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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Summarizing at the S.H.O.R.T. School News

**DAY 1**

**Team Talk**

1. What is the problem with the review the students submitted?
2. What is a summary?
3. What are the story elements?
4. What tools does the S.H.O.R.T. School News staff use to create a summary? How are they used? (Write-On)

**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**

**Team Talk**

1. What was the most difficult part of retelling page 2? Why?
2. How does your retell compare with Elinor and Lee’s?
3. What did your partner do to help you with steps 1, 2, and 3 on your strategy card? (Write-On)

**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

Team Talk
1. How does Lee determine who the main characters are?
2. How do the S.H.O.R.T. School team members resolve a disagreement about whether an idea is important or not?
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)

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

Team Talk
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?
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?
3. What strategies are you learning that help you to summarize when you read silently? (Write-On)

DAY 5

Team Talk
1. What is the purpose of a story map?
2. Why can an event or idea seem important at the beginning of a story but less important after you read the whole story?
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)

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**

<table>
<thead>
<tr>
<th>Team Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How did your story map compare with the map that the S.H.O.R.T. School students created?</td>
</tr>
<tr>
<td>2. Do you think filling in a story map made writing the summary easier? Why or why not?</td>
</tr>
<tr>
<td>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)</td>
</tr>
</tbody>
</table>

**DAY 7**

<table>
<thead>
<tr>
<th>Team Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How would you compare and contrast your summary with the summary that Mingo, Alicia, Elinor, and Lee wrote?</td>
</tr>
<tr>
<td>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?</td>
</tr>
<tr>
<td>3. How can working with a team help you write a summary? (Write-On)</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Team Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is one question you had before you began reading?</td>
</tr>
<tr>
<td>2. On your story map, write the important events from paragraph 6.</td>
</tr>
<tr>
<td>3. Use the information you have written on your story map to write a brief summary of paragraph 8. (Write-On)</td>
</tr>
</tbody>
</table>
## Somewhat the Sailor

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>awkwardly</td>
<td>base word + ending</td>
<td>clumsily, not smoothly</td>
<td>The little lamb stumbled <em>awkwardly</em> on its legs the first time it tried to walk.</td>
</tr>
<tr>
<td>grimace</td>
<td>chunk</td>
<td>make a face because of pain or discomfort, wince</td>
<td>I had to <em>grimace</em> when I hit my thumb with a hammer.</td>
</tr>
<tr>
<td>brilliant</td>
<td>chunk</td>
<td>very smart, intelligent</td>
<td>The scientist was known all over the world for his <em>brilliant</em> ideas.</td>
</tr>
<tr>
<td>conspiring</td>
<td>base word + ending</td>
<td>planning together</td>
<td>Joey and Bill were <em>conspiring</em> to throw Monique a surprise party.</td>
</tr>
<tr>
<td>address</td>
<td>chunk</td>
<td>speak to</td>
<td>The students paid attention as the teacher stood to <em>address</em> the class.</td>
</tr>
<tr>
<td>informative</td>
<td>chunk</td>
<td>educational, full of information</td>
<td>Harold watched an <em>informative</em> show about dinosaurs and learned a lot from it.</td>
</tr>
<tr>
<td>nuisance</td>
<td>-ui = /oo/ chunk</td>
<td>bother, pest</td>
<td>The picnic went smoothly, but the ants were a bit of a <em>nuisance</em>.</td>
</tr>
<tr>
<td>suppress</td>
<td>chunk</td>
<td>keep quiet, keep secret</td>
<td>Julie tried to <em>suppress</em> her laughter because her mother had told her to go to sleep.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fluency in Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY 2</strong></td>
</tr>
<tr>
<td>Page 27 (paragraphs 1–3)</td>
</tr>
</tbody>
</table>
### DAY 1

1. **Team Talk**
   - What are the most-important events and ideas from page 23 (paragraphs 1–5) of the story? Write a short summary of this passage using at least three important events. (Write-On)
   - Do you think Somewhat thinks he has good luck in life? Why or why not?
   - What does the word *limped* mean on page 24? How can you tell?
   - What happens after Somewhat sits down to read his letter?
     - a. He stubs his toe.
     - b. He burns his lip.
     - c. He drops the letter.
     - d. He dries the letter.

### DAY 2

1. **Team Talk**
   - Is Somewhat a confident person? How can you tell?
   - What are the most-important events and ideas from page 27 (paragraphs 1–4) of the story? Write a short summary of this passage using at least three important events. (Write-On)
   - Why does Somewhat make sure the stove is turned off?
   - How is Molly's attitude different from Somewhat's attitude? How can you tell?

### Skill Practice

1. Read the following sentence.
   - The strong winds and blowing snow drove me to cancel my plans and stay home.
   - Which of the following sentences uses *drove* the same way?
     - a. My dad drove me to my friend’s house to spend the night.
     - b. The extreme heat of the afternoon drove us inside where it was cooler.
     - c. The cowboys drove their cattle across the country to take them to market.
     - d. Our coach drove us to the pizza parlor after the game to celebrate.

2. Read the following sentence.
   - My cat loves it when you stroke her fur with the brush.
   - Which of the following sentences uses *stroke* the same way?
     - a. Ron knew he would have to work on his stroke if he wanted to golf well.
     - b. The blacksmith dealt the metal a mighty stroke with his hammer.
     - c. One way to calm a scared dog down is to talk quietly and stroke it.
     - d. Tara's grandfather suffered a stroke, but he was okay after a few days.
Building Meaning

<table>
<thead>
<tr>
<th>awkwardly</th>
<th>grimace</th>
<th>brilliant</th>
<th>conspiring</th>
</tr>
</thead>
<tbody>
<tr>
<td>address</td>
<td>informative</td>
<td>nuisance</td>
<td>suppress</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 exhibit at the museum was very ____________, and I learned a lot about *T. rex*.

**D A Y  3**

1. Tell how the author tries to use humor in this section.
2. What are the most-important events and ideas from page 31 of the story? Write a short summary of this page using at least three important events. (Write-On)
3. The crew cheers for a **third** time because—
   a. they are happy to meet their captain.
   b. they hear how much they'll be paid.
   c. they like the idea of sailing east.
   d. they like the joke Molly tells them.
4. Do you think Somewhat will enjoy the voyage? Support your prediction with evidence from the story.

**Skill Practice**

1. Read the following sentence.
   I decided to sleep in the top bunk when I got to my cabin at summer camp.
   Which of the following sentences uses *bunk* the same way?
   a. The seas were so rough that sailors were knocked out of their bunks during the night.
   b. “I never heard such bunk in my life!” Joe said when he heard the rumors at school.
   c. It's against school rules to bunk a day of classes so you can go to the mall.
   d. The stories about a sasquatch or abominable snowman are a lot of bunk.

2. Read the following sentence.
   Even a thin coating of ice on the sidewalk can cause you to **slip** and fall.
   Which of the following sentences uses *slip* the same way?
   a. My mom says you should wear a slip under dresses to reduce static.
   b. Constance traded Marco a slip of paper for a new eraser.
   c. I decided to slip out of the room quietly when the baby fell asleep.
   d. The wet bathroom floor almost made me slip, but I caught myself in time.
awkwardly | grimace | brilliant | conspiring
---|---|---|---
address | informative | nuisance | suppress

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

4. We all went to the lecture to hear the brilliant scholar talk about her great ideas. *Brilliant* means—
   a. uncomplicated.
   b. shining.
   c. intelligent.
   d. dull.

**DAY 4**

1. What lesson does Molly want Somewhat to learn from this voyage?

2. What are the most-important events and ideas from page 35 (paragraphs 1–6) of the story? Write a short summary of this passage using at least three important events. (Write-On)

3. Which of the following means the same as the word *sprightly* on page 36?
   a. quick
   b. slow
   c. angry
   d. cautious
   Tell how you figured this out.

4. Why do you think the author ends this section with the sentence “If only that were the case”?

**Skill Practice**

1. Read the following sentence.
   A person in a wheelchair needs a ramp so he or she can roll up inclines.
   Which of the following sentences uses *ramp* the same way?
   a. The students began to ramp up their energy during the pep rally.
   b. The angry squirrel ramped about when it saw that something had stolen his nuts.
   c. The toddler was ramping and raging in the store when he didn’t get his way.
   d. The ramp was less steep than the stairs, so we walked up that instead.

2. Read the following sentence.
   The sea ground the rock down slowly until it became sand.
   Which of the following sentences uses *ground* the same way?
   a. The plane was grounded until officials were sure it was safe to fly.
   b. I ground the pepper into small pieces so no one would get a spicy shock.
   c. The ground seemed to move and sway after stepping off the boat.
   d. “You are grounded for lying about your homework,” Felix’s mom said.
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.
   “Stop being such a __________, and leave me alone!” Cantrell shouted.

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 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 has ideas written in complete sentences. | 10 points |
## Somewhat the Sailor

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
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</tr>
</thead>
<tbody>
<tr>
<td>jeopardy</td>
<td>-jeop = /jep/ chunk</td>
<td>great danger, risk</td>
<td>Jack was in <em>jeopardy</em> of not doing well in class because he hadn’t done any of his homework all semester.</td>
</tr>
<tr>
<td>precision</td>
<td>base word + ending</td>
<td>doing something exactly and correctly all the time</td>
<td>The archer shot arrows with such <em>precision</em> that she always hit the bullseye.</td>
</tr>
<tr>
<td>ordeal</td>
<td>chunk</td>
<td>difficult or sad task or time</td>
<td>Learning a new language can be quite an <em>ordeal</em>, so you should depend on others to help you do it.</td>
</tr>
<tr>
<td>commence</td>
<td>chunk</td>
<td>begin</td>
<td>Lilith loved school and couldn’t wait for the semester to <em>commence</em>.</td>
</tr>
<tr>
<td>fervently</td>
<td>base word + ending</td>
<td>eagerly, passionately</td>
<td>The violinist’s fingers moved like lightning as he <em>fervently</em> played the violin.</td>
</tr>
<tr>
<td>acquiring</td>
<td>base word + ending</td>
<td>getting</td>
<td>Some people think <em>acquiring</em> things is what’s important, but I think just being happy is what’s really important.</td>
</tr>
<tr>
<td>crucial</td>
<td>chunk</td>
<td>necessary, very important</td>
<td>It’s <em>crucial</em> to take plenty of water if you’re going to hike in the desert.</td>
</tr>
<tr>
<td>lamenting</td>
<td>base word + ending</td>
<td>regretting, feeling sorry about</td>
<td>Vince was <em>lamenting</em> his bad decisions.</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></td>
<td>Page 45 (paragraphs 1–3)</td>
<td>Page 45 (paragraphs 1–3) or 49 (paragraphs 1–5)</td>
<td>Page 45 (paragraphs 1–3), 49 (paragraphs 1–5), or pages 53 (paragraph 6) and 54</td>
</tr>
</tbody>
</table>
DAY 1

1. What is the main reason the crew wants to return to the lair of the Sea Beast?
   a. to protect others
   b. to seek revenge
   c. to learn more about the Sea Beast
   d. to make contact with the Sea Beast

2. Does the loss of Mr. Boatswain affect how well the crew works together? Support your answer.

3. Why do you think the author compares the crew to a well-oiled machine?

4. Write a summary of pages 41 and 42 using at least four important events from the story.
   (Write-On)

DAY 2

1. Was Mr. Boatswain well liked? How can you tell?

2. Why had Mr. Boatswain been so eager to help Somewhat before the voyage began?

3. Which of the following words best describes Somewhat at the end of the reading?
   a. ungrateful
   b. cowardly
   c. fearful
   d. determined

4. Write a summary of pages 45 and 46 using at least four important events from the story.
   (Write-On)

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

1. raggedly  2. communication

jeopardy  precision  ordeal  commence
fervently  acquiring  crucial  lamenting

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

4. Tanya was so excited about her idea that she **fervently** threw paint on the canvas to see it come to life. **Fervently** means—
   a. eagerly.
   b. slowly.
   c. hesitantly.
   d. lazily.
**DAY 3**

1. What does the word *stealth* mean on page 49? How do you know?

2. Explain how Sarafina Strongbow knows that the ship has reached the lair of the Sea Beast.

3. Why does Molly become angry with Somewhat?
   a. He gets frightened and asks her to deal with the Sea Beast.
   b. He tells her to leave him alone to deal with the Sea Beast.
   c. He tells everyone to stay on the ship while he goes north for safety.
   d. He demands that they leave the Sea Beast alone and continue the voyage.

4. Write a summary of pages 49 and 50 using at least four important events from the story.
   (Write-On)

**Skill Practice**

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

1. accidental 2. menacing

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

4. “Now that we have given thanks, let us **commence** our celebratory feast!” the king exclaimed. **Commence** means—
   a. finish.
   b. discard.
   c. admire.
   d. begin.

**DAY 4**

1. The crew was in the lifeboat not only to stay safe but to—
   a. distract the Sea Beast and make it look at the North Star.
   b. shoot the Sea Beast with the pistol.
   c. make the Sea Beast turn its back on Somewhat with the pistol.
   d. scare the Sea Beast so it will go away.

2. Would Somewhat’s plan to slay the Sea Beast have worked during the day? Explain your answer.

3. Describe how Somewhat feels about himself right before he shoots the arrow.

4. Write a summary of pages 53 and 54 using at least four important events from the story.
   (Write-On)
Write each word in your journal. Then write the base word and suffix. Cross out any extra letters. Write a definition for each word.

1. cruelly  
2. pleading

jeopardy | precision | ordeal | commence  
---|---|---|---
fervently | acquiring | crucial | lamenting

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 missed a __________ scene in the movie when I got up to get something to drink, so I was confused when I returned.

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**DAY 6**

Pretend that you are Somewhat, the captain of the *Golden Fleece*. Write your captain's log by summarizing the events that have happened since Mr. Boatswain was taken by the Sea Beast and you took control of the ship. Use the class chart to find events from this cycle's reading. Think of the best way to tell at least five of these events even more briefly. Decide how to combine and reword ideas, and identify the events that can be left out. Make sure that your captain's log is written in complete sentences. Remember to include all the parts of a captain's log (name of the ship, date and heading of important event, voyage and conditions, body, and a signature).

<table>
<thead>
<tr>
<th>Scoring Guide</th>
<th>50 points</th>
<th>25 points</th>
<th>15 points</th>
<th>10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The captain's log includes at least five of the most-important events from the reading.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The captain's log does not include less-important events.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The captain's log has events written in complete sentences.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>The captain's log includes all the parts (name of the ship, date and heading of important event, voyage and conditions, body, and a signature).</td>
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</tr>
</tbody>
</table>
Summarizing Saves the Animals: Samburu

**DAY 1**

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**

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

Team Talk

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

Team Talk

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.
**DAY 5**

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 “Steadfast and Predictable.”
3. Use the information you have written on your idea tree to write a brief summary of the section “Threatened Tortoises.” (Write-On)
### World Capitals: Europe

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>thrived</td>
<td>base word + ending</td>
<td>did very well, flourished</td>
<td>The flowers <em>thrived</em> because of the water and sunlight.</td>
</tr>
<tr>
<td>artistic</td>
<td>base word + endings</td>
<td>having to do with art</td>
<td>Wallace is really <em>artistic</em>; he can paint and draw well.</td>
</tr>
<tr>
<td>dedicated</td>
<td>base word + ending</td>
<td>set apart for a certain purpose</td>
<td>The far corner of my room is <em>dedicated</em> to studying, so it has a desk and a lamp.</td>
</tr>
<tr>
<td>founded</td>
<td>base word + ending</td>
<td>created, started up</td>
<td>Mr. Jones likes to coach kids, so he <em>founded</em> an afterschool baseball program.</td>
</tr>
<tr>
<td>key</td>
<td>blend</td>
<td>important, essential</td>
<td>Studying a little each night is <em>key</em> to performing well in school.</td>
</tr>
<tr>
<td>juts</td>
<td>blend</td>
<td>sticks out</td>
<td>The table <em>juts</em> out into the room, and sometimes I bang into it.</td>
</tr>
<tr>
<td>flaw</td>
<td>blend</td>
<td>problem or imperfection</td>
<td>The only <em>flaw</em> on the table is a small scratch near the left leg.</td>
</tr>
<tr>
<td>declared</td>
<td>base word + ending</td>
<td>announced</td>
<td>Ralphie stood up and <em>declared</em> that he would try out for the school play that spring.</td>
</tr>
</tbody>
</table>

### Fluency in Five

<table>
<thead>
<tr>
<th>Fluency in Five</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 82 (paragraphs 1 and 2)</td>
<td>Page 82 (paragraphs 1 and 2) or 78 (paragraphs 1 and 2)</td>
<td>Page 82 (paragraphs 1 and 2), 78 (paragraphs 1 and 2), or 85</td>
<td></td>
</tr>
</tbody>
</table>
**DAY 1**

1. What are the most-important ideas from the section titled “A Dutch Fishing Village: Amsterdam”? Use your idea tree to write a short summary of this section, including at least three important ideas. (Write-On)

2. Why were the 2004 Athens Olympics considered a return to the birthplace of the Olympics?

3. What language do you think you would hear spoken in Belfast? Why?

4. How was Berlin affected by the end of World War II?
   a. It was torn down and rebuilt.
   b. It grew twice as large in population.
   c. It became even more important.
   d. It was divided into two cities.

**DAY 2**

1. What are the most-important ideas from the section titled “Are you Hungary? Budapest”? Use your idea tree to write a short summary of this section, including at least three important ideas. (Write-On)

2. Is Copenhagen a perfect city? Why or why not?

3. According to the caption, why did Vikings create the city of Dublin?

4. Who controlled Helsinki before Finland gained independence?
   a. Denmark
   b. Sweden
   c. Norway
   d. Germany

**Skill Practice**

Write each word in your journal. Then write the base word and ending. Write a definition for each word.

1. quotes 2. blistered

**Building Meaning**

<table>
<thead>
<tr>
<th>thrived</th>
<th>artistic</th>
<th>dedicated</th>
<th>founded</th>
</tr>
</thead>
<tbody>
<tr>
<td>key</td>
<td>juts</td>
<td>flaw</td>
<td>declared</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.
   Nina is too tall for her desk, so her leg __________ out from underneath when she sits there.
DAY 3

1. The photographs on page 77 help show how Athens is—
   a. full of crumbling ruins.
   b. an ancient and modern city.
   c. still influenced by Greek mythology.
   d. less attractive than other cities.

2. What are the most-important ideas from the section titled “An Irish Neighbor to the North: Belfast”? Use your idea tree to write a short summary of this section, including at least three important ideas. (Write-On)

3. Why is Bern less modern than many of the other capitals you have read about?

4. How does the author help you learn to pronounce words and names in this text? Give an example.

Savvy Reader—Summarizing

Write each word in your journal. Then write the base word and ending. Write a definition for each word.

1. influenced  2. comedic

<table>
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<td>flaw</td>
<td>declared</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. Ms. Withers was such a good gardener that all of her herbs and spices **thrived** under her care. **Thrived** means—
   a. flourished.
   b. wilted.
   c. failed.
   d. diminished.
**DAY 4**

1. What do Budapest and Copenhagen have in common?
   a. They were both founded by the Romans in ancient times.
   b. They are both located in Denmark.
   c. They are both located in Hungary.
   d. They were both controlled by Germany in World War II.
2. What does the word *suburb* mean on page 86? How can you tell?
3. According to the caption on page 86, what problem do people living in Lisbon have to deal with on occasion?
4. Use information from your idea tree to write a summary of this cycle of *World Capitals: Europe*.
   (Write-On)

**Write each word in your journal. Then write the base word and ending. Write a definition for each word.**

1. dramatic 2. recited

<table>
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<td>key</td>
<td>juts</td>
<td>flaw</td>
<td>declared</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.
   I couldn’t find a single __________ in the perfectly smooth piece of glass.

**DAY 6**

Imagine that you work for your state’s tourism department and need to write a summary about your state’s capital. Choose at least five important facts or details about your state’s capital city for your summary. Also think about information a tourist to your state’s capital city might want to learn about or see. When was the city founded and made a capital? What is the population? Does the city have an important history? What kinds of things does the city manufacture? Does it host any special celebrations? What museums, parks, or memorials are there to see in the city? Your summary should read as if it is a story of the city’s history and not a random collection of facts. Remember to write your summary in complete sentences.

**Scoring Guide**

- You wrote a summary about your state’s capital city for tourism brochures. 25 points
- Your summary includes at least five important facts or details about your state’s capital city. 10 points each (50 points maximum)
- Your summary reads like a story of the city’s history. 15 points
- The summary is written in complete sentences. 10 points
# World Capitals: Europe

<table>
<thead>
<tr>
<th>Word</th>
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<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>source</td>
<td>blend</td>
<td>beginning, where something comes from</td>
<td>We learned that the <em>source</em> of the water was an underground spring.</td>
</tr>
<tr>
<td>attraction</td>
<td>base word + ending</td>
<td>something that people want to see or do</td>
<td>A fun waterslide is the biggest <em>attraction</em> at the theme park.</td>
</tr>
<tr>
<td>tourists</td>
<td>base word + ending</td>
<td>people who visit a place on vacation</td>
<td>A busload of <em>tourists</em> stopped at all the famous sites in the city.</td>
</tr>
<tr>
<td>draws</td>
<td>base word + ending</td>
<td>pulls in</td>
<td>The smell of Dad’s wonderful apple pie <em>draws</em> me and Mikey into the kitchen.</td>
</tr>
<tr>
<td>elegant</td>
<td>chunk</td>
<td>fancy, beautiful</td>
<td>The fancy party was fun because I wore my most <em>elegant</em> dress.</td>
</tr>
<tr>
<td>boomed</td>
<td>base word + ending</td>
<td>grew quickly</td>
<td>Most towns in California were small until the gold rush, then they <em>boomed</em> overnight.</td>
</tr>
<tr>
<td>astride</td>
<td>chunk</td>
<td>sitting on two sides of something</td>
<td>The cowboy sits <em>astride</em> his horse, with a leg on either side.</td>
</tr>
<tr>
<td>massively</td>
<td>base word + ending</td>
<td>largely</td>
<td>The blizzard <em>massively</em> affected the Midwest as it dumped ten inches of snow on roads in a few hours.</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 93 (paragraphs 1–3)</td>
<td>Page 93 (paragraphs 1–3) or 90 (paragraphs 2 and 3)</td>
<td>Page 93 (paragraphs 1–3), 90 (paragraphs 2 and 3), or 96 (ending with “...the Warsaw Metro opened.”)</td>
</tr>
</tbody>
</table>
DAY 1

1. What are the most-important ideas from the section titled “The Doors of Europe: Madrid”? Using your idea tree, write a short summary of the section containing at least four important ideas. (Write-On)

2. Why was the location of Oslo moved after 1624?
   a. More space was needed for people.
   b. The Vikings attacked the old location too easily.
   c. The view was better in the new place.
   d. A fire destroyed the original city.

3. Why do you think people compare Prague to Paris?

4. On page 90, the author writes that Paris is a “densely packed” place. What does that mean? How did you figure that out?

DAY 2


2. Stockholm is similar to Bern, Switzerland, because—
   a. it still has many medieval buildings.
   b. it is in central Europe.
   c. it is the Swedish word for bear.
   d. it is a popular place for boat tours.

3. What are the most-important ideas from the section titled “Music and Theater: Vienna”? Using your idea tree, write a short summary of the section containing at least three important ideas. (Write-On)

4. According to the caption on page 96, what did people do after Warsaw was damaged by bombs in World War II?

Skill Practice

1. Read each sentence. How does each sentence make you feel? What are the connotations of the word gaped? If you wish, draw a concept map, and record your ideas about the word.

   Yanni looked at the size of the dinosaur skeleton.
   Yanni gaped at the size of the dinosaur skeleton.

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

3. Choose the word that best fits in the blank.

   The restaurant was very ___________ with white tablecloths and candles on each table.
DAY 3

Team Talk

1. Based on the meaning of the name Madrid, what can you tell about the city’s location?

2. Which of the following capitals should you visit to learn about Vikings?
   a. Paris  
   b. Warsaw  
   c. Vienna  
   d. Oslo

3. What are the most-important ideas from the section titled “The City of Light: Paris”? Using your idea tree, write a short summary of the section containing at least four important ideas. (Write-On)

4. Use sequence words to tell who has controlled Prague throughout its history.

Skill Practice

1. Read each sentence. How does each sentence make you feel? What are the connotations of the word plagued? If you wish, draw a concept map, and record your ideas about the word.
   Tora’s hurt knee bothered her when she walked.
   Tora’s hurt knee plagued her when she walked.

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

3. The smell of freshly baked cookies always draws us in from playing in the snow. Draws means—
   a. pushes.
   b. offends.
   c. pulls.
   d. disgusts.

DAY 4

Team Talk

1. How has Roman architecture had an influence on modern architecture?

2. Why are boats popular for sightseeing in Stockholm?

3. What do Warsaw and London have in common?
   a. famous writers
   b. a royal family
   c. cool temperatures
   d. a subway system

4. Use information from your idea tree to write a summary of this cycle of World Capitals: Europe. (Write-On)
1. Read each sentence. How does each sentence make you feel? What are the connotations of the word *bawled*? If you wish, draw a concept map, and record your ideas about the word.

   The baby *cried* when she dropped her toy.
   The baby *bawled* when she dropped her toy.

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

3. Choose the word that best fits in the blank.

   Ladies used to always ride a horse side saddle, but now they sit with their legs ___________ the horse’s back.

---

**D A Y 6**

Imagine that you are a reporter for a newspaper. You have been assigned to interview the mayor of one of the European capitals you read about this cycle in *World Capitals: Europe*. You read about Madrid, Oslo, Paris, Prague, Reykjavik, Stockholm, Vienna, and Warsaw this cycle. Think of at least five questions you would like to ask the mayor of one of these cities. Think about what readers would like to know about the mayor or the city he or she runs. Then pretend that you are the mayor of that city, and answer each question. You can use your imagination to answer the questions. Remember that you should not ask simple yes-or-no questions in your interview. Remember to write your interview in the correct format (a title that introduces the interviewee, a byline, initials to identify the interviewer/interviewee).

**Scoring Guide**

| You wrote an interview between yourself and the mayor of Madrid, Oslo, Paris, Prague, Reykjavik, Stockholm, Vienna, or Warsaw. | 15 points |
| You ask the mayor of your chosen capital at least five questions. | 5 points each (25 points maximum) |
| You pretend that you are the mayor and answer each question. | 10 points each (50 points maximum) |
| You do not ask simple yes-or-no questions in your interview. | 5 points |
| Your interview is in the proper format (a title that introduces the interviewee, a byline, initials to identify the interviewer/interviewee). | 5 points |
9. The street performer always draws a crowd when he begins his magic act. 
   Draws means—
   a. loses.  
   b. pushes away.  
   c. pulls in.  
   d. rejects.

10. The storm ___________ caused damage to Joe's neighborhood.
   Storm means—
   a. begins.  
   b. finishes.  
   c. ends.  
   d. begins again.

11. The source of whining noise under the porch was an abandoned kitten that was cold and hungry.
   Source means—
   a. ending.  
   b. finale.  
   c. finish.  
   d. beginning.

12. The cowboys sat ___________ the fence as they waited their turns to ride the bucking broncos.
   Sate means—
   a. behind.  
   b. in front of.  
   c. near.  
   d. far from.
Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper:

Skill Questions

Read each sentence. How does each sentence make you feel? What are the connotations in each sentence? If you wish, draw a concept map, and record your ideas about the word. Read each sentence. How does each sentence make you feel? Write your answers next to the matching numbers on your paper:

**Word Power**
Test Passage

Gold-Domed City: Moscow

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

Comprehension Questions

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

2. What happened when Peter the Great became tsar of Russia?

3. How do you know?

4. Use your graphic organizer to answer the following questions:

   a. to entertain the reader with stories by Tchaikovsky
   b. to inform the reader about a European capital
   c. to persuade the reader to research the Kremlin
   d. to compare the histories of Moscow and St. Petersburg

   a. to entertain the reader with stories by Tchaikovsky
   b. to inform the reader about a European capital
   c. to persuade the reader to research the Kremlin
   d. to compare the histories of Moscow and St. Petersburg

   a. When did the change of the authority occur?
   b. What is the main idea of the text?
   c. How do you know?

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   b. What is the main idea of the text?
   c. How do you know?

   a. When did the change of the authority occur?
   b. What is the main idea of the text?
   c. How do you know?
12. Lamont decided that he wanted to become healthier in the new year and that he would start running each day.

A. decided
B. fasted
C. important
D. interesting

5. Write a meaningful sentence for the word **dedicated**.

6. There is one really ___________ neighborhood in the city where all the residents have interesting sculptures in their yards.

   A. broken up
   B. created
   C. ruined
   D. shut down

8. My plant ___________ once I found a spot that wasn’t too sunny or too shady for it.

   A. shrank down
   B. healed
   C. melted
   D. creeped

11. A key moment in the president’s speech was when he announced that there would be no new taxes during his time in office. Key means—

   A. minor
   B. uninteresting
   C. important
   D. wasted

10. A peninsula is a piece of land that juts out into a large body of water.

   A. jut
   B. refers
   C. problem
   D. solution

3. When they move to a new school, **founded** means—

   A. break up
   B. created
   C. ruined
   D. shut down

9. The only flaw with Jennifer’s plan was she didn’t know how she would trick her mom into leaving the house while she set up the surprise party. **Flaw** means—

   A. bump
   B. solution
   C. problem
   D. regret

7. Founded the Kids for Kids Company, which helps new kids find friends and activities.

4. There are really **ampled** neighborhoods in the city where all the residents have interesting sculptures in their yards.

12. Lamont ___________ that he wanted to become healthier in the new year and that he would start running each day.

   A. decided
   B. fasted
   C. important
   D. interesting

**Skill Questions**

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

WORD POWER
Ancient Capital No More: Istanbul

Istanbul is a former European capital with a long history. It is in Turkey, which lies in both Europe and Asia. The country is divided by the Bosporus Strait. This is a thin body of water that connects two seas. Istanbul is on the European side. It lies on the strait.

The city was created in 660 BCE and called Byzantium. It was an important trading center. Many different empires wanted to take over the city, including the Roman Empire. In the Middle Ages, the city became the capital of the Eastern Roman Empire, later renamed Istanbul.

The Ottoman Turks took over Turkey in the Middle Ages. They named the city Istanbul. The new leaders moved the capital to Ankara. Istanbul is still the largest city. More than 9 million people live there, making it one of the most popular tourist spots in Europe. People visit to learn about the city's history, see its beauty, and enjoy its culture.

The Hagia Sophia church was built in Istanbul. It is one of the most beautiful buildings in the city. It is a museum. The Hagia Sophia is a former European capital with a long history. It lies in Turkey, where Istanbul is located.

Ancient capital no more: Istanbul

Comprehension Questions

Use your graphic organizer to answer the following questions.

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

2. What is the intent of the author?
   a. to inform the reader about a former European capital
   b. to persuade the reader to visit Istanbul
   c. to compare Istanbul to other European capitals
   d. to explain how the city was named Byzantium and Constantinople

   How do you know?

3. Is the statement "The Hagia Sophia is one of the most beautiful buildings in the city" a fact or an opinion? Why?

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

These reptiles live together in large groups on the islands. They feed and sunbathe together, and they may huddle close to one another while sleeping to preserve warmth on cool nights. Marine iguanas only become territorial during the mating season. When male iguanas fight for their territory, they bob heads and utter threats. If a male wins, he may become dominant and mate with the females. Marine iguanas are well adapted to their environment. They have webbed feet for swimming, and their hind limbs are modified for the water. Marine iguanas also have a special enzyme in their stomachs that allows them to digest the leaves of the green algae that grow on the rocks near the shore. This enzyme breaks down the cellulose in the leaves, making them a valuable food source for marine iguanas.
Seagoing Marine Iguanas

Range
Galápagos Islands

Description of Marine Iguanas
These seagoing reptiles have been noted for their striking appearance ever since sailors first sailed by the islands. Marine iguanas have short snouts and razor-sharp teeth that allow them to scrape algae from rocks.

Then iguanas have short snouts and razor-sharp teeth that allow them to scrape algae from rocks.

Several species have short snouts and razor-sharp teeth that allow them to scrape algae from rocks.

Marine iguanas have short snouts and razor-sharp teeth that allow them to scrape algae from rocks.

Special Built for the Water
Marine iguanas have many adaptations that help them survive in the cold waters in which they feed.

Marine iguanas have many adaptations that help them survive in the cold waters in which they feed.

Origin of Marine Iguanas
Scientists believe that marine iguanas originally came from South America. The Galápagos Islands were once part of a larger continent, and marine iguanas could have spread there by simple gravity.

Scientists believe that marine iguanas originally came from South America. The Galápagos Islands were once part of a larger continent, and marine iguanas could have spread there by simple gravity.

Seagoing Marine Iguanas

Read “Seagoing Marine Iguanas,” and answer the following questions.
5. Write a meaningful sentence for the word **acquiring**.

6. The gymnast did her routine with such ___________ that she got a perfect score at the competition.

**Jeopardy** means—

a. great danger.
b. safety.
c. protected.
d. little risk.

7. The annual rescue workers worked quickly to get the dog out of the locked car because his life was in jeopardy. From the real **jeopardy** means—

8. House training a new puppy can be quite an ___________, but hard work and consistency will see your through.

**Jeopardy** means—

a. great danger.
b. safety.
c. protected.
d. little risk.

9. Ivan was lamenting his decision to stay up late to watch horror movies when he was exhausted in school. **Lamenting** means—

a. savoring.
b. appreciating.
c. regretting.
d. loving.

10. The football player ___________ pushed through his opponents to score the winning touchdown in the championship game.

**Crucial** means—

a. unimportant.
b. minor.
c. overlooked.
d. necessary.

11. Salt is a crucial ingredient in most recipes because it adds a lot of flavor, even in baked goods.

12. "We will ___________ taking the test as soon as the clock reads ten o’clock exactly,“ Mr. Swinbourne explained.

**Crucial** means—

a. unimportant.
b. minor.
c. overlooked.
d. necessary.
Comprehension Questions

Read pages 55 and 56 of *Somewhat the Sailor* and answer the following questions.

1. How can you tell the crew liked Mr. Boatswain?

2. Why does Somewhat need to carry out his plan at night?
   - a. He doesn’t want to see the Sea Beast.
   - b. The Sea Beast sleeps at night.
   - c. That is when the North Star is visible.
   - d. The Sea Beast has poor night vision.

3. Why does Molly won’t leave Somewhat when he tells her to? What does this tell you about Molly?

4. Why does Somewhat want Molly to be captain with him?
   - a. She helped him believe in himself.
   - b. She’s better at being captain than him.
   - c. She’s tired of running a Public House.
   - d. She enjoys the seafaring life a lot.

5. How has Somewhat changed throughout the story?

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

Word Power

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

<table>
<thead>
<tr>
<th>1. abruptly</th>
<th>2. substitution</th>
<th>3. coughing</th>
<th>4. sensational</th>
</tr>
</thead>
</table>

Skill Questions

Write each word on your paper. Then write the base word and suffix. Write a definition for each word.

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

1. Why does Somewhat want Molly to be captain with him?
   - a. She enjoyed the seafaring life a lot.
   - b. She’s head of running a Public House.
   - c. She’s better at being captain than him.
   - d. She helped him believe in himself.

2. Why does Sam have to tell the crew hide Mr. Boatswain?
   - a. The Sea Beast has poor night vision.
   - b. The Sea Beast sleeps at night.
   - c. The Sea Beast steps at night.
   - d. The crew cannot see the Sea Beast because—

3. Somewhat needs to carry out his plan at night because—
   - a. He doesn’t want to see the Sea Beast.
   - b. The Sea Beast sleeps at night.
   - c. That is when the North Star is visible.
   - d. The Sea Beast has poor night vision.

4. What does this tell you about Molly?
   - a. She enjoys the seafaring life a lot.
   - b. She’s better at being captain than him.
   - c. She’s tired of running a Public House.
   - d. She helped him believe in himself.

5. How has Somewhat changed throughout the story?
5. Write a meaningful sentence for the word **grimace**.

6. Quentin was ___________ with Martin to trick Mimi later in the day.

7. When I hear my mother address me as “Bobby” instead of just “Bobby,” I know I’m in big trouble.

8. The dancer forgot her steps and stumbled ___________ as she tried to finish the routine.

9. The mosquito buzzing around my head was a real ___________ on an otherwise pleasant summer night.

10. “What a ___________ idea!” Maria exclaimed when she saw the basket Holly added to her bike.

11. Mr. Johnson tried to ___________ his class’s displeasure by telling them that they could play a game after.

12. The best newspaper articles are ___________ pieces that help readers learn about the news.

<table>
<thead>
<tr>
<th>suppress</th>
<th>nuisance</th>
<th>informable</th>
<th>address</th>
</tr>
</thead>
<tbody>
<tr>
<td>confusing</td>
<td>brilliant</td>
<td>influence</td>
<td>awkwardly</td>
</tr>
</tbody>
</table>

Building Meaning
1. Read the following sentence.

"The base of my tower wasn’t very strong because the blocks I used to build it were smaller than the ones on top."

Which of the following sentences uses the same word?

a. "A small snack in the morning and afternoon can help you stay alert between meals."

b. "The idea of changing our president changes every day."

c. "The base of my tower wasn’t very strong because the blocks I used to build it were smaller than the ones on top."

d. "The base of my tower wasn’t very strong because the blocks I used to build it were smaller than the ones on top."

2. Read the following sentence.

"Don’t skirt the issue, Governor, we need to talk about raising taxes more than naming baseball teams."

Which of the following sentences uses the same word?

a. "There is nothing nicer than that first warm day of spring when you can wear a skirt."

b. "I made myself a tote for groceries so I didn’t have to use plastic or paper bags."

c. "I could use some help loading all this equipment to the field,” Coach Paul hinted."

d. "I wore a skirt so many more supplies that she needed a large van to carry them to and from school."

3. Read the following sentence.

"Corinna had so many art supplies that she needed a tote on wheels to carry them to and from school."

Which of the following sentences uses the same word?

a. "I made myself a tote for groceries so I didn’t have to use plastic or paper bags."

b. "Greg always totes a pen because he never knows when he might want to write something down."

c. "I wear a skirt so many more supplies that she needed a large van to carry them to and from school."

d. "Montefiore kept skirting the issue of his grades because he didn’t want to discuss them."

4. Read the following sentence.

"High tide is the best time to surf because the waves are large and powerful."

Which of the following sentences uses the same word?

a. "When making human-powered wave-machines, the scientists discovered that waves form the base."

b. "A small snack in the morning and afternoon can help you stay alert between meals."

c. "Most pasta sauces have a tomato base, but you can also use cheese or olive oil."

d. "The new movie is based on a book written by my favorite author."
Read pages 37 and 38 of Somewhat the Sailor and answer the following questions.

1. How can you tell that Somewhat is not very confident at the beginning of the story?

2. Why does Somewhat make sure he turns off the stove before leaving to see Molly?
   a. He doesn't want someone to burn themselves.
   b. He doesn't want to start his first fire.
   c. He forgot once and burned the drapes.
   d. He wants to save fuel for another day.

3. Why do you think the author uses humor in the story? Support your answer with clues from the text.

4. The day on the ship starts off—
   a. the same as other mornings.
   b. darker and scarier than other mornings.
   c. better than the previous morning.
   d. louder and rockier than other mornings.

5. Use sequence words to describe what happens to disrupt the Golden Fleece's voyage.

6. What are the most-important events and ideas from today's reading? Write a short summary of these events or ideas.
1. Which story elements helped you predict the main idea of this story? Write one of the story elements on your story map.

2. What is one question you had about the main idea before you began reading the story?

3. Which of the following best describes the main idea of paragraph 5?
   a. Carl and Sonya need to hire babysitters to do their jobs.
   b. Parents leave their kids alone because there are no babysitters.
   c. Ballet and playing baseball are more important than watching Ike.
   d. The babysitters will have time for babysitting and other activities.

4. On your story map, write down the story's main problem and an important event from the story.
   a. Carl and Sonya need to hire babysitters.
   b. Parents leave their kids alone because there are no babysitters.
   c. Babysitters will have time for babysitting and other activities.
   d. Ballet and playing baseball are more important than watching Ike.

5. Which of the following best describes the main idea of paragraph 8?
   a. The club members need a meeting place.
   b. The babysitting club needs a name.
   c. The babysitting club needs a phone.
   d. The club members need to create schedules.

6. Use the information you wrote on your story map to write a brief summary of paragraph 9.
Read *Crazy About Kids*, and answer the following questions.

**Comprehension Questions**

1. Carl didn't mind that he had to get home from school quickly to make sure he was there for his little brother, Ike. Ike finished school thirty minutes after Carl finished. Carl enjoyed bonding with his brother after school.

2. "I know you have to sacrifice a lot to come home and babysit Ike after school," Carl's mom said. "I wish there was a way you could join the baseball team and still keep an eye on Ike." This gave Carl an idea.

3. "Sonya, you do a lot of babysitting, don't you?" Carl asked the next day in school. "Yes, I do," Sonya replied. "I take care of the Johnsons' two kids all the time." "That's great," Carl exclaimed. "I know my own mom will appreciate posters and come up with a club name to advertise." Sonya said, "I know my own mom will appreciate having an extra pair of eyes at home when I can't." "Great! Let's get started," Carl said. "We need a name that shows we truly enjoy babysitting and taking responsibility for other people's children." "How about Crazy About Kids?" Sonya asked. Carl nodded. "That sounds perfect. It does crazy about kids and it sounds fun. We need a way to call when she needs a sitter and I'm not home. We'll ask her family at lunchtime. "Crazy About Kids" sounds good. It shows care of the Johnsons' kids when I can't. "Great," Sonya agreed. "Then, let's get started. We'll come up with a babysitting club. He said, "Well, if I come up with a babysitting club, I need a club name."

4. "What are you thinking?" Sonya asked. Carl handed her a notebook with a detailed plan for a babysitting business. "Can I start a babysitting business?" he asked. "Yes, you can help," Sonya explained. "It's a great idea. Sometimes I feel bad when I can't watch the Johnsons' kids when I'm at school."

5. "Crazy About Kids" sounded like a great club name. "We need a way to call when she needs a sitter and I'm not home," Sonya explained. "Knowing who to call when she needs a sitter and I'm not home is important." "Good idea," Carl shouted. "I got the idea because I want to join the baseball team. Plus, this way, we can add kids and members to the club."

6. "I think this would be really interesting," Sonya said. "I know my mom will appreciate having a babysitting club."

7. Both Tracy and Rodrigo were excited about the club. "I can take care of the Johnsons' kids while you're busy playing baseball," Tracy offered. "I can help," Rodrigo added. "I know the Johnsons can take care of their kids when I can't."

8. "I think Crazy About Kids sounds like a good name. It does crazy about kids and it sounds fun. We need a way to call when she needs a sitter and I'm not home. We'll ask her family at lunchtime. "Crazy About Kids" sounds good. It shows care of the Johnsons' kids when I can't. "Great," Sonya agreed. "Then, let's get started. We'll come up with a babysitting club. He said, "Well, if I come up with a babysitting club, I need a club name."

9. "What are you thinking?" Sonya asked. Carl handed her a notebook with a detailed plan for a babysitting business. "Can I start a babysitting business?" he asked. "Yes, you can help," Sonya explained. "It's a great idea. Sometimes I feel bad when I can't watch the Johnsons' kids when I'm at school."

10. "Crazy About Kids" sounded like a great club name. "We need a way to call when she needs a sitter and I'm not home," Sonya explained. "Knowing who to call when she needs a sitter and I'm not home is important." "Good idea," Carl shouted. "I got the idea because I want to join the baseball team. Plus, this way, we can add kids and members to the club."

Write your answers here:

**1. What is the main idea of the story?**

**2. What are the main characters in the story?**

**3. What is the problem that Carl is trying to solve?**

**4. What is the solution that Carl and Sonya come up with?**

**5. How does the story end?**
The Savvy Reader—Summarizing

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