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 / Student Edition
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>
</table>
| 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

<table>
<thead>
<tr>
<th>Team Talk</th>
</tr>
</thead>
</table>
| 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

<table>
<thead>
<tr>
<th>Team Talk</th>
</tr>
</thead>
</table>
| 1. What is one question that you had before you began reading?  
2. On your story map, write the important events from paragraph 4.  
3. Use the information you have written on your story map to write a brief summary of paragraph 7. (Write-On) |
# Me, My Friends, and the Mayor

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>access</td>
<td>-cc = /ks/ chunk</td>
<td>ability to reach something</td>
<td>To gain <em>access</em> to the private club, you’ll need to be invited by a member.</td>
</tr>
<tr>
<td>technician</td>
<td>chunk</td>
<td>someone who works with machinery and other tools</td>
<td>When the computer broke, we had to call a computer <em>technician</em> to come and fix it.</td>
</tr>
<tr>
<td>device</td>
<td>chunk</td>
<td>tool, object that has a function</td>
<td>A jigsaw is a <em>device</em> that lets you cut holes in flat pieces of wood.</td>
</tr>
<tr>
<td>eyesore</td>
<td>compound word</td>
<td>ugly sight, something terrible to look at</td>
<td>The graffiti on the wall was an <em>eyesore</em> that no one liked to see.</td>
</tr>
<tr>
<td>potential</td>
<td>chunk</td>
<td>possible</td>
<td>There are a few <em>potential</em> places we can go on our vacation, so we’ll have to choose.</td>
</tr>
<tr>
<td>privileges</td>
<td>base word + ending</td>
<td>rights that a certain group has</td>
<td>Going on fun trips with the football team is one of the <em>privileges</em> that the marching band gets.</td>
</tr>
<tr>
<td>budget</td>
<td>-dg = /j/ chunk</td>
<td>amount of money one can spend for something</td>
<td>The teacher told the class they had a <em>budget</em> of $50 for the field trip.</td>
</tr>
<tr>
<td>initiative</td>
<td>chunk</td>
<td>willingness to start something, to take the first step</td>
<td>Charlie showed <em>initiative</em> when he started raking the leaves without being asked to do it.</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 28</td>
<td>Page 28 or 34</td>
<td>Page 28, 34, or 38</td>
</tr>
</tbody>
</table>
**DAY 1**

1. Maurice says that he and his brother get along well. Do you agree? Support your answer.

2. What are the most-important events and ideas from page 24 of the story? Write a short summary of this passage using at least three important events. (Write-On)

3. On page 25, Luis says that doing something about the vacant lot is Maurice’s “civic duty.” What does he mean by that? How did you figure that out?

4. What do you think will happen next in the story? Give evidence to support your prediction.

**DAY 2**

1. Why do you think Ms. Jackson assumes Maurice should have a library card? Support your answer.

2. What are the most-important events and ideas from page 28 of the story? Write a short summary of this passage using at least three important events. (Write-On)

3. Is Luis familiar with the library? How is this different from Maurice?

4. Why does Maurice keep his voice down even though he’s impressed by Luis logging on to the computer?
   a. He is losing his voice from a cold.
   b. He doesn’t want people to know he’s there.
   c. He thinks they are misbehaving.
   d. He remembers he is in a library.

**Skill Practice**

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

1. icebreaker
2. spyglass

**Building Meaning**

<table>
<thead>
<tr>
<th>access</th>
<th>technician</th>
<th>device</th>
<th>eyesore</th>
</tr>
</thead>
<tbody>
<tr>
<td>potential</td>
<td>privileges</td>
<td>budget</td>
<td>initiative</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.
   Marlena really showed her _________ when she started writing letters to a pen pal all on her own.
**DAY 3**

1. In the e-mail, the boys describe the vacant lot as—
   a. a source of pride.
   b. an eyesore.
   c. an excellent place.
   d. a treasure.

2. Describe the tone of the e-mail.

3. What are the most-important events and ideas from page 34 of the story? Write a short summary of this passage using at least three important events. (Write-On)

4. Why do the boys think the mayor will respond to their e-mail?

---

**Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.**

1. foreshadow
2. guideline

---

**Building Meaning**

<table>
<thead>
<tr>
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<th>technician</th>
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</tr>
</thead>
<tbody>
<tr>
<td>potential</td>
<td>privileges</td>
<td>budget</td>
<td>initiative</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. The scientist invented a neat little **device** that would measure the temperature in two different places at once. **Device** means—
   a. tool.
   b. toy.
   c. treat.
   d. trail.

---

**DAY 4**

1. Do you think Maurice’s friends visit the library often? How can you tell?

2. What are the most-important events and ideas from page 38 of the story? Write a short summary of this passage using at least three important events. (Write-On)

3. According to the e-mail, what is the main reason why the mayor won’t be able to help clean the lot?

4. How does the mayor’s e-mail make Maurice feel? How can you tell?
Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

1. cupcake
2. volleyball

<table>
<thead>
<tr>
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<tr>
<td>potential</td>
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<td>budget</td>
<td>initiative</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.
   Wilmina was hired as a ___________ who would fix computers and other machines for the company.

**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**
# Me, My Friends, and the Mayor

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
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<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>discarded</td>
<td>base word + ending</td>
<td>thrown away</td>
<td>Discarded gum wrappers and soda cans littered the ground.</td>
</tr>
<tr>
<td>callous</td>
<td>chunk</td>
<td>harsh, cruel, uncaring</td>
<td>The callous boy didn’t care about other people’s feelings.</td>
</tr>
<tr>
<td>substantial</td>
<td>chunk</td>
<td>noticeable, significant</td>
<td>After working for many hours, we made substantial progress on our project.</td>
</tr>
<tr>
<td>incredulously</td>
<td>base word + ending</td>
<td>shockingly, unbelievably</td>
<td>“You’re not wearing a coat out in this cold weather?” I asked Travis incredulously.</td>
</tr>
<tr>
<td>remnants</td>
<td>base word + ending</td>
<td>leftover pieces</td>
<td>After we ate the whole thing, the crumbs were the only remnants of the tasty pie.</td>
</tr>
<tr>
<td>diligence</td>
<td>chunk</td>
<td>nonstop hard work, perseverance, ability to keep going</td>
<td>It took a lot of diligence, but I kept working and working until I figured out the difficult math problem.</td>
</tr>
<tr>
<td>scheduled</td>
<td>base word + ending</td>
<td>made time for</td>
<td>Joe and Mary hadn’t seen each other in a while, so they scheduled a meeting for the next day.</td>
</tr>
<tr>
<td>oversee</td>
<td>compound word</td>
<td>lead, manage, control</td>
<td>The group realized they needed a leader to oversee the whole project.</td>
</tr>
</tbody>
</table>

## Fluency in Five

<table>
<thead>
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<th>DAY 2</th>
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<th>DAY 4</th>
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<tbody>
<tr>
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<td>Page 51 or 54</td>
<td>Page 51, 54, or 59</td>
</tr>
</tbody>
</table>
DAY 1

1. How can you tell that cleaning the lot is interesting and fun? Give examples.

2. What is the effect of the kids' hard work?

3. At the end of the day, the kids are—
   a. proud of their work.
   b. disappointed in themselves.
   c. ready to clean some more.
   d. clean and refreshed.

4. Use at least four important events from the story to write a summary of pages 45–47. (Write-On)

DAY 2

1. What is the main point of Maurice's e-mail to the mayor?

2. How does Maurice feel when he finishes writing his e-mail?
   a. relieved
   b. worried
   c. proud
   d. angry

3. Use at least four important events from the story to write a summary of pages 50 and 51. (Write-On)

4. How do you think the mayor will respond to Maurice's e-mail this time? Why?

Skill Practice

Use the dictionary entry to answer the following question.

**phase**

*n. 1* a stage in a process of change or development. *2* the particular appearance presented by the moon at a given time. —*v. 3* to introduce, one stage at a time.

Which dictionary entry gives the best definition for *phase* as it is used in the following sentences?

1. It takes the moon about twenty-eight days to go through its phases.

2. Evan is going through a phase where he wants to suck his thumb.
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

4. It was going to take a lot of diligence to stay focused and keep going when the football game went into overtime. *Diligence* means—
   a. movement.
   b. ease.
   c. intelligence.
   d. perseverance.

**DAY 3**

1. How is the second day of cleanup the same as the first day? How is it different?

2. Do you think Maurice has good friends? Why or why not?

3. Use at least four important events from the story to write a summary of pages 54 and 55. (Write-On)

4. What do you think will happen next in the story? Why?

**Skill Practice**

Use the dictionary entry to answer the following question.

**chum**

*n.* 1 a close companion, friend. 2 cut or ground bait dumped into water to attract fish to an area. —*v.* 3 to associate closely or pal around with. 4 to lure fish with chum.

Which dictionary entry gives the best definition for *chum* as it is used in the following sentences?

1. Sammy enjoyed *chumming* around with his friends on Saturday afternoons.

2. The wise old fisherman used *chum* to attract all the fish in the lake to his boat.

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

4. Many people think Billy is really *callous*, but I know that deep down he is kind and generous. *Callous* means—
   a. pleasant.
   b. uncaring.
   c. strong.
   d. weak.
DAY 4

1. Why do you think the mayor contacts Maurice’s principal?
2. Has Maurice’s hard work paid off? Tell why.
3. How do Maurice’s friends respond to the mayor’s e-mail?
   a. They are angry she didn’t help sooner.
   b. They are excited she mentions them.
   c. They are worried that the principal will be mad.
   d. They are surprised she knows their real names.
4. Use at least four important events from the story to write a summary of pages 58 and 59.
   (Write-On)

Use the dictionary entry to answer the following question.

**splinter**

1. a small, thin, sharp piece of wood that splits off the main body.
2. a small group that separates or acts apart from the original group.
   —v. 3 to split or break into splinters.
4. to break off something into splinters.
5. to break a larger group into independent groups.
6. to secure or support a broken limb with splints.

Which dictionary entry gives the best definition for *splinter* as it is used in the following sentences?

1. The angry bear splintered the rotted log with one swipe of its paw.
2. After getting our scavenger hunt lists in class, we splintered off in groups of three to start searching.

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 president ________ a news conference for three o’clock this afternoon.
## DAY 6

<table>
<thead>
<tr>
<th>Writing Prompt</th>
<th>Scoring Guide</th>
</tr>
</thead>
</table>
| Pretend that you are Maurice. Now that Luis has introduced you to the Internet and e-mail, you want to create a blog to tell other people about the work you and your friends have done to help clean up the vacant lot. Write a blog entry that summarizes the work that you and your friends have done to get the vacant lot cleaned up. Use the class chart to find ideas from this cycle’s reading. Think of the best way to tell at least five of these ideas even more briefly. Decide which ideas can be left out and how to combine and reword ideas. Make sure that your blog entry is written in complete sentences. Remember to include all the parts of a blog (date, title for the entry, body, closing, and signature). | The blog entry includes at least five of the most-important ideas from the reading. **50 points**  
The blog entry does not include less-important ideas. **25 points**  
The blog entry has ideas written in complete sentences. **15 points**  
The blog entry includes all the parts (date, title for the entry, body, closing, and signature). **10 points** |
## 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 “Remarkable Kangaroo Joeys.”
3. Use the information you have written on your idea tree to write a brief summary of the section “How Kangaroos Use Their Long Legs.” (Write-On)
## Nature’s Fury! Natural Disasters and What We Can Learn from Them

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>occurs</td>
<td>base word + ending</td>
<td>comes to mind</td>
<td>It never <em>occurs</em> to my dog that the cat doesn’t like it when she licks her fur.</td>
</tr>
<tr>
<td>evacuated</td>
<td>base word + ending</td>
<td>left, as for safety</td>
<td>The students <em>evacuated</em> the school building when the fire alarm sounded.</td>
</tr>
<tr>
<td>triggered</td>
<td>base word + ending</td>
<td>started, set off</td>
<td>The principal’s joke <em>triggered</em> a moment of laughter during the assembly.</td>
</tr>
<tr>
<td>dormant</td>
<td>chunk</td>
<td>asleep, inactive</td>
<td>Most bears lie <em>dormant</em> through the winter, emerging from their dens in spring.</td>
</tr>
<tr>
<td>lurches</td>
<td>base word + ending</td>
<td>sways</td>
<td>The car <em>lurches</em> forward if you stomp on the gas too hard.</td>
</tr>
<tr>
<td>collapse</td>
<td>chunk</td>
<td>fall down</td>
<td>Your snowman will <em>collapse</em> if you make the head too big for the body.</td>
</tr>
<tr>
<td>magnitude</td>
<td>chunk</td>
<td>size</td>
<td>The sheer <em>magnitude</em> of the ice cream sundae made me want to share it.</td>
</tr>
<tr>
<td>initial</td>
<td>chunk</td>
<td>first</td>
<td>The <em>initial</em> response to the plan was negative, but people started liking it the more they learned about it.</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 89</td>
<td>Page 89 or 87</td>
<td>Page 89, 87, or 93</td>
</tr>
</tbody>
</table>
**DAY 1**

1. What is the main idea of the text on page 82? Explain why you think this is the main idea. (Write-On)

2. Why should you be wary of tall, conical, and symmetrical volcanoes?

3. The problem with protecting people from volcanoes is that—
   a. people like living near fertile volcanic soil.
   b. you can’t predict when they will erupt.
   c. people like living near a source of precious stones.
   d. all the above

4. How is an earthquake different from a volcanic eruption?

**DAY 2**

1. What is the main idea of the text on page 89? Explain why you think this is the main idea. (Write-On)

2. How have scientists worked to keep people safer during strong earthquakes?

3. What causes a tsunami?

4. What happened after the first tsunami wave hit Indonesia?
   a. People continued to enjoy a pleasant vacation.
   b. People went back to the beach to see what happened.
   c. It caused an earthquake in other countries around the world.
   d. It made people run for higher ground all over the island.

**Skill Practice**

1. Read each sentence. How does each sentence make you feel? What are the connotations of the word *tussled*? If you wish, draw a concept map, and record your ideas about the word.
   Donatello and Giovanni fought over the baseball card.
   Donatello and Giovanni tussled over the baseball card.

2. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
   - occurs
   - evacuated
   - triggered
   - dormant
   - lurches
   - collapse
   - magnitude
   - initial

3. Choose the word that best fits in the blank.
   I was so nervous before receiving my award that I thought I would __________ onstage.
DAY 3

1. The main idea of the text on page 82 is volcanoes. Use your idea tree to write a short summary of this section, and include at least three important ideas. (Write-On)

2. According to the chart on page 84, which volcano should we be most concerned about?
   a. Pinatubo
   b. Mount St. Helens
   c. Yellowstone Caldera
   d. Mono-Inyo Craters

3. Why does the author include the two photographs on page 85?

4. What happens when too much energy builds up at faults?

DAY 4

1. Why did the United States government use dynamite after the San Francisco earthquake? Did it work?

2. According to the fact box on page 91, how is a tsunami different from a tidal wave?

3. Why do you think the author recommends you leave the beach immediately if you feel an earthquake?

4. Use information from your idea tree to write a summary of this cycle of Nature's Fury! Natural Disasters and What We Can Learn from Them. (Write-On)
1. Read each sentence. How does each sentence make you feel? What are the connotations of the word *snugly*? If you wish, draw a concept map, and record your ideas about the word.

   I wrapped my winter coat tightly around me.
   I wrapped my winter coat *snugly* around me.

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.

   Raquel’s simple water balloon prank ______ a yearlong battle between her and the children next door.

---

**D A Y  6**

Pretend that you are a reporter for the town newspaper. An earthquake has just happened, and you need to write an article about it! Your article will need to answer the 5 Ws of news: Who? What? When? Where? Why? The article should describe how the earthquake has affected your city. Think about the earthquakes you read about in *Nature’s Fury! Natural Disasters and What We Can Learn from Them*. Your article should include at least two quotes: one should be from a scientist who studies earthquakes, and the other should be from an eyewitness. Remember to write your article in the correct format (date, headline, byline, dateline, lead paragraph, body).

**Scoring Guide**

- You write an article about an earthquake in your town.  **20 points**
- You answer the 5 Ws.  **10 points each (50 points maximum)**
- You describe how the earthquake has affected the town.  **10 points**
- You include at least two quotes: one from a scientist and one from an eyewitness.  **5 points each (10 points maximum)**
- Your article is in the correct format (date, headline, byline, dateline, lead paragraph, body).  **10 points**
# Nature's Fury! Natural Disasters and What We Can Learn from Them

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>devastating</td>
<td>base word + ending</td>
<td>destroying</td>
<td>Old monster movies always have a beast <strong>devastating</strong> a city by crushing buildings.</td>
</tr>
<tr>
<td>displaced</td>
<td>prefix + base word + ending</td>
<td>removed</td>
<td>The heavy winds <strong>displaced</strong> our trash cans from the porch into our neighbor’s yard.</td>
</tr>
<tr>
<td>accommodate</td>
<td>chunk</td>
<td>supply, take care of</td>
<td>A hotel worker can <strong>accommodate</strong> guests if they forget something like a toothbrush.</td>
</tr>
<tr>
<td>contaminate</td>
<td>chunk</td>
<td>make harmful</td>
<td>Sewage can <strong>contaminate</strong> drinking water and make you very sick.</td>
</tr>
<tr>
<td>absorb</td>
<td>chunk</td>
<td>suck in</td>
<td>A sponge can <strong>absorb</strong> a lot of water for cleaning up.</td>
</tr>
<tr>
<td>sinister</td>
<td>chunk</td>
<td>disastrous</td>
<td>The <strong>sinister</strong> accident left the star pitcher on the baseball team unable to play for a year.</td>
</tr>
<tr>
<td>depressing</td>
<td>prefix + base word + ending</td>
<td>weakening</td>
<td>Hearing my friends’ horror stories from camp was <strong>depressing</strong> my desire to go.</td>
</tr>
<tr>
<td>imminent</td>
<td>chunk</td>
<td>likely to happen</td>
<td>Mandy could tell a storm was <strong>imminent</strong> because all the birds were quiet and the sky was still.</td>
</tr>
</tbody>
</table>

## Fluency in Five

<table>
<thead>
<tr>
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<th>DAY 3</th>
<th>DAY 4</th>
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</thead>
<tbody>
<tr>
<td>Page 103</td>
<td>Page 103 or 99</td>
<td>Page 103, 99, or 107</td>
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</tbody>
</table>
DAY 1

1. What is the main idea of the text on page 96? Explain why you think this is the main idea. (Write-On)

2. What happens when the eye of a hurricane passes overhead?
   a. You see pouring rains.
   b. You experience strong winds.
   c. You see clear skies.
   d. You experience a storm surge.

3. What problem did scientists foresee New Orleans having?

4. Are all floods natural disasters? How can you tell?

DAY 2

1. What is the main idea of page 103? Explain why you think this is the main idea. (Write-On)

2. Why do you think the author includes instructions for making a tornado on page 105?

3. Do you think it is a fact or an opinion that most tornado deaths and injuries are caused by flying debris? Support your answer.

4. A tornado warning is issued when—
   a. a tornado is spotted on the ground.
   b. the weather is right for forming tornadoes.
   c. winds reach 100 mph or higher.
   d. any severe storm passes through an area.

Skill Practice

Choose the answer that means the closest to the underlined word in the sentence.

1. I decided to abstain from eating meat because I felt sorry for animals. Abstain means—
   a. get closer.
   b. want.
   c. desire.
   d. stay away.

2. I discarded my seven of hearts, hoping to pick up another queen from the deck. Discarded means—
   a. picked up.
   b. threw away.
   c. sold back.
   d. asked for.
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.

   A baby bird’s downy feathers _________ water easily because they are not waterproof.

**DAY 3**

1. The main idea of page 96 is hurricanes. Using your idea tree, write a short summary of the section containing at least four important ideas. (Write-On)

2. What does the author provide readers in a fact box on page 98?
   a. information about hurricane names
   b. information about donating to hurricane relief
   c. information about Hurricane Katrina
   d. information about post Katrina New Orleans

3. Why do you think the author recommends your car be filled with gas if a hurricane evacuation is in effect? Support your answer.

4. What causes floods?

**Skill Practice**

Choose the answer that means the closest to the underlined word in the sentence.

1. I was displeased with my dinner, so I complained to the chef. Displeased means—
   a. very happy.
   b. a little happy.
   c. not happy.
   d. somewhat happy.

   a. did away with.
   b. restarted it.
   c. continued it.
   d. brought it back.
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

4. The cat was displaced from the couch when the heavy dog knocked its pillow from the seat cushion. *Displaced* means—
   a. removed.
   b. added.
   c. replaced.
   d. carried.

**DAY 4**

1. What happened to the town of Murphysboro, Illinois, after the Tristate Tornado struck it?

2. The natural disasters in this cycle are different from the natural disasters in the first cycle because—
   a. they only affect small areas.
   b. they cause less damage.
   c. they are easier to predict with tools.
   d. they are not as dangerous.

3. What does the author think you should have to be prepared for natural disasters?

4. Use information from your idea tree to write a summary of this cycle of *Nature's Fury! Natural Disasters and What We Can Learn from Them.* (Write-On)

**Choose the answer that means the closest to the underlined word in the sentence.**

1. When I fell, I got an abrasion on my knee that bled really badly. *Abrasion* means—
   a. area that formed a bruise.
   b. area where skin was scraped away.
   c. area that became sore.
   d. area where a bandage was added.

2. Noah tried his best to disjoin his dog from the fight. *Disjoin* means—
   a. keep close.
   b. hold tight.
   c. push forward.
   d. keep away.
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 could tell an argument was __________ because Marnee and Lena were glaring at each other.

DAY 6

Writing Prompt
Pretend that you witnessed one of the natural disasters mentioned in this text and decide to write your observations in a journal. You think a scientist might like to know what you witnessed. In your journal entry, describe where you were when the disaster struck. Use information from the text and what you have learned about different natural disasters to describe at least five things that happened during the event. Think about how the disaster affected the area around you. Remember to use good descriptive details as you write. Remember that this journal entry only needs a date, body, and signature.

Scoring Guide
You write an observation journal entry about what you witnessed during a natural disaster. 15 points
You describe where you were when the disaster struck. 10 points
You describe at least five things you saw happen during the event. 10 points each (50 points maximum)
You use good descriptive details in your writing. 20 points
Your journal has a date, body, and a signature. 5 points
5. Write a meaningful sentence for the word **absorb**.

6. Young puppies have a habit of ___________ households that are not ready for their energy.

7. The school will **accommodate** your needs for art supplies and paper; but you need to bring your own

8. The bad play rehearsal ended when one of the sels fell apart.

9. My grandma always said a snowstorm was **imminent** when his elbow hurt him. **Imminent** means—

   a. unable to pass.  
   b. unlikely.  
   c. impossible.  
   d. likely to happen.

10. The goldfish was ___________ from its tank while its owner cleaned the water.

   a. remove.  
   b. supply.  
   c. keep.  
   d. deny.

11. One child with a cough and a runny nose can **contaminate** the air in a classroom in one day.

   a. make harmful.  
   b. purify.  
   c. improve.  
   d. make safe.

12. The difficulty of the piano was not ___________ my desire to play it professionally.

   a. make sale.  
   b. improve.  
   c. destroy.  
   d. make hintful.

**Building Meaning**
Choose the answer that means the closest to the underlined word in the sentence.

Skill Questions

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

1. If it was truly an accident, a judge will absolve you of guilt. Absolve means—
   a. punish further.
   b. imprison.
   c. blame.
   d. make free from.

2. You will dishonor your parents if you refuse to answer their questions. Dishonor means—
   a. not respect.
   b. show love.
   c. not hear.
   d. give thanks.

3. The kidnappers abducted the child, hoping they would get ransom money. Abducted means—
   a. took back to the parents.
   b. took closer to the parents.
   c. took away from the parents.
   d. cared for in place of the parents.

4. The two scientists disagreed with one another about the origin of the universe. Disagreed means—
   a. interrupted.
   b. did not much.
   c. did not play.
   d. guessed.
The weather has been hot and dry for weeks. Everyone in the neighborhood has been running sprinklers to keep their lawns looking green and fresh. However, there isn’t enough water for everyone. Farms across the state need water to keep their crops from withering. Already, some crops are dying of thirst.

You are experiencing a drought.

A drought is a long period of dry weather. A few weeks of dry weather can damage crops permanently. Farmers rely on selling healthy and abundant crops to prepare for the next year. In some areas of the United States, a lack of rainfall can dry up wells and reserves of water for drinking, bathing, and cooking.

Droughts especially affect countries whose people rely heavily on agriculture for income. When much of the population loses its crop to drought, it depresses the economy. People can’t afford necessities. Droughts force millions of people around the world to move or drift into cities in search of work.

During the 1930s, the United States experienced the Dust Bowl. A severe drought killed crops across the Midwest and southern plains starting in 1931. Farmers continued trying to plant crops, ruining the dry soil. Strong winds carried the dry dust in enormous clouds, coating everything in a layer of grime and grit. The Dust Bowl lengthened the effects of the Great Depression in many parts of the country. It took nearly a decade for the cycle of droughts and soil erosion to end.

Comprehension Questions

1. What was the topic of this text? How do you know?
2. What is the intent of the author?
3. What were the effects of droughts in the United States during the 1930s?
4. Summarize the text using at least three important details and information from your graphic organizer.
12. The aftershocks ___________ panic as people feared another big earthquake was coming.
   a. start up
   b. flooded
   c. fell down
   d. year

11. The strong winds caused the tent to collapse, so we decided the camping trip was over. **Collapse** means—
   a. start up
   b. shake
   c. fall down
   d. tear

10. It never ___________ to my brother that he could walk to school just as quickly as the bus gets him there.
   a. after
   b. former
   c. first
   d. last

9. After being surprised by the **magnitude** sound of the vacuum, my dog was never bothered by it again.
   a. color
   b. feel
   c. size
   d. flavor

8. In Sleeping Beauty, the princess lies ___________ until her true love kisses her awake.
   a. after
   b. former
   c. first
   d. last

7. I wasn’t prepared for a mail the **magnitude** of the new one, with its soaring ceiling and huge food court.
   a. color
   b. feel
   c. size
   d. flavor

6. When a baby first learns to walk, it ___________ unsteadily on its knees while trying to move forward.
   a. after
   b. former
   c. first
   d. last

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

<table>
<thead>
<tr>
<th>Initial</th>
<th>Magnitude</th>
<th>Collapse</th>
<th>Occurs</th>
</tr>
</thead>
<tbody>
<tr>
<td>dormant</td>
<td>triggered</td>
<td>evaluated</td>
<td>occurs</td>
</tr>
</tbody>
</table>
Comprehension Questions

Use your graphic organizer to answer the following questions.

1. What is the topic of this text? How do you know?
2. How do you think landslides and mudflows are different? How can you tell?
3. What is the meaning of the word "summarize"?
4. What is the meaning of the word "graphic organizer"?

Skill Questions

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

Word Power

1. Delilah walked down the street.
   Delilah sauntered down the street.
   What is the connotation of the word "sauntered"?
2. A group of preschoolers ran to the park.
   A horde of preschoolers ran to the park.
   What is the connotation of the word "horde"?
3. The neighbors were having a feud about the new fence.
   The neighbors were having a fight about the new fence.
   What is the connotation of the word "feud"?
4. Margo surprised me as I turned the corner.
   Margo ambushed me as I turned the corner.
   What is the connotation of the word "ambushed"?

Grammar Organizer

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

Skill Questions

Read each sentence. How does each sentence make you feel? What are the connotations? Draw a concept map if necessary.

1. Delilah walked down the street.
   Delilah sauntered down the street.
   What is the connotation of the word "sauntered"?
2. A group of preschoolers ran to the park.
   A horde of preschoolers ran to the park.
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3. The neighbors were having a feud about the new fence.
   The neighbors were having a fight about the new fence.
   What is the connotation of the word "feud"?
4. Margo surprised me as I turned the corner.
   Margo ambushed me as I turned the corner.
   What is the connotation of the word "ambushed"?
Landslides

Imagine standing near the top of a steep slope. It recently rained a lot in your area, so the ground is a little soft. Suddenly you feel the earth shudder under your feet. The whole slope in front of you is sliding downward at an alarming speed. Luckily you are not on the slope, but the mass of earth flows over the road below, blocking it completely.

The world’s most significant recorded landslide happened when Mount St. Helens erupted in 1980. An fourteen-mile-long avalanche of debris flowed down the mountain, followed by a fifty-mile-long mudflow. It destroyed nearly sixty miles of highway and forty-seven bridges in Washington. It’s clear that landslides are common in many parts of California. Each year, shifting soil causes homes to tumble down from steep slopes.

To avoid being affected by landslides, you can keep the hillside stable. The roof provides a foundation that strengthens the soil and keeps it from slipping too far. You can also have geologists examine your property for slope weaknesses. Planting trees and shrubs on hillsides and over cliffs helps stabilize the soil. The best way to avoid being affected by landslides is to not build on steep slopes.

Landslides are common in many parts of California. Each year, shifting soil causes homes to tumble down from steep slopes.

The Savvy Reader—Summarizing

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.
The leaves of eucalyptus trees not only provide koalas with their main meal, but also their water. Koalas usually avoid having to leave their trees to drink water by absorbing water from the leaves that they eat. In times of drought, when the water content of the leaves is reduced, koalas are sometimes forced to find another source of water.

**Threats to Koalas**

The biggest threat to koalas is the loss of habitat. Koalas need trees for food, a home, and protection. They lose their homes to deforestation by the logging industry and new housing developments. When they occur, bushfires can cause a localized extinction of koalas. Bushfires are common in summer months. Dieback, a situation that occurs when trees die from environmental factors, is also a problem because it can cause koalas to lose the number of trees available to them. Natural predators are no longer the biggest threat to koalas. Dogs can kill more than 1,000 koalas a year, and eagles and foxes can attack koalas. The biggest threat to koalas is the loss of habitat, koalas need many trees as part of their home range. Koalas often carry disease, most notably a variety of chlamydial disease. This disease can cause blindness or make females infertile. However, the disease also helps keep populations of koalas healthy because only the strongest koalas survive.

**Section "Threats to Koalas"**

6. Use the information you wrote on your graphic organizer to write a brief summary of the section "Threats to Koalas."

7. What is the main idea of paragraph 9?

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

9. What is the main idea of paragraph 5?

10. What text features helped you predict the topic of this article?

11. What main ideas and important supporting details from the section "Picky Eaters"?

12. What main idea do you think the author of this article wanted you to learn from your ideas tree?
Comprehension Questions

Read "Cuddly Koalas" and answer the following questions.

1. Koalas are among the pickiest eaters in the animal kingdom. They prefer to eat the leaves of eucalyptus trees.

2. Koalas are equipped with strong arms and legs to help them maneuver through the trees. Their paws end in sharp claws, which are used for gripping trunks and branches. Koalas have no tails, which are of little use to them in the trees.

3. Koalas are herbivorous marsupial mammals that live their entire lives in trees. They have gray to brown fur, depending on whether they live in the northern or southern parts of Australia. Their fur coats are thick and woolly to protect them from high and low temperatures and rain.

4. Unlike other tree-dwelling mammals, koalas do not have thick or long tails to help them with balance. They have strong arms and legs to help them maneuver through the trees. Koalas are easily identified by their round, furry ears, which have white fur on the inside, and by their large black noses, which are located at the front of the face.

5. Koalas are among the pickiest eaters in the animal kingdom. They prefer to eat the leaves of eucalyptus trees, but koalas usually will only eat from eucalyptus trees. There are more than sixty species of eucalyptus trees, but koalas usually will only eat from a few of them.

6. Koalas are cuddly, bearlike animals, but they are not bears. People mistakenly refer to koalas as koala bears because of their cuddly appearance, but they are more closely related to wombats.

7. Koalas are among the pickiest eaters in the animal kingdom. They prefer to eat the leaves of eucalyptus trees, but koalas usually will only eat from a few of them. Like most other marsupial babies, koalas are raised in their mothers' pouches. Koala joeys are born in their mothers' pouches and remain there for several months of growth and protection. They are blind, hairless, and about the size of a jelly bean. After several months, they climb out of their mothers' pouches and begin to eat a special diet of pap, which is a diet of solid food.

8. Koalas are equipped with strong arms and legs to help them maneuver through the trees. Their paws end in sharp claws, which are used for gripping trunks and branches. Koalas do not have tails, which are of little use to them in the trees.

9. Koalas are among the pickiest eaters in the animal kingdom. They prefer to eat the leaves of eucalyptus trees, but koalas usually will only eat from a few of them. Like most other marsupial babies, koalas are raised in their mothers' pouches. Koala joeys are born in their mothers' pouches and remain there for several months of growth and protection. They are blind, hairless, and about the size of a jelly bean. After several months, they climb out of their mothers' pouches and begin to eat a special diet of pap, which is a diet of solid food.

10. Koalas are among the pickiest eaters in the animal kingdom. They prefer to eat the leaves of eucalyptus trees, but koalas usually will only eat from a few of them. Like most other marsupial babies, koalas are raised in their mothers' pouches. Koala joeys are born in their mothers' pouches and remain there for several months of growth and protection. They are blind, hairless, and about the size of a jelly bean. After several months, they climb out of their mothers' pouches and begin to eat a special diet of pap, which is a diet of solid food.
5. Write a meaningful sentence for the word **oversee**.

6. After the forest fire raged through the forest, the only ___________ were a few blackened trees.

7. Dad and I cleaned out the attic and decided that a lot of the old junk could be discarded.

8. Everyone expected the big iron ship to sink, so we all stared ___________ when it didn’t meet its watery grave.

9. Vincent felt a bit ill after he ate a substantial amount of candy. **Substantial** means—

   a. significant.
   b. unimportant.
   c. simple.
   d. difficult.

10. It took a lot of ___________, but after months of working on it, I finally finished my painting.

   a. difficulty.
   b. simple.
   c. unimportant.
   d. significant.

11. Mr. Thigpen, my French teacher, scheduled a meeting for tomorrow so I could get some extra help.

   a. studied.
   b. made time for.
   c. forgot all about.
   d. ignored.

12. Most of the kids in class think Terrell is really ___________ and doesn’t care about the other kids’ feelings.

   a. ignored.
   b. forgot all about.
   c. made time for.
   d. studied.

**Discarded** means—

a. purchased.

b. given away.

c. thrown away.

d. stolen.

**Remnants**

<table>
<thead>
<tr>
<th>oversee</th>
<th>scheduled</th>
<th>difference</th>
<th>remnants</th>
</tr>
</thead>
<tbody>
<tr>
<td>inedulously</td>
<td>substantial</td>
<td>callous</td>
<td>discarded</td>
</tr>
</tbody>
</table>
Comprehension Questions

Read page 61 of Me, My Friends, and the Mayor, and answer the following questions.

1. What does Maurice hope will happen when he sends the mayor the second e-mail?
2. The second cleanup day is similar to the first because—
   a. the kids have fun doing it again.
   b. the kids play gladiators again.
   c. the kids find the same trash again.
   d. the kids know they need to return again.
3. How do Maurice's friends respond to being mentioned in the mayor's e-mail?
4. Do you think the people in Maurice's neighborhood appreciate what the kids have done? How can you tell?
5. Which of the following is not a lesson Maurice learns from this situation?
   a. Sometimes adults make things too complicated.
   b. Making things better can be really hard work.
   c. Friends can be unreliable and unhelpful when you need them.
   d. It takes devotion and hard work to get a lot of things done.
6. Use your story map to write a summary of this cycle's reading. Include at least four important events.

Word Power

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

Skill Questions

Use the dictionary entry below to answer the following questions.

vile adj
1. terribly bad
2. disgusting or repulsive
3. highly offensive or insulting
4. morally wicked, corrupt
5. foul, filthy
6. poor, wretched
7. of mean or low condition
8. lowly
9. of little value

Which dictionary entry gives the best definition for vile as it is used in the following sentences?

1. There was a vile odor in the air when the rotten egg burst open.
2. "Your vile deeds shall not go unpunished!" the king said to the wicked wizard.
3. I had a vile headache after eating an entire bag of chocolate candies.
4. "Why must so many musicians use such vile language in their songs?" Wanda's grandmother asked.
5. Write a meaningful sentence for the word **access**.

<table>
<thead>
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<th>Initiative</th>
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<td>eyesore</td>
<td>device</td>
<td>technician</td>
<td>access</td>
</tr>
</tbody>
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We, My Friends, and the Mayor
Comprehension Questions

Read pages 40 and 41 of ME, MY FRIENDS, AND THE MAYOR, and answer the following questions.

1. How can you tell Maurice and Luis get along?

2. Which of the following best describes the tone of the boys' e-mail to the mayor?
   a. angry
   b. rude
   c. polite
   d. impatient

3. Why does the mayor say she can't help the boys?

4. How do Maurice's actions during his walk home show that he's upset?
   a. He stomps his feet and balls his fists.
   b. He walks with his head high and proud.
   c. He walks slowly and kicks pebbles.
   d. He skips and cheers down the street.

5. What are the most-important events and ideas from today's reading? Write a short summary of this passage, and include at least three important events.

6. Make a prediction about what you think Maurice's big idea might be. Support your prediction.

Skill Questions

Write each compound word on your paper. Write the two words that make up the compound word,

Word Power

1. password
2. handwriting
3. storeroom
4. necktie
Summarizing at the S.H.O.R.T. School News

The Savvy Reader—Summarizing

1. What story elements helped you predict the main idea of this story? Write one of the story elements on your story map to write a brief summary of paragraph 6.

2. What is one question that 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. Mrs. Epstein is heartbroken by the sight of the zoo animals.
   b. The zoo visits Elis's class to describe the effects of the flood.
   c. School is closed for the day so everyone can help restore the zoo.
   d. Elis tells Mrs. Epstein about her idea for a community-service project.

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

5. Which of the following best describes the main idea of paragraph 7?
   a. The students plan to donate their pets to the zoo.
   b. The students think of ways to donate new plants to the zoo.
   c. The students visit other zoos to borrow new plants.
   d. The students grow new plants at home to give to the zoo.

6. Use the information you wrote on your story map to write a brief summary of paragraph 9.

7. What story elements helped you predict the main idea of this story? Write one of the story elements on your story map.
The Wash Out

1. In late September, a tropical storm blew up the coast and flooded the town of Greenwood. The townspeople were prepared for the storm and took extra precautions to stay safe and protect their homes.

2. Across town, people had boarded up windows to protect the glass from flying debris, and there were huge sacks of sand waiting to stop flood waters from entering homes. However, the zookeepers were not as prepared.

3. “I walked past the zoo last night,” Elis said a day after the storm, “and it looked terrible in there! The animals seemed okay, but there are trees knocked down in their enclosures, and the flood waters destroyed many plants.”

4. “That is a shame, those poor animals,” Elis’s mother said. “I wonder if the zoo will need help to repair the damage,” she added. “I agree,” Thomas added. “I saw the zoo before the storm and knew that it would look at least as beautiful as it did before the storm if people could do to help.”

5. “I have an announcement to make,” Mrs. Epstein said the next day. “Elis, would you like to explain?” Elis stood up and told her class about what she saw when she walked past the zoo and what she thought they could do to help.

6. “This is the perfect project for us to take part in!” Isaac exclaimed. “I agree!” Thomas added. “I’m sure the zoo will need help replanting plants in the animals’ habitats.” Hannah raised her hand and suggested that the students look for donations of plants from people’s homes and gardens. “This project will help us learn about our community-service project, and I have an announcement to make,” Mrs. Epstein said. “Elis, would you like to explain what you saw at the zoo before the storm?”

7. “This is the perfect project for us to take part in!” Isaac exclaimed. “I agree!” Thomas added. “I’m sure the zoo will need help replanting plants in the animals’ habitats.” Hannah raised her hand and suggested that the students look for donations of plants from people’s homes and gardens. “This project will help us learn about our community-service project, and I have an announcement to make,” Mrs. Epstein said. “Elis, would you like to explain?” Elis stood up and told her class about what she saw when she walked past the zoo and what she thought they could do to help.

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The Savvy Reader—Summarizing Level 6

Student Test

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and test sections of this Targeted Treasure Hunt on an as-needed basis for classroom use.

The Savvy Reader—Summarizing

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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.