to present her straight-A report card to her parents.</td>
</tr>
</tbody>
</table>

## Fluency in Five

**DAY 2**  
Page 26 (paragraphs 4–6)

**DAY 3**  
Page 26 (paragraphs 4–6) or 30 (paragraphs 1–5)

**DAY 4**  
Page 26 (paragraphs 4–6), 30 (paragraphs 1–5), or 34 (paragraphs 1–3)
DAY 1

1. Which of the following best describes where Mr. Burr is located?
   a. on his way to the stables to visit John
   b. on his way to be vice president in Washington, D.C.
   c. on the road to being elected president
   d. on the road between Washington, D.C. and his home

2. How can you tell that John respects his employer, Aaron Burr?

3. Why does John prefer to stay in the stable instead of the house?

4. Choose the best list of important events for pages 23 and 24 of the story.
   List A                                    List B
   a. John works in the stable.          a. The sun creeps through
   b. He enjoys his life.                the window.
   c. Mr. Burr will arrive soon.         b. John works in the stable.
   d. John has a lot of work to do.     c. The horses’ names are Chickasaw
                                         and Mohican.
                                          d. John eats breakfast.

Tell why you chose the list you did. Why is the other list not the best choice? (Write-On)

DAY 2

1. Why does Mohican jerk his foreleg away?

2. How can John tell that Mohican’s leg is better? Support your answer.

3. How does the mood of the section change from the beginning to the end?

4. Choose the best list of important events for pages 26 and 27 of the story.
   List A                                    List B
   b. He fills the pail with water.         b. He cleans and bandages
   c. He cleans and bandages                Mohican’s wound.
       Mohican’s wound.                      c. He tests Mohican’s leg.
   d. Mohican snorts.                      d. Mohican gets better.

Tell why you chose the list you did. Why is the other list not the best choice? (Write-On)
1. Read the following sentence.
   Although it can be hot during the day in the desert, it can get very cold at night.
   Which of the following sentences uses desert the same way?
   a. Roni deserted his friends as soon as he heard a scary knocking.
   b. It is against the law to desert the army.
   c. The streets of the city were deserted after the mayor ordered people to stay inside for safety.
   d. Antarctica is actually a desert because it gets less than ten inches of water each year.

2. Read the following sentence.
   A good singer with a high-pitched voice can fragment a glass into tiny pieces.
   Which of the following sentences uses fragment the same way?
   a. A fragment of sand got into my camera, and it no longer works.
   b. The wrecking ball fragmented the concrete wall into small chunks of rock.
   c. Learning to add and subtract is only a fragment of the skills students learn in math.
   d. Fragments of the skeleton were missing, so scientists had to guess how the bones fit together.

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.
   Having an open mind is an __________ if you want to solve difficult problems.
**DAY 3**

1. Which of the following means about the same as *modest* on page 30?
   
   a. angry
   b. kind
   c. proud
   d. humble

   What evidence do you have to support your answer?

2. Explain why Mr. Cherrybond offers John a new job.

3. Do you think John will take the new job? Support your prediction with evidence from the story.

4. Choose the best list of important events for pages 30 and 31 of the story.

   **List A**
   - Mr. Cherrybond is impressed by John's work.
   - He tells John that he thinks John is very loyal.
   - He offers John a promotion.
   - John is excited.

   **List B**
   - John ties Mr. Cherrybond's horse to a hitching post.
   - The two go into the stable.
   - Mr. Cherrybond offers John a promotion.
   - John asks, “Indeed, sir?”

   Tell why you chose the list you did. Why is the other list not the best choice? (Write-On)

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### Skill Practice

1. Read the following sentence.

   I heard a loud *snap* as a tree branch fell off the tree because of the heavy snow.

   Which of the following sentences uses *snap* the same way?
   
   a. The lion tamer snapped the whip to get the lion to jump on the podium.
   b. We liked the restaurant because it had snappy service, even on busy nights.
   c. The carrot was so fresh you could hear a snap when it was bent slightly.
   d. The toddler was too small to snap the buttons on her coat.

2. Read the following sentence.

   The deer cleared the fence with an easy, graceful *bound*.

   Which of the following sentences uses *bound* the same way?
   
   a. The nurse bound my finger with gauze and tape after I cut it.
   b. The evil villain bound the hero's love with rope when he kidnapped her.
   c. The squirrel bounded through the trees as it looked for nuts to eat.
   d. A day off from school is bound to happen if we get several inches of snow.
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

4. Marco felt displeasure when he saw that someone had scratched his car. Displeasure means—
   a. pleasure.
   b. anger.
   c. happiness.
   d. fear.

### DAY 4

1. Why do you think John decides to take the new job?

2. Why do you think Mr. Cherrybond waits until after John’s decision to tell John that he can call him Wicks?

3. What is the last thing John has to do as a stable boy?

4. Choose the best list of important events for pages 34 and 35 of the story.

   **List A**
   - Mr. Cherrybond stands in the doorway of the stable.
   - John tells Mr. Cherrybond he’ll take the job.
   - Mr. Cherrybond shouts in joy.
   - Mr. Cherrybond holds out his hand.

   **List B**
   - John tells Mr. Cherrybond he’ll take the job.
   - John has one last job as a stable boy.
   - Mr. Burr arrives.
   - John runs out to meet Mr. Burr.

Tell why you chose the list you did. Why is the other list not the best choice? (Write-On)
1. Read the following sentence.
   The bird scratched and picked in the soil to find a fat worm to eat.
   Which of the following sentences uses soil the same way?
   a. If you want to garden, you will need some good soil for planting seeds.
   b. The little boy soiled his good pants by dropping chocolate ice cream on them.
   c. The tablecloth was soiled when a glass of soda was spilled on it.
   d. Ink and paint soiled Marsha’s hands after she worked on her art project.

2. Read the following sentence.
   “Can I pin this lost pet sign to your door?” the girl asked the store owner.
   Which of the following sentences uses pin the same way?
   a. I had to find a pin to hold the pieces of fabric together.
   b. I knocked down all the bowling pins with my lucky bowling ball.
   c. My mom’s favorite pin has tiny pearls on it.
   d. The scoutmaster will pin the badge on my uniform for everyone to see.

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 knew I’d never forget the ___________ day I had at the park, playing all of my favorite games.

**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 if you have included the most-important information, left out the less-important information, and made your story short.

**Scoring Guide**

| The story includes all the important elements, and it makes sense. | 35 points |
| The story leaves out less-important events and details. | 35 points |
| The story is short enough to tell to a young child. | 20 points |
| The story is written in complete sentences. | 10 points |
# Aaron Burr and the Stable Boy

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<th>Word</th>
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</thead>
<tbody>
<tr>
<td>potential</td>
<td>chunk</td>
<td>possibility</td>
<td>“There is the potential for rain,” said the weatherman, “so you should carry an umbrella just in case.”</td>
</tr>
<tr>
<td>slightest</td>
<td>base word + ending</td>
<td>least, smallest</td>
<td>I hadn’t the slightest idea what the correct answer was, so I had no choice but to guess.</td>
</tr>
<tr>
<td>remedy</td>
<td>chunk</td>
<td>fix, solve</td>
<td>We had a problem, and nobody knew how to remedy it.</td>
</tr>
<tr>
<td>confidence</td>
<td>chunk</td>
<td>with full trust</td>
<td>Joe told Joanna something in confidence, so he was angry when she told someone else.</td>
</tr>
<tr>
<td>publicly</td>
<td>base word + ending</td>
<td>out in the open, not in secret</td>
<td>People often get embarrassed when strangers lose their tempers publicly.</td>
</tr>
<tr>
<td>competent</td>
<td>chunk</td>
<td>able, skilled</td>
<td>Everyone trusted the competent leader, who never made mistakes.</td>
</tr>
<tr>
<td>dissuade</td>
<td>chunk</td>
<td>change someone else’s mind, convince not to do something</td>
<td>Janie didn’t think skipping school was a good idea, so she tried to dissuade Betsy from doing it.</td>
</tr>
<tr>
<td>regretfully</td>
<td>base word + endings</td>
<td>sadly, with sorrow</td>
<td>I regretfully said good-bye to my friends when I moved away.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fluency in Five</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 44 (paragraphs 1–3)</td>
<td></td>
<td>Page 44 (paragraphs 1–3) or 48 (paragraphs 1–5)</td>
<td>Page 44 (paragraphs 1–3), 48 (paragraphs 1–5), or 51 (paragraphs 2 and 3)</td>
</tr>
</tbody>
</table>
**DAY 1**

1. Why doesn’t John understand Alexander Hamilton’s opinion of Mr. Burr?
2. According to Mr. Newton, how can you tell Mr. Burr has a bad temper?
3. Which of the following will likely be a problem in this story?
   a. smudged silverware
   b. disagreements with Alexander Hamilton
   c. unpolished riding boots
   d. staff not doing their jobs properly
4. Write a summary of pages 40 and 41 using at least three important events from the story. (Write-On)

**DAY 2**

1. Do you think Mr. Burr wants to be angry and treat his staff unfairly? How can you tell?
2. Do you think things will keep getting better between Mr. Burr and his staff? Support your prediction with evidence.
3. The last sentence in chapter 4 is an example of which literary technique?
   a. simile
   b. foreshadowing
   c. metaphor
   d. rhyme pattern
4. Write a summary of pages 44 and 45 using at least three important events from the story. (Write-On)

**Skill Practice**

Write each word in your journal. Then write the base word and ending. Cross out any extra letters. Write a definition for each word.

1. mildly
2. fiercest

**Building Meaning**

<table>
<thead>
<tr>
<th>potential</th>
<th>slightest</th>
<th>remedy</th>
<th>confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>publicly</td>
<td>competent</td>
<td>dissuade</td>
<td>regretfully</td>
</tr>
</tbody>
</table>

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
4. Our soccer coach was extremely **competent** and could tell who was best for each position on the field. **Competent** means—
   a. unskilled.
   b. lazy.
   c. ignorant.
   d. able.
DAY 3

1. How do Mr. Burr's actions show that he is angry?

2. Which of the following best describes how John feels at the end of the section?
   a. worried
   b. excited
   c. pleased
   d. energetic

3. Use your knowledge of the story to make a prediction about how Mr. Burr will make Mr. Hamilton pay for his insult.

4. Write a summary of page 48 using at least three important events from the story. (Write-On)

DAY 4

1. Why doesn’t John think he can keep working for Mr. Burr?
   a. He doesn’t want to go back to New York so soon.
   b. He doesn’t think he’s a very good personal assistant.
   c. He doesn’t like taking care of Mr. Burr’s finances.
   d. He doesn’t know if he can trust someone who would duel.

2. How can you tell that John’s father was very important to him?

3. What can you tell about Mr. Burr from his response when John quits?

4. Write a summary of pages 51 and 52 using at least three important events from the story. (Write-On)
Skill Practice

Write each word in your journal. Then write the base word and ending. Cross out any extra letters. Write a definition for each word.

1. shameful
2. roughest

Building Meaning

<table>
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<td>dissuade</td>
<td>regretfully</td>
</tr>
</tbody>
</table>

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.
   My dog always barked at the __________ noise, so we had to train her to be quiet.

DAY 6

Writing Prompt

Pretend that you are John, and write a journal entry that summarizes your experiences as Aaron Burr’s personal assistant in Washington, D.C. Mr. Burr has kept you very busy, so you have not had time to write in your journal. Summarize at least five of the most-important events that have happened during your time in Washington, D.C. Think of the main ideas from this cycle’s reading. With your partner, decide on four or five of the less-important ideas that should be left out of the journal entry. Remember that your journal entry should make sense when you remove the less-important details. Also make sure that you use the form of a journal entry, which includes a date, greeting, body, and signature.

Scoring Guide

| The journal entry includes at least five of the most-important ideas. | 40 points |
| The journal entry leaves out less-important ideas. | 20 points |
| The important ideas make sense when they are written together. | 20 points |
| The journal entry is in the correct format, which includes a date, greeting, body, and signature. | 20 points |
Summarizing Saves the Animals: Samburu

**DAY 1**

Team Talk

1. What text features did you find in the article that helped you identify the topic?
2. Adam had a different opinion about the topic of the article. What did Adam think the topic was? Why did he think that?
3. Adam, Tori, Rachel, and Zach have to summarize Dr. Nick’s article. To develop the summary, which of the following questions should they ask themselves?
   a. What do leopards do at night?
   b. What is the most-important information about leopards?
   c. Do leopards eat at night?
   d. Why don’t leopards sleep at night?

Why did you pick that question? (Write-On)

Bakiri’s Challenge

Bakiri is writing a book of his own, called *Animals of Samburu*. He has sent us chapter 1. He’s wondering if you can identify the topic of chapter 1, “There’s a Wild Thing in My Bedroom!” just by surveying the text features. I want you to work with your partner to identify the topic.

**DAY 2**

Team Talk

1. What was the most difficult part of restating page 2? Why?
2. Adam told his teammates to look for Dr. Nick’s most-important events or ideas, not just things that interest them in the article. Do you agree with him? Why?
3. What clues helped you find the main idea of the section “What’s for Dinner?” Was there one sentence that told you the main idea? Or did you have to read the section and think about what Dr. Nick was mostly saying? Or did you use a combination of the two?
4. How did the Summarizing Strategy Card help you find the main idea? (Write-On)

Bakiri’s Challenge

Bakiri wants you to find the important events or ideas and supporting details in chapter 1 of his book, *Animals of Samburu*. With your partners, read and restate “There’s a Wild Thing in My Bedroom!,” and identify the important events or ideas and supporting details. Record these on an idea tree. Remember, sometimes the main idea is easy to find. It might be in the first sentence of a section. But sometimes you have to read the whole passage to find the main idea.
**DAY 3**

1. Tori suggested that her team combine two ideas: “Leopards need protection from people who cut down forests,” and “Leopards need protection from people who build on the land leopards live on,” into one statement. Do you remember how Tori combined them? Do you think that was a good suggestion? Why or why not?

2. Bakiri said that when you fill in the idea tree, it’s okay to put ideas and details in your own words. When you compared your idea tree for pages 3 and 4 with the one in the video, did you find that you picked out some of the same ideas and details, but put them in different words? Which ideas and details? Did you use more or fewer words than the students at Samburu? (Write-On)

**Bakiri’s Challenge**

Some time ago, when Rachel, Zach, Tori, and Adam first arrived in Samburu, Bakiri asked them to read and restate chapter 1 of his book, *Animals of Samburu*. They did as Bakiri asked and filled in an idea tree for the chapter “There’s a Wild Thing in My Bedroom!” With your team, compare your idea tree for the text with the one filled in by Rachel, Zach, Tori, and Adam. Discuss the differences. Would you change anything on your idea tree now? Explain why.

**DAY 4**

1. How does your written summary compare with that of Rachel, Zach, Tori, and Adam? Is your summary longer or shorter? Is it as clear as theirs or clearer? Does it have fewer or more details? (Write-On)

2. How did your partner’s feedback help you improve your summary?

3. Did Dr. Nick answer your questions about leopards? What did you learn? If he didn’t answer your questions, what’s one interesting fact that you learned about leopards?

**Bakiri’s Challenge**

Because you’ve become so good at summarizing, Bakiri would like you and your partner to select a branch or two of the idea tree you filled in for “There’s a Wild Thing in My Bedroom!” and to write a summary of it. First, talk about what to write. Then, write your summary on every other line of a piece of paper. Use the blank lines underneath to revise it.
1. What is one question you had before you began reading?

2. On your idea tree, write the main idea and important supporting details from the section titled “Breeding Giant Pandas.”

3. Use the information you have written on your idea tree to write a brief summary of the section titled “Panda Cubs.” (Write-On)
### Beyond the Sky: The Solar System, Deeper Space, and the Scientists

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>limits</td>
<td>base word + ending</td>
<td>outer edges</td>
<td>The <em>limits</em> of the yard are marked with a bright fence.</td>
</tr>
<tr>
<td>core</td>
<td>blend</td>
<td>center</td>
<td>The <em>core</em> of the apple has seeds, and the skin is shiny and green.</td>
</tr>
<tr>
<td>survive</td>
<td>chunk</td>
<td>live</td>
<td>A camel can <em>survive</em> for days without water.</td>
</tr>
<tr>
<td>proceed</td>
<td>-c = /s/ chunk</td>
<td>continue with, keep going</td>
<td>After the interruption, we decided to <em>proceed</em> with the meeting so we could finish our work.</td>
</tr>
<tr>
<td>dwarf</td>
<td>blend</td>
<td>small</td>
<td><em>Dwarf</em> rabbits make good pets because they are tiny and can fit in a cage.</td>
</tr>
<tr>
<td>fitting</td>
<td>base word + ending</td>
<td>appropriate, apt</td>
<td>“Happy” is a <em>fitting</em> nickname for Jolene, who is in a good mood all the time.</td>
</tr>
<tr>
<td>notable</td>
<td>base word + ending</td>
<td>worthy of mention</td>
<td>Our town is <em>notable</em> in the history of our state because it was an important trading center.</td>
</tr>
<tr>
<td>determined</td>
<td>base word + ending</td>
<td>decided, figured out</td>
<td>We <em>determined</em> how to find our friend’s apartment by looking at the map.</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 76 (paragraphs 1 and 2)</td>
<td>Page 76 (paragraphs 1 and 2) or 74 (paragraphs 1 and 2)</td>
<td>Page 76 (paragraphs 1 and 2), 74 (paragraphs 1 and 2), or 79 (paragraphs 1–3)</td>
</tr>
</tbody>
</table>
DAY 1

1. Which of the following is the most-important idea on page 72?
   a. There are three dwarf planets in our solar system.
   b. The sun is made up of gas, not crust or rock.
   c. The heat and light of the sun come from its core.
   d. The sun is the center of our solar system.

Tell why you chose the answer that you did. (Write-On)

2. Why is Mercury so hot?
   a. It is like a miniature star.
   b. It travels right through the sun.
   c. It creates a lot of heat in its core.
   d. It is the closest planet to the sun.

3. How are Venus and Earth similar? How are they different?

4. Why do you think the Romans chose to name Venus after their goddess of love?

DAY 2

1. Which of the following is the most-important idea on page 76?
   a. Jupiter is the king of the planets.
   b. The Great Red Spot is a storm.
   c. It's 550 million kilometers from Earth.
   d. It's the fastest-spinning planet.

Tell why you chose the answer you did. (Write-On)

2. According to the caption on page 77, what would happen if you put Saturn in a glass of water?

3. How do the caption and graphic of Uranus's poles and equator help you learn more about the planet?

4. What happened after Voyager 2 flew by Uranus?
   a. It flew by Neptune.
   b. It returned to Earth.
   c. It crashed into Pluto.
   d. It stopped working.
Use the sample dictionary pages to answer the following questions. Write the answers in your journal.

1. What is the best definition of contest as it is used in the following sentence?

   Midge wanted to contest her grade with her teacher because she believed an answer was marked incorrectly.

2. What are the guide words for the page where you would find the word preserve?

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.

   Every day I did sit-ups to exercise my stomach muscles because the coach said my __________ had to be strong for me to be a strong runner.
DAY 3

1. What do you think would happen if Earth were slightly closer to the sun?

2. The main idea of page 72 is that the sun is the center of our solar system. Which of the following is not an important detail about the sun?
   a. The sun is about 5 billion years old.
   b. People argue about the age of the sun.
   c. We feel the sun’s heat from more than 150 million kilometers away.
   d. The sun produces energy and sends it into the solar system.

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

3. Mercury is similar to our moon because—
   a. it is very hot.
   b. it orbits the sun.
   c. it orbits Earth.
   d. it has phases.

4. How does the picture at the bottom of page 73 help you understand Mercury’s size?

Use the sample dictionary pages to answer the following questions. Write the answers in your journal.

1. What is the best definition of preserve as it is used in the following sentence?
   Museums try to preserve ancient artifacts and artwork for future generations.

2. Correct the mistake in this sentence: The spelling Contest will take place in the auditorium after school.

Building Meaning

<table>
<thead>
<tr>
<th>limits</th>
<th>core</th>
<th>proceed</th>
<th>survive</th>
</tr>
</thead>
<tbody>
<tr>
<td>fitting</td>
<td>dwarf</td>
<td>notable</td>
<td>determined</td>
</tr>
</tbody>
</table>

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

4. There are some animals, such as penguins, that can survive in extremely cold temperatures on land and in the water. Survive means—
   a. enjoy.
   b. live.
   c. perish.
   d. collect.
DAY 4

Team Talk

1. Why are Saturn’s rings the most noticeable of any other planet’s rings?

2. The author says there is something special about Uranus’s name. Do you think this is a fact or an opinion? Support your answer.

3. How was Neptune’s Great Dark Spot similar to Jupiter’s Great Red Spot? How was it different?

4. Use information from your idea tree to write a summary of this cycle of Beyond the Sky: The Solar System, Deeper Space, and the Scientists. (Write-On)

Use the sample dictionary pages to answer the following questions. Write the answers in your journal.

1. What are the guide words for the page where you would find the word convince?

2. What is the best definition of core as it is used in the following sentence?
   My mom liked coring apples and filling the hole with sweet granola cereal and raisins.

Building Meaning

<table>
<thead>
<tr>
<th>limits</th>
<th>core</th>
<th>proceed</th>
<th>survive</th>
</tr>
</thead>
<tbody>
<tr>
<td>fitting</td>
<td>dwarf</td>
<td>notable</td>
<td>determined</td>
</tr>
</tbody>
</table>

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.
   The teacher asked the students to ___________ with reciting the pledge while she took attendance.

DAY 6

Writing Prompt

Imagine that NASA has created the technology that would allow humans to land on other planets in our solar system. Now that NASA has this technology, they need to hire more people who are willing to train to be astronauts and explore these planets. Write a job listing seeking astronauts to explore one of the planets you read about this cycle. Begin your job listing with a heading that will grab the attention of job seekers. In your job listing, provide at least two details about what people will do as the first visitors to that planet. Then provide at least three details about the requirements or traits a person who wants to be a NASA astronaut needs. Remember to provide contact information for the job.

Scoring Guide

You write a job listing for NASA’s trip to explore one of the planets you read about this cycle. 25 points

Your listing begins with an attention-grabbing heading. 15 points

You provide at least two details about what people will do as the first visitors to the planet. 10 points each (20 points maximum)

You provide at least three details about the requirements or traits a person who wants to be a NASA astronaut needs. 10 points each (30 points maximum)

You provide contact information for the job. 10 points
### Beyond the Sky: The Solar System, Deeper Space, and the Scientists

<table>
<thead>
<tr>
<th>Word</th>
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<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>assembly</td>
<td>base word + ending</td>
<td>group, collection</td>
<td>The <em>assembly</em> of lawyers was a good place to talk to someone about working in a law office.</td>
</tr>
<tr>
<td>appears</td>
<td>base word + ending</td>
<td>seems</td>
<td>“It <em>appears</em> that Joe isn’t coming, but we can wait a bit longer,” Sara said.</td>
</tr>
<tr>
<td>transmit</td>
<td>chunk</td>
<td>send</td>
<td>The radio station will <em>transmit</em> the sound, and your radio will pick it up.</td>
</tr>
<tr>
<td>steady</td>
<td>chunk</td>
<td>even, constant</td>
<td>In the movie, people rowed the boat to a <em>steady</em> drumbeat.</td>
</tr>
<tr>
<td>modern</td>
<td>chunk</td>
<td>up-to-date, new</td>
<td>We drive cars in <em>modern</em> days, but long ago people rode in horse-drawn buggies.</td>
</tr>
<tr>
<td>advances</td>
<td>base word + ending</td>
<td>improvements</td>
<td>Holly made great <em>advances</em> in her study skills by practicing.</td>
</tr>
<tr>
<td>traverse</td>
<td>chunk</td>
<td>cross</td>
<td>The hikers had to <em>traverse</em> the entire desert before they found water.</td>
</tr>
<tr>
<td>makeup</td>
<td>compound word</td>
<td>what something is made of</td>
<td>The <em>makeup</em> of the group is friends and relatives, so we will know everyone.</td>
</tr>
</tbody>
</table>

### Fluency in Five

<table>
<thead>
<tr>
<th>DAY 2</th>
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<th>DAY 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 85 (paragraphs 2 and 3) or 83 (paragraphs 1 and 2)</td>
<td>Page 85 (paragraphs 2 and 3)</td>
<td>Page 85 (paragraphs 2 and 3), 83 (paragraphs 1 and 2), or 87 (paragraph 2)</td>
</tr>
</tbody>
</table>
DAY 1

1. What is the main idea from the section titled “A Milky Way?” Why do you think this is the main idea? (Write-On)

2. When we see stars in the sky, are we seeing them as they really look? Explain.

3. How does the picture on page 82 help you understand what happens when a star explodes in a supernova?

4. Which of the following isn’t a way that quasars are different from stars?
   a. They give off light.
   b. They are older.
   c. They give off more energy.
   d. They are farther away.

DAY 2

1. What is the main idea of the section titled “Early Stargazers”? Why do you think this is the main idea? (Write-On)

2. The Soviet Union won the space race by—
   a. sending Yuri Gagarin into space.
   b. launching Sputnik into space.
   c. sending a dog into space.
   d. launching the Hubble Space Telescope.

3. What is the main idea of the first paragraph on page 86? How can you tell?

4. Why do you think astronauts wanted the American flag to look like it was blowing in the wind?

Skill Practice

Write each word in your journal. For each word, write the two words that make up the contraction, draw a line through the extra letters, and draw a patch to add the apostrophe. Draw a sailboat if you need help.

1. where’s  2. she’s  3. how’s  4. when’s

Building Meaning

<table>
<thead>
<tr>
<th>assembly</th>
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<th>transmit</th>
<th>steady</th>
</tr>
</thead>
<tbody>
<tr>
<td>modern</td>
<td>advances</td>
<td>traverse</td>
<td>makeup</td>
</tr>
</tbody>
</table>

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

6. Choose the word that best fits in the blank.
   The big speakers can __________ sound all the way across the empty room.
DAY 3

1. Explain how our galaxy got its name.

2. The main idea of the section titled “A Milky Way?” is our Milky Way galaxy. Use supporting details from your idea tree to write a summary about this section. (Write-On)

3. The author compares the size of a neutron star to the size of a—
   a. supergiant.
   b. city.
   c. pulsar.
   d. core.

4. Why are scientists interested in learning more about quasars?

Write each word in your journal. For each word, write the two words that make up the contraction, draw a line through the extra letters, and draw a patch to add the apostrophe. Draw a sailboat if you need help.

1. they’ll 2. can’t 3. you’ve 4. we’ll

Building Meaning

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<tbody>
<tr>
<td>modern</td>
<td>advances</td>
<td>traverse</td>
<td>makeup</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. The assembly of teachers included people from all across the country. Assembly means—
   a. mission.
   b. herd.
   c. presentation.
   d. group.

DAY 4

1. What do you think Neil Armstrong meant when he said, “That’s one small step for a man, one giant leap for mankind”?

2. How are unmanned spacecraft different from manned spacecraft?

3. Which of the following is a question the author wants answered by scientists?
   a. Is there life elsewhere out there?
   b. How do you use a telescope to study space?
   c. When can regular people take a trip into space?
   d. Will we ever land on Venus?

4. Use information from your idea tree to write a summary of this cycle of Beyond the Sky: The Solar System, Deeper Space, and the Scientists. (Write-On)
Write each word in your journal. For each word, write the two words that make up the contraction, draw a line through the extra letters, and draw a patch to add the apostrophe. Draw a sailboat if you need help.

1. I’ve 2. it’ll 3. what’ll 4. aren’t

---

**Building Meaning**

<table>
<thead>
<tr>
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<th>transmit</th>
<th>steady</th>
</tr>
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<tbody>
<tr>
<td>modern</td>
<td>advances</td>
<td>traverse</td>
<td>makeup</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. Choose the word that best fits in the blank.
   The cruise ship will _________ the ocean for its passengers’ vacation pleasure.

---

**DAY 6**

What if someone discovered a new planet today? Write a brief newspaper article announcing the discovery. Your article must answer the 5 Ws and 1 H. Think about the following questions that your article should answer: Who discovered it? When was it discovered? Where is the planet, or where did the discovery take place? What is the planet called? Why is it called that? And how was it discovered? Provide at least two other details about the newly discovered planet. Remember to give your article an attention-grabbing headline and to use the correct newspaper article format (a date, a headline, a byline, a lead that answers the 5 Ws and 1 H, and short paragraphs).

---

**Scoring Guide**

<table>
<thead>
<tr>
<th>Your article answers the 5 Ws and 1 H of the story.</th>
<th>10 points each (60 points maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>You provide at least two other details about the new planet in your story.</td>
<td>10 points each (20 points maximum)</td>
</tr>
<tr>
<td>Your article has an attention-grabbing headline.</td>
<td>10 points</td>
</tr>
<tr>
<td>Your article is written in the correct format (a date, a headline, a byline, a lead that answers the 5 Ws and 1 H, and short paragraphs).</td>
<td>10 points</td>
</tr>
</tbody>
</table>
1. couldn't
2. she'll
3. he's
4. hasn't

5. Write a meaningful sentence for the word **modern**.
6. I wished the boat were __________, but waves rocked it back and forth violently.
7. There is a beautiful view from the top deck of the boat as you traverse the lake. **Traverse** means—
   a. dig.
   b. drain.
   c. cross.
   d. freeze.
8. The _____________ of neighbors discussed the new traffic rules for driving through the streets.
9. A dog appears to be really unfriendly, but he actually very sweet tempered. **Appears** means—
   a. acts.
   b. seems.
   c. pretends.
   d. barks.
10. Advances in cars make them safer and cleaner than ever to drive. **Advances** means—

---

### Skill Questions

**Word Power**

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

---

**Building Meaning**

<table>
<thead>
<tr>
<th>makeup</th>
<th>traverse</th>
<th>advances</th>
<th>modern</th>
<th>steady</th>
<th>appear</th>
<th>assembly</th>
</tr>
</thead>
</table>

useless home using computers or cellular phones.

_12. Instead of writing letters, campers today can use computers or cellular phones._

---

_11. Advances in cars make them safer and cleaner than ever to drive._

---

_10. An _____________ of neighbors discussed the new traffic rules for driving through the streets._

---

_9. A dog appears to be really unfriendly, but he actually very sweet tempered._

---

_8. The _____________ of neighbors discussed the new traffic rules for driving through the streets._

---

_7. A dog appears to be really unfriendly, but he actually very sweet tempered._

---

_6. I wished the boat were __________, but waves rocked it back and forth violently._

---

_5. Write a meaningful sentence for the word **modern**._

---

_4. has't
3. he's
2. she'll
1. couldn't

---

You need help. Draw a line through the extra letters, and draw a path to add the apostrophe. Draw a sailboat if needed.

Write each word on your paper. For each word, write the two words that make up the contraction.

---

Beyond the Sky: The Solar System, Deeper Space, and the Scientists/Cycle 2 © 2011 Success for All Foundation
Space Rocks and Dirty Snowballs

1. Why do you think it took until 1801 to spot an asteroid?

2. How do you know?
   a. to entertain the reader with stories about Greek and Roman gods
   b. to inform the reader about two more objects in the solar system
   c. to persuade the reader to study more about asteroids
   d. to reveal the reader how to identity comets in space

3. When is the author's intent?
   a. to inform the reader about two more objects in the solar system
   b. to persuade the reader to study more about asteroids
   c. to entertain the reader with stories about Greek and Roman gods
   d. to reveal the reader how to identify comets in space

4. What is the topic of this text? How do you know?

Test Passage

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

Space Rocks and Dirty Snowballs

Our solar system is made up of more than just the sun and planets, two other objects in the solar system are asteroids and comets. These objects orbit our sun in very different ways.

Asteroids are chunks of rock that may have formed when the solar system was being born. Most of these asteroids exist in the asteroid belt between Mars and Jupiter. Those that are too small to see with the naked eye are called dwarf planets.

Comets are balls of ice that orbit the sun. They come from a cloud of dust and ice that has been recorded since 240 BCE. The comet's center, or comet head, is a mixture of gas, dust, and small rocks in a tail that forms away from the sun. When a comet passes through the earth's orbit, it leaves a trail of dust, creating a meteor shower.

Use your graphic organizer to answer the following questions.

Comprehension Questions

1. What is the topic of this text? How do you know?
2. What is the author's intent?
   a. to teach the reader how to identify comets in space
   b. to persuade the reader to study more about asteroids
   c. to inform the reader about two more objects in the solar system
   d. to entertain the reader with stories about Greek and Roman gods
   How do you know?
3. Why do you think it took until 1801 to spot an asteroid?
5. Write a meaningful sentence for the word limits.

6. A camel can ___________ for many days in the desert without drinking water.

7. “The dizzy” was a fitting name for the roller coaster that was full of swooping loops. Fitting means—
   a. strange.
   b. inappropriate.
   c. given.
   d. appropriate.

8. Ulrike told Vickie to ___________ with making notes while she made a snack for them.

9. I bought a dwarf palm tree so I could have a tropical tree in my house all year.

10. The escape from the prison was ___________ because no one had ever escaped from there before.

11. The core of our planet is a solid mass of rock and metal surrounded by a layer of molten rock.

12. Can you fit ___________ into her sister had chocolate all over her face?
   a. bread
   b. center
   c. pocket
   d. outside

**Building Meaning**

<table>
<thead>
<tr>
<th>determined</th>
<th>notable</th>
<th>dwarf</th>
<th>limits</th>
</tr>
</thead>
<tbody>
<tr>
<td>survive</td>
<td>proceed</td>
<td>core</td>
<td>limits</td>
</tr>
</tbody>
</table>
1. What are the guide words for the page where you would find the definition of **error**?

   A star's life is not **eternal** because the star will use up all of its energy some day.

   Use the best definition of **eternal** as it is used in the following sentence:

   3. Should any of the words on these pages be capitalized? Why or why not?

   I couldn't get a clear **signal** in the house, so music from my favorite station sounded fuzzy.

   What is the best definition of **signal** as it is used in the following sentence?

   4. What are the guide words for the page where you would find the definition of **error**?

   **shift**

   **eternal**

   **signal**

   **evergreen**

   **error**

   **situation**

   Write your answers next to the matching numbers on your paper.

   **Skill Questions**

   Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.
Voyaging Where No Spacecraft Had Gone Before

Voyager 1 and Voyager 2 were made to fly by Jupiter and Saturn. Scientists wanted to collect information about the planets and their moons. The spacecraft were launched in 1977. Voyager 1 reached Jupiter in five years. It showed scientists volcanoes on one of Jupiter’s moons. Scientists did not know that volcanoes existed outside Earth. The craft also showed that Saturn’s moons helped to shape its rings. After visiting Saturn, Voyager 1 traveled far out into space.

Voyager 2 flew farther. It got to Uranus and Neptune after ten years. It collected the first information about them. It found ten more moons and two new rings for Uranus. With the craft, scientists learned that Neptune has the strongest winds in the solar system. Voyager 2 also found geysers there.

Now the spacecraft collect information about space beyond the planets. They still send data to Earth. Scientists didn’t think the spacecraft would last longer than ten years. They still send data to Earth.

Sources: voyager.jpl.nasa.gov/index.html

Comprehension Questions

1. What is the topic of this text? How do you know?

2. What is the author’s intent?
a. to persuade the reader to build spacecraft
b. to entertain the reader with discoveries made by Voyager
c. to inform the reader about the Voyager missions
d. to tell the reader about aliens in deep space

How do you know?

3. Why do you think scientists included greetings in many different languages on the Voyager spacecraft records? Support your answer.

4. Summarize the text using at least three important details and information from your graphic organizer.

Use your graphic organizer to answer the following questions.

Read the text, and complete the graphic organizer. Then read the passage again, and add more ideas to your organizer.

Beyond the Sky: The Solar System, Deeper Space, and the Scientists
1. What text features help you predict the topic of this article? Write the topic on your idea tree.

2. What is one question you had about the topic before you began reading the article?

3. What is the main idea of paragraph 3?
   a. The rainforest hides prey from clouded leopards.
   b. Clouded leopards are designed to live in trees.
   c. Clouded leopards are better suited to live in grasslands with lions.
   d. The trees give clouded leopards hiding places from larger predators.

4. On your idea tree, write the main idea and important supporting details from the section titled "Their Forest Home."
   a. The trees give clouded leopards hiding places from larger predators.
   b. Clouded leopards are designed to live in trees.
   c. The rainforests hide prey from clouded leopards.
   d. Many things threaten the existence of clouded leopards.

5. What is the main idea of paragraph 5?
   a. Many people feel unsafe because of clouded leopards.
   b. Coats made from clouded leopard furs are valuable.
   c. Forests are unimportant to the survival of clouded leopards.
   d. Many things threaten the existence of clouded leopards.

6. Use the information you wrote on your idea tree to write a brief summary of the section titled "Conserving Clouded Leopards."

"Conserving Clouded Leopards"

Many things threaten the existence of clouded leopards. Forests are unimportant to the survival of clouded leopards. Coats made from clouded leopard furs are valuable. Many people feel unsafe because of clouded leopards. What is the main idea of paragraph 6? On your idea tree, write the main idea and important supporting details from the section titled "Conserving Clouded Leopards."

a. The trees give clouded leopards hiding places from larger predators.
   b. Clouded leopards are designed to live in trees.
   c. The rainforests hide prey from clouded leopards.
   d. Many things threaten the existence of clouded leopards.

What is the main idea of paragraph 7? On your idea tree, write the main idea and important supporting details from the section titled "Conserving Clouded Leopards."

a. The trees give clouded leopards hiding places from larger predators.
   b. Clouded leopards are designed to live in trees.
   c. The rainforests hide prey from clouded leopards.
   d. Many things threaten the existence of clouded leopards.

What is the main idea of paragraph 8? On your idea tree, write the main idea and important supporting details from the section titled "Conserving Clouded Leopards."

a. The trees give clouded leopards hiding places from larger predators.
   b. Clouded leopards are designed to live in trees.
   c. The rainforests hide prey from clouded leopards.
   d. Many things threaten the existence of clouded leopards.

What is the main idea of paragraph 9? On your idea tree, write the main idea and important supporting details from the section titled "Conserving Clouded Leopards."

a. The trees give clouded leopards hiding places from larger predators.
   b. Clouded leopards are designed to live in trees.
   c. The rainforests hide prey from clouded leopards.
   d. Many things threaten the existence of clouded leopards.

What is the main idea of paragraph 10? On your idea tree, write the main idea and important supporting details from the section titled "Conserving Clouded Leopards."

a. The trees give clouded leopards hiding places from larger predators.
   b. Clouded leopards are designed to live in trees.
   c. The rainforests hide prey from clouded leopards.
   d. Many things threaten the existence of clouded leopards.
Comprehension Questions

The Largest of the Small Cats: the Clouded Leopard

Read "The Largest of the Small Cats: the Clouded Leopard" and answer the following questions.
5. Write a meaningful sentence for the word potential.

6. I lied to __________ my brother from skateboarding without his kneepads, but he didn't listen, and he scratched up his knees when he fell.

7. Kent didn't understand the slightest thing about the math lesson that day, so he made sure to re-read his math book later that night.

8. I told Rhona about my crush on Alan in __________, but she spread my secret anyway.

9. Jorge regretfully apologized for breaking his mother's favorite glass figure.

10. The principal announced that a news station was going to visit the school to interview students.

11. Jorge regretfully apologized for breaking his mother's favorite glass figure.

12. My grandfather was a __________ sculptor who could make anything out of clay.

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Building Meaning

<table>
<thead>
<tr>
<th>regularly</th>
<th>disdained</th>
<th>competent</th>
<th>remedy</th>
</tr>
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<tbody>
<tr>
<td>confidence</td>
<td>remedy</td>
<td>slightest</td>
<td>potential</td>
</tr>
</tbody>
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Aaron Burr and the Stable Boy / Cycle 2

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The Savvy Reader—Summarizing / Student Test
Comprehension Questions

Page 55 of "Aaron Burr and the Stable Boy" and answer the following questions.

1. Why doesn't John agree with Mr. Hamilton's dislike of Mr. Burr?
   a. He thinks Mr. Burr is a poor governor.
   b. He thinks Mr. Burr is the best vice president.
   c. He thinks Mr. Burr is short tempered.
   d. He thinks Mr. Burr is kind and generous.

2. What makes John nervous about Mr. Burr's anger toward Mr. Hamilton?

3. How does Mr. Burr's reaction to John quitting show you that he is understanding?

4. Does dueling with Mr. Hamilton solve Mr. Burr's problems?

5. What lessons do the author and John want you to learn?
   a. Never challenge people to duels to settle arguments.
   b. Being an elected official is hard, stressful work.
   c. Be honest and true, and take opportunities as they come.
   d. Even stable boys can do great things in life.

6. Use your story map to write a summary of this cycle's reading. Include at least four important events in your summary.

Skill Questions

1. Write a definition for each word. Write each word on your paper. Then write the base word and ending. Cross out any extra letters.

   1. patiently
   2. healthful
   3. boldest
   4. mournful

   Word Power

   a. Even stable boys can do great things in life.
   b. Being an elected official is hard, stressful work.
   c. Never challenge people to duels to settle arguments.
   d. Does dueling with Mr. Hamilton solve Mr. Burr's problems?

   2. What makes John nervous about Mr. Burr's anger toward Mr. Hamilton?
   a. He thinks Mr. Burr is kind and generous.
   b. He thinks Mr. Burr is short tempered.
   c. He thinks Mr. Burr is the best vice president.
   d. He thinks Mr. Burr is a poor governor.

   3. How does Mr. Burr's reaction to John quitting show you that he is understanding?
   a. He thinks Mr. Burr is kind and generous.
   b. He thinks Mr. Burr is short tempered.
   c. He thinks Mr. Burr is the best vice president.
   d. He thinks Mr. Burr is a poor governor.

   4. Why doesn't John agree with Mr. Hamilton's dislike of Mr. Burr?
   a. He thinks Mr. Burr is a poor governor.
   b. He thinks Mr. Burr is the best vice president.
   c. He thinks Mr. Burr is short tempered.
   d. He thinks Mr. Burr is kind and generous.
5. Write a meaningful sentence for the word **options**.

6. The soil on my neck ___________ the skin on my neck.

7. The book I read last week was so **spectacular** that I'm not surprised to hear that it's very popular.

8. I reached out to pet the large dog's head ___________ because I was a little scared of it.

9. I resided in New York City growing up, and our apartment was on the eighth floor. **Resided** means—
   a. lived in.
   b. flew.
   c. danced.
   d. marched about.

10. Long-distance runners think stamina is an important ___________ for winning races.
    a. dull.
    b. amazing.
    c. average.
    d. uninteresting.

11. Lola wanted to **present** her project first, so she volunteered to go at the start of class. **Present** means—
   a. toss.
   b. hide.
   c. show.
   d. remove.

12. Jimmy hated sweet potatoes, so he couldn't hide his ___________ when he smelled them baking in the oven.
    a. remove.
    b. show.
    c. hide.
    d. loss.

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<table>
<thead>
<tr>
<th>Building Meaning</th>
<th>Present</th>
<th>Options</th>
<th>asset</th>
<th>spectacular</th>
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<tbody>
<tr>
<td>caressed</td>
<td></td>
<td>angerly</td>
<td>residing</td>
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**The Savvy Reader—Summarizing**

**Student Test**

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2. Read the following sentence.
The ranchers wanted to fence in their cattle so they wouldn't wander off the property. Which of the following sentences uses fence the same way?
a. The children tried to fence in the mouse so they could catch it, but it escaped.
b. We installed an electric fence that our dog cannot cross when she's outside.
c. Dino was on the fence about whether he really wanted to go to the amusement park.
d. The cemetery had a tall fence around it to keep people from trespassing there.

Which of the following sentences uses point the same way?

4. Read the following sentence.
"Can you point to the kind of cupcake you want from the case?" the baker asked the child. Which of the following sentences uses point the same way?
a. The pencil had such a sharp point on it that it poked a hole in my paper.
b. The point of the story is that you should listen to your mistakes.
c. When Mom asked who ripped the couch cushions, we all pointed at the dog.
d. The angry child smashed her foot on the floor when no one paid attention to her.

3. Read the following sentence.
The horse was taught how to stamp its foot in answer to a question. Which of the following sentences uses stamp the same way?
a. You have to place a stamp on an envelope before you can mail it.
b. Nicole used a rubber stamp to decorate her party invitations.
c. The delicious dinner received Marcus's stamp of approval to be made again.
d. The angry child stamped her foot on the floor when no one paid attention to her.

Which of the following sentences uses stamp the same way?
Comprehension Questions

Read pages 36 and 37 of Aaron Burr and the Stable Boy and answer the following questions.

1. Why is the mood of the story tense when John discovers that Mohican's leg is hurt?
2. What memory helps John make the decision to take the new job?
3. Which of the following is not a main idea in the story?
   a. John sees the morning sun creep through the window.
   b. John is a stable boy for Aaron Burr.
   c. John bandages an injured horse's leg.
   d. John takes a job as a personal assistant in Washington, D.C.
4. Why do you think Mr. Burr says John needs some new clothes?
5. Choose the best list of main ideas from pages 36 and 37 of the story.
   List A
   a. Wicks tells Mr. Burr about John's good deed.
   b. Mr. Burr agrees with Wicks.
   c. John offers to care for Mr. Burr's horses one last time.
   d. John is now a personal assistant.
   List B
   a. Mr. Burr has a sharp brow.
   b. Mr. Burr stretches his legs.
   c. Mr. Burr agrees with Wicks about John's good deeds.
   d. John will eat dinner at 4 o'clock.

Tell why you chose the list that you did. Why is the other list not the best one?

Word Power

Tell why you choose the list that you did. Why is the other list not the best one?

1. The grocery store is only a block from our house, so my mom lets me walk there.
   a. John has a sharp brow.
   b. The police blocked the crowd from getting too close by holding up their arms.
   c. John agreed to care for Mr. Burr's horses one last time.
   d. John is now a personal assistant.
2. To make money, you need to start with a good block of clay.
   a. Mr. Burr stretches his legs.
   b. John will eat dinner at 4 o'clock.
   c. Mr. Burr agrees with Wicks.
   d. John is a stable boy.
3. Which of the following sentences uses block the same way?
   a. John's good deed.
   b. John subscribes an injured horse's leg.
   c. Johnny is a stable boy.
   d. John is a sharp brow.
4. Why do you think Mr. Burr says John needs some new clothes?
5. Choose the best list of main ideas from pages 36 and 37 of the story.
   List A
   a. Mr. Burr tells Mr. Wix about John's good deed.
   b. Mr. Burr agrees with Mr. Wix.
   c. John offers to care for Mr. Burr's horses one last time.
   d. John is now a personal assistant.
   List B
   a. Mr. Burr has a sharp brow.
   b. Mr. Burr stretches his legs.
   c. Mr. Burr agrees with Mr. Wix about John's good deed.
   d. John will eat dinner at 4 o'clock.

Skill Questions

1. Read the following sentence.
   "My annoying little brother tried to block me from seeing the television by standing in front of it."
   Which of the following sentences uses block the same way?
   a. To make pottery, you need to start with a good block of clay.
   b. The police blocked the crowd from getting too close by holding up their arms.
   c. Gabe enjoyed playing with his blocks by stacking them to make tall towers.
   d. The grocery store is only a block from our house, so my mom lets me walk there.

2. Which of the following is not a main idea of the story when John discovers that Mohican's leg is hurt?
   a. John is a stable boy.
   b. Mohican's leg is hurt.
   c. John bandages Mohican's leg.
   d. John learns about Mohican's leg while walking to the store.

3. What memory helps John make the decision to take the new job?
After a couple of months, Lena had enough money for her new bike. "I am so proud of you Lena," her mother said. "You've really learned how to earn money to get the things you want. What will you do about your bow business now that you have your bike?" "Well," answered Lena, "I made more money than the bike cost, so I also bought this. Lena pulled a big basket out of a bag. She had fastened bows all over the outside of the basket. "My bows helped me get my bike. Now my bike is going to help me sell my bows."

Which story elements helped you predict the main idea of this story? Write one of the story elements on your story map.

Which of the following best describes the main idea of paragraph 9?

a. Lena cuts all the ribbon.
b. Lena ties all the ribbon into bows.
c. Lena glues the bows onto barrettes.
d. Lena makes many different barrettes.

don your story map, write down the story's main problem and an important event from the story.

Which of the following best describes the main idea of paragraph 7?

a. Lena takes her sisters for a ride in the wagon.
b. Lena and her sisters show off Lena's bows.
c. Lena walks up and down Wight Avenue.
d. Lena tells people she made the bows.

Use the information you wrote on your story map to write a brief summary of this story.

And off Lena went, out the door to sell more bows. "My bows helped me get my bike. Now my bike is going to help me sell my bows."" Lena pulled a big basket out of a bag. She had fastened bows all over the outside of the basket. "My bows helped me get my bike. Now my bike is going to help me sell my bows."

Which story elements helped you predict the main idea of this story? Write one of the story elements on your story map.
Summarizing at the S.H.O.R.T. School News

The Savvy Reader—Summarizing / Student Test
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Comprehension Questions

Read “Bows for Betties,” and answer the following questions.

1. More than anything in the world, Lena wanted a new bike. To get a bike, Lena needed to make money.

2. Lena had decided to make people’s bows to earn money for a bike. Suggestions for new ideas and resources started pouring in. Lena was happy to make people’s bows to order. She made green bows with leaf charms, blue bows with rainbow charms, and orange bows with sunflower charms. She even made some monogrammed bows for older girls.

3. Lena bought red ribbon, pink ribbon, and yellow ribbon. She cut each spool into equal pieces. Next, she tied each piece into a perfect bow. She dabbed a bit of glue in the center of each bow to keep it tied. Then, she tied each bow onto one of the barrettes. She added holiday charms to the red bows, leaf charms to the green bows, and flower charms to the pink bows.

4. She added flower charms to the pink bows. She added holiday charms to the red bows. She even had some snowflake charms that looked good on the red bows. “Perfect!” she thought. She ran to find her sisters.

5. She gave each of the bows she had purchased red ribbon, pink ribbon, yellow ribbon, and yellow ribbon. She cut each piece into equal pieces. Then, she tied each piece into a perfect bow. She added holiday charms to the red bows, leaf charms to the green bows, and flower charms to the pink bows.

6. She wrote down exactly how much each of her supplies cost. When she got home, she wrote down exactly how much she had spent on each bow to keep it tied. Then, she made sure to keep her receipt, and when she got home, she added up exactly how much she had spent in the center of each bow. She added leaf charms to the green bows, flower charms to the pink bows, and holiday charms to the red bows.

7. Lena made a great idea! “I could make bows for other girls!” she said. She bought red ribbon, pink ribbon, and yellow ribbon. She cut each spool into equal pieces. Next, she tied each piece into a perfect bow. She dabbed a bit of glue in the center of each bow to keep it tied. Then, she tied each bow onto one of the barrettes. She added holiday charms to the red bows, leaf charms to the green bows, and flower charms to the pink bows.

8. By the end of the week, Lena’s mother and grandmother were astounded. Lena and her mother had started a bow business! Lena was happy to make people’s bows to order. She made green bows with leaf charms, blue bows with rainbow charms, and orange bows with sunflower charms. She even made some monogrammed bows for older girls.

B bows for Betteries

Read “Bows for Betteries,” and answer the following questions.
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The Savvy Reader—Summarizing

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The Savvy Reader—Summarizing

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