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—Clarifying

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# The Savvy Reader—Clarifying Level 2

## Student Edition

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<tr>
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<td>S-5</td>
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<td>Grandpa John’s Canes</td>
<td>S-9</td>
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<td>Apes Are Great!</td>
<td>S-15</td>
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<tr>
<td>All About Reptiles</td>
<td>S-21</td>
</tr>
</tbody>
</table>
Clarifying Sticky Situations

DAY 1

Sticky’s Challenge

Hi boys and girls,

I used to hate getting stuck on a word. But now that I’ve learned how to clarify words, I can get myself unstuck! I’ll bet you’re learning how to clarify too.

I want you to work in teams to clarify how to say the underlined words in sentences 1 and 2. Then see if your team can figure out the meaning of the underlined words in sentences 3 and 4. Don’t forget to use your strategy cards!

Your friend,
Sticky

How do you say the underlined words?

1. The migrating geese flew south, where it was warmer.
2. The nightingale lives deep in the forest and sings only at night.

What do the underlined words mean?

3. The robin plucked a worm from the grass and ate it.
4. The nimble cat jumped on the robin before it could fly away.
DAY 2

Sticky’s Challenge

Hi boys and girls,

I’ve been looking over Jack’s shoulder as he reads the book about dinosaurs. It’s a good book! There are some icky, sticky words in it, but I'll bet you and your partner can figure them out. Take turns reading the sentences in the paragraph below. Stop when you come to a word you don’t know. Help each other with strategies to figure out how to say the word or what it means. Use the Clarifying Strategy Card to help you. Remember to reread the sentence to see if you figured out the word. If you and your partner are stuck, put a sticky note on the sticky word.

Your friend,
Sticky

There were two kinds of dinosaurs. Some dinosaurs were plant-eaters or herbivores. The rest were meat-eaters or carnivores. Meat-eating dinosaurs came in many sizes, but their bodies all had a similar shape. All meat-eaters walked and ran on their two hind legs. They had two short arms with claws at the end of their fingers, and a long tail. They looked like very big, scary lizards! The first meat-eating dinosaur was the Eoraptor. It lived 225 million years ago. Most meat-eating dinosaurs were predators that hunted and killed other animals for food. Some were scavengers that ate the predator’s leftovers. Plant-eating dinosaurs ate grass or leaves.
Hi boys and girls,

My, you’re getting to be such good clarifiers! Would you be my teammates and help me figure out the underlined words in my book *All About Birds*? Please clarify how to say them and what they mean. I know you can do it if you use your Clarifying Strategy Cards and work with your partners!

Your friend,
Sticky

<table>
<thead>
<tr>
<th>A large, brown <strong>pelican</strong> greedily <strong>devoured</strong> twenty fish. His belly was so full that he couldn’t fly!</th>
</tr>
</thead>
<tbody>
<tr>
<td>A <strong>peculiar</strong> bird is the pelican; its beak can hold more than its belly can!</td>
</tr>
<tr>
<td>The heron is a large bird that lives near water. Its <strong>wingspan</strong> is so wide that it has to <strong>perch</strong> at the very top of a tree.</td>
</tr>
</tbody>
</table>
# Maggie and Millie

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>shelter</td>
<td>chunk</td>
<td>place that keeps lost pets and often gives them away</td>
<td>Julio called the shelter to see if they had his missing dog.</td>
</tr>
<tr>
<td>exclaimed</td>
<td>base word + ending</td>
<td>shouted</td>
<td>“Ouch!” I exclaimed as I hit my thumb with a hammer.</td>
</tr>
<tr>
<td>suppose</td>
<td>chunk</td>
<td>think, figure</td>
<td>I suppose I’ll go to bed now, but I’m not really tired.</td>
</tr>
<tr>
<td>wagging</td>
<td>base word + ending</td>
<td>moving from side to side</td>
<td>The happy dog's tail was wagging quickly.</td>
</tr>
<tr>
<td>stern</td>
<td>blend</td>
<td>serious, firm</td>
<td>Mrs. Robinson was a fair but stern teacher.</td>
</tr>
<tr>
<td>rewarded</td>
<td>base word + ending</td>
<td>gave a prize for good work or good behavior</td>
<td>Ming’s dad rewarded her with a candy bar because she kept her room clean.</td>
</tr>
<tr>
<td>disappear</td>
<td>chunk</td>
<td>vanish, go away</td>
<td>The magician made the rabbit disappear into thin air.</td>
</tr>
<tr>
<td>traffic</td>
<td>chunk</td>
<td>many cars on the road</td>
<td>Monte’s dad was late coming home because there was a lot of traffic.</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 9 (paragraph 1) or 11 (paragraphs 2–4)</td>
<td>Page 9 (paragraph 1)</td>
<td>Page 9 (paragraph 1), 11 (paragraphs 2–4), or 13 (paragraphs 1 and 2)</td>
</tr>
</tbody>
</table>
**DAY 1**

1. Where does Maggie’s mother find the tiger? Why does she bring the tiger home?

2. What does the tiger do **after** Maggie says the name Lucy?
   - a. She stops purring.
   - b. She wags her tail.
   - c. She licks her paw.
   - d. She growls happily.

3. How does Maggie figure out how to name the tiger?

4. How can you tell that Millie likes her new name? Support your answer.

---

**DAY 2**

1. Where does Millie sleep at night?
   - a. near the bathroom
   - b. near the living room
   - c. near Maggie’s bedroom
   - d. near the driveway outside

2. What causes Maggie to wake up in the middle of the night?

3. Which of these phrases means about the same as the word *whispered* on page 9?
   - a. shouted loudly
   - b. said quietly
   - c. spoke backwards
   - d. talked funny

   Tell how you figured this out.

DAY 3

1. Which of the following means the same as *scold* on page 11?
   a. speak sadly
   b. speak softly
   c. speak quickly
   d. speak angrily

   Tell how you figured this out.

2. Who is proud of Maggie? How can you tell?

3. What will help Millie learn how to behave?
   a. receiving rewards
   b. being scolded
   c. eating pancakes
   d. whispered conversations

4. Why does Maggie want to show Millie the neighborhood?

DAY 4

1. Why is Maggie afraid?

2. Why is Millie looking up a tree?

3. Which of the following means about the same as *trotted* on page 13?
   a. fell
   b. crawled
   c. jogged
   d. slid

   Tell how you figured this out. (Write-On)

4. What commands do you think Maggie will work on with Millie? Why?
DAY 6

Writing Prompt

Imagine that Millie is your pet, and you want to make sure she does not get lost or scared in your neighborhood. Write a descriptive paragraph to prepare Millie for the sights she will see in your neighborhood. Begin your paragraph with an opening sentence that tells where you live and why you are writing this paragraph. Describe at least three things in your neighborhood. Think about landmarks that would be easy for Millie to recognize if she got lost. Use at least one adjective or descriptive word to describe each thing or landmark. End your paragraph with a closing sentence that restates the main idea of your paragraph.

Scoring Guide

You wrote a descriptive paragraph for Millie to tell her about your neighborhood.  

25 points

Your paragraph begins with an opening sentence that tells where you live and why you are writing the paragraph.  

10 points

You describe three things or landmarks in your neighborhood.  

15 points each  
(45 points maximum)

You use at least one adjective or descriptive word to describe each thing or landmark.  

5 points each  
(15 points maximum)

You end your paragraph with a closing sentence that restates the main idea.  

5 points
## Grandpa John’s Canes

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>wooden</td>
<td>chunk</td>
<td>made of wood, hard</td>
<td>The wooden monkey was carved out of a pine tree.</td>
</tr>
<tr>
<td>traded</td>
<td>base word + ending</td>
<td>swapped, gave for something else in return</td>
<td>I traded my chips for Darryl's cookies at lunch.</td>
</tr>
<tr>
<td>present</td>
<td>chunk</td>
<td>gift</td>
<td>Julie’s birthday present was wrapped in shiny paper.</td>
</tr>
<tr>
<td>prepare</td>
<td>chunk</td>
<td>get ready, make</td>
<td>I always wash my hands before I begin to prepare dinner for my family.</td>
</tr>
<tr>
<td>enjoy</td>
<td>chunk</td>
<td>have fun, take joy in</td>
<td>I enjoy spending time with my friends.</td>
</tr>
<tr>
<td>usually</td>
<td>chunk</td>
<td>most of the time, often</td>
<td>Candice usually listens to her parents, but not today.</td>
</tr>
<tr>
<td>lovely</td>
<td>chunk</td>
<td>nice, pretty, pleasant</td>
<td>Tomas told a lovely story that made everyone smile.</td>
</tr>
<tr>
<td>feathery</td>
<td>chunk</td>
<td>soft and light</td>
<td>The clouds were so feathery that we could see through them.</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 23 (paragraphs 1–3)</td>
<td>Page 23 (paragraphs 1–3) or 25 (paragraphs 1 and 2)</td>
<td>Page 23 (paragraphs 1–3), 25 (paragraphs 1 and 2), or 28 (paragraphs 1–3)</td>
</tr>
</tbody>
</table>
DAY 1

1. What does the narrator like most about visiting Grandpa John?

2. How are Grandpa John’s canes different from one another?

3. Which answer best matches the meaning of the word *twinkle* on page 20?
   - a. dark
   - b. dull
   - c. shine
   - d. rough

   Why do you think so? (Write-On)

4. Which is Grandpa John’s favorite cane, and why?

DAY 2

1. Tell about the narrator’s birthday present.

2. How is the narrator’s new cane just like his father’s cane?

3. Which of the following means almost the same as *listened* on page 23?
   - a. heard
   - b. watched
   - c. stood
   - d. marched

   Tell why you think so. (Write-On)

4. What problem does the narrator have?
   - a. He doesn’t like the cane he receives.
   - b. He accidentally breaks his cane.
   - c. He doesn’t have a cane for the parade.
   - d. He has no use for the cane.

Skill Practice

Write the words in your journal. Then circle the consonant blends, and read each word.

1. pride  
2. pretty  
3. prince  
4. prop
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

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

**DAY 3**

1. How is dinner this Fourth of July different from dinner during past holidays?
   a. It’s before the parade.
   b. It’s full of fireworks.
   c. It’s not as fun.
   d. It’s the best ever.

2. Which of the following means about the same as the word *excused* on page 25?
   a. ordered to leave
   b. made to stay
   c. asked to stay
   d. allowed to leave

   Tell why you think so. (Write-On)

3. Why does the narrator go to the extra room?

4. In one or two sentences, tell how Grandpa John helps the narrator feel better.

**Skill Practice**

Write the words in your journal. Then circle the consonant blends, and read each word.

1. trick  2. truck  3. pretend  4. trust
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

6. Which of the following would you usually see if you went to the circus?
   a. dump truck
   b. a cactus
   c. a beetle
   d. an elephant

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>price</td>
<td>prune</td>
</tr>
<tr>
<td>tree</td>
<td>part</td>
</tr>
<tr>
<td>trade</td>
<td>new</td>
</tr>
<tr>
<td>preach</td>
<td>made</td>
</tr>
<tr>
<td>treat</td>
<td>trail</td>
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<tr>
<td>pressed</td>
<td>price</td>
</tr>
<tr>
<td>prank</td>
<td>try</td>
</tr>
<tr>
<td>trap</td>
<td>over</td>
</tr>
<tr>
<td>tricked</td>
<td>true</td>
</tr>
</tbody>
</table>
DAY 4

Team Talk

1. Which character is Mrs. Ferguson talking to when she says, “Mr. Dorsey”?
   a. Grandpa John
   b. Tommie
   c. Tommie’s mom
   d. Dad

2. Which of the following means about the same as produced on page 28?
   a. showed
   b. fixed
   c. gave
   d. created

Tell why you think so. (Write-On)

3. How does Mrs. Ferguson get the cane?

4. Why is Mrs. Ferguson important to the story?

Skill Practice

Write the words in your journal. Then circle the consonant blends, and read each word.

1. prime  2. subtract  3. apron  4. training

Building Meaning

<table>
<thead>
<tr>
<th>wooden</th>
<th>traded</th>
<th>present</th>
<th>prepare</th>
</tr>
</thead>
<tbody>
<tr>
<td>enjoy</td>
<td>usually</td>
<td>lovely</td>
<td>feathery</td>
</tr>
</tbody>
</table>

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

6. Which of the following would you not usually see if you went to the circus?
   a. a clown
   b. a tiger
   c. a city
   d. a big tent
DAY 6

Writing Prompt

Pretend that you are Tommie. Mrs. Ferguson has just done something very nice for you by fixing your special birthday cane. Write her a thank-you note to thank her for saving your cane. The first sentence of your thank-you note should tell why you are thanking her. Tell Mrs. Ferguson why you are so thankful for your cane being in one piece again. Tell Mrs. Ferguson how you plan to use your cane in the future. Think about what Tommie loves about his Grandpa John’s canes and stories. Remember to include all the parts of a thank-you note in your letter (date, greeting, body, closing, and signature).

Scoring Guide

You wrote a thank-you note to Mrs. Ferguson to thank her for fixing your special birthday cane. 20 points

The first sentence tells Mrs. Ferguson why you are thanking her. 25 points

You explain why you are thankful that she repaired your special birthday cane. 25 points

You tell Mrs. Ferguson how you plan to use your cane in the future. 25 points

Your thank-you note is written in the form of a letter (a date, a greeting, a body, a closing, and a signature). 5 points
### Apes Are Great!

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>covered</td>
<td>base word + ending</td>
<td>coated</td>
<td>The hills were <em>covered</em> with snow all winter.</td>
</tr>
<tr>
<td>prefer</td>
<td>chunk</td>
<td>favor</td>
<td>I <em>prefer</em> to play baseball, but softball is okay too.</td>
</tr>
<tr>
<td>head</td>
<td>blend</td>
<td>leader</td>
<td>My mom is the <em>head</em> of the household, so she makes all the rules.</td>
</tr>
<tr>
<td>weaker</td>
<td>chunk</td>
<td>less strong</td>
<td>The <em>weaker</em> athlete couldn’t carry the weight that his stronger friend could.</td>
</tr>
<tr>
<td>clever</td>
<td>chunk</td>
<td>smart</td>
<td>My dog is so <em>clever</em> that she figured out how to open the back door and let herself out.</td>
</tr>
<tr>
<td>harmed</td>
<td>base word + ending</td>
<td>hurt, injured</td>
<td>Dalia’s cat <em>harmed</em> its leg when it fell from the high tree branch.</td>
</tr>
<tr>
<td>threat</td>
<td>blend</td>
<td>danger</td>
<td>Flooding is always a <em>threat</em> when it rains too much for several days.</td>
</tr>
<tr>
<td>difficult</td>
<td>chunk</td>
<td>hard</td>
<td>The test took Jules awhile because it was full of <em>difficult</em> math problems.</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 40</td>
<td>Page 40 or 37</td>
<td>Page 40, 37, or 41</td>
</tr>
</tbody>
</table>
DAY 1

1. Which of the following is the main idea of page 34?
   a. drinking milk
   b. What are mammals?
   c. Why am I hairy?
   d. hairy arms

What clues lead you to this main idea? (Write-On)

2. How are your hands and the hands of an ape similar?

3. Why do you think most apes like living with other apes?
   Support your answer.

4. The pictures on page 37 show you—
   a. what trees apes plant.
   b. how apes make their beds.
   c. your local grocery store.
   d. foods that apes eat.

DAY 2

1. Which of the apes is the smallest? How do you know?

2. How are orangutans different from the other apes?

3. Which of the following is the main idea of page 40?
   a. why hunters hunt apes
   b. why apes have no enemies
   c. how people cut down forests
   d. how people hurt apes

What clues lead you to this main idea? (Write-On)

4. Why can apes help us learn about ourselves?
   a. They are fascinating.
   b. They are our closest relatives.
   c. They live in local zoos.
   d. They are protected and loved.
Write the words in your journal. Then draw a ship’s wheel above the r-controlled vowels, and read each word.

1. ark  
2. tart  
3. bar  
4. tarp

<table>
<thead>
<tr>
<th>covered</th>
<th>prefer</th>
<th>head</th>
<th>weaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>clever</td>
<td>harmed</td>
<td>threat</td>
<td>difficult</td>
</tr>
</tbody>
</table>

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

6. Choose the word that best fits in the blank.
   The ________ fox tricked the dogs by hiding in a hole on the other side of the creek.

**DAY 3**

1. Which of the following is a detail that supports the main idea of what a mammal is?
   a. Mammals are covered with hair.
   b. Mammals lay eggs like birds.
   c. Mammals do not drink milk.
   d. Mammals have cold blood.

   Tell two other details that support this main idea. (Write-On)

2. What does the text box on page 35 tell you?
   a. how to pick up things with your toes
   b. what the word *opposable* means
   c. why apes are good at climbing trees
   d. how to make the okay sign

3. How do orangutans live differently from other apes?

4. What may happen if a mother ape becomes injured or dies?
Write the words in your journal. Then draw a ship’s wheel above the r-controlled vowels, and read each word.

1. finger  2. artist  3. serve  4. ranger

<table>
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<td>threat</td>
<td>difficult</td>
</tr>
</tbody>
</table>

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

6. Choose the word that best fits in the blank.
Whenever Carrie comes across a ___________ homework problem, she skips it and goes back to it later.

<table>
<thead>
<tr>
<th>Group 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>arm</td>
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<tr>
<td>guard</td>
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<tr>
<td>ladder</td>
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<td>person</td>
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<td>cart</td>
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<td>scarf</td>
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<tr>
<td>brother</td>
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<table>
<thead>
<tr>
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</tr>
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<tr>
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<tr>
<td>sing</td>
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<td>brother</td>
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<tr>
<td>goes</td>
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<tr>
<td>cart</td>
</tr>
<tr>
<td>which</td>
</tr>
<tr>
<td>guard</td>
</tr>
</tbody>
</table>
DAY 4

1. How are chimpanzees and bonobos alike?

2. Which of the following is a detail that supports the main idea that humans hurt apes?
   a. Other jungle animals don’t hurt apes.
   b. Mountain gorillas are the largest.
   c. Humans cut down their forest homes.
   d. Apes have many natural enemies.

Tell two more details that support this main idea. (Write-On)

3. Where can you go to see apes close up easily?
   a. Africa
   b. the zoo
   c. Asia
   d. the jungle

4. Use the following ideas from *Apes Are Great!* to summarize the text.
   Apes are like humans.
   Apes work together.
   Apes need our help.

Write the words in your journal. Then draw a ship’s wheel above the *r*-controlled vowels, and read each word.

1. article  2. hunger  3. suffer  4. harden

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<td>clever</td>
<td>harmed</td>
<td>threat</td>
<td>difficult</td>
</tr>
</tbody>
</table>

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

6. Choose the word that best fits in the blank.
   I like chocolate cake, but I ___________ eating yellow cake with strawberry frosting.
Humans are the biggest threat to apes. Hunters harm apes, and people cut down their forests. Write a persuasive paragraph that tells why humans should work hard to save apes. Begin your paragraph with an opening sentence that states your opinion. Give at least two reasons why we should protect apes. Use your text to provide facts that support your opinion. Tell at least one thing you think humans could do to save apes. End your paragraph with a sentence that restates the main idea. Remember to write your ideas in complete sentences.

Scoring Guide

- You wrote a persuasive paragraph about protecting apes. 25 points
- You begin your paragraph with an opening sentence that states your opinion. 15 points
- You give at least two reasons we should protect apes, using facts from the text. 15 points each (30 points maximum)
- You tell at least one thing humans could do to save the apes. 15 points
- You end your paragraph with a sentence that restates the main idea. 10 points
- The paragraph is written in complete sentences. 5 points
### All About Reptiles

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>cozy</td>
<td>chunk</td>
<td>comfortable</td>
<td>The soft and warm quilt makes my bed very <em>cozy</em> on a cold night.</td>
</tr>
<tr>
<td>certain</td>
<td>chunk</td>
<td>sure</td>
<td>I was so <em>certain</em> I knew the answer that I was surprised when I got it wrong.</td>
</tr>
<tr>
<td>warmth</td>
<td>blend</td>
<td>heat</td>
<td>I like the <em>warmth</em> of a nice bath instead of a cold shower.</td>
</tr>
<tr>
<td>nearby</td>
<td>compound word</td>
<td>close</td>
<td>I smelled horses and hay, so I knew a ranch was <em>nearby</em>.</td>
</tr>
<tr>
<td>terrible</td>
<td>chunk</td>
<td>very bad</td>
<td>The <em>terrible</em> thunderstorm made my dog hide under the bed the whole night.</td>
</tr>
<tr>
<td>hatch</td>
<td>blend</td>
<td>be born, especially from an egg</td>
<td>It was an exciting day in our classroom when we watched the baby chicks <em>hatch</em>.</td>
</tr>
<tr>
<td>harmless</td>
<td>chunk</td>
<td>not dangerous</td>
<td>The <em>harmless</em> dog never so much as growled at anyone.</td>
</tr>
<tr>
<td>causing</td>
<td>base word + ending</td>
<td>creating</td>
<td>To stop her brother from <em>causing</em> problems, Joni decided to read him his favorite story.</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 51 (paragraph 1)</td>
<td>Page 51 (paragraph 1) or 48 (paragraphs 2 and 3)</td>
<td>Page 51 (paragraph 1), 48 (paragraphs 2 and 3), or 52 (paragraphs 2 and 3)</td>
</tr>
</tbody>
</table>
DAY 1

1. Which of these words means about the same as the word *types* on page 46?
   a. moves
   b. kinds
   c. snakes
   d. reptiles
   
   Tell how you figured this out. (Write-On)

2. Look at the picture of the water moccasin on page 47. Why might these snakes be called cottonmouths?
   a. Their mouths are fluffy like cotton.
   b. Their fangs are soft like cotton.
   c. Their mouths are white like cotton.
   d. Their favorite food is cotton.

3. What is the main idea of page 48? What clues help you figure this out?

4. Why do people in Africa stay away from black mamba snakes?
DAY 2

1. Which of the following means about the same as the word constrictors on page 51?
   a. snake that bites
   b. snake that swallows
   c. snake that squeezes
   d. snake that sways

   Tell how you figured this out. (Write-On)

2. How are boa constrictors different from anacondas?

3. What is the main idea of page 52? What clues help you figure this out?

4. Why should you leave garter snakes alone?
   a. They aren’t causing any harm.
   b. They are very venomous.
   c. They are the largest snakes.
   d. They aren’t very friendly to people.

Write the words in your journal. Then chunk each word by drawing a paddle between the word parts.

   1. produce  2. basic  3. social  4. nature

   cozy         certain        warmth        nearby
   terrible     hatch          harmless      causing

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

6. Choose the word that best fits in the blank.
   Just to be __________, the chef checked to see that the oven was off before he went home.
DAY 3

1. What is the purpose of the text feature on page 46?
   a. It tells you how to pick up venomous snakes.
   b. It explains why venomous snakes have slanted pupils.
   c. It convinces you to find snakes with round pupils.
   d. It shows you the differences in snakes’ eyes.

2. Tell two details that support the main idea of rattlesnakes on page 48.

3. Which of the following means about the same as the word alert on page 48?
   a. silly
   b. missing
   c. aware
   d. wrong

   Tell how you figured this out. (Write-On)

4. How are the names of cottonmouths and black mambas the same?

Write the words in your journal. Then chunk each word by drawing a paddle between the word parts.

1. because  2. April  3. moment  4. paper

Building Meaning

<table>
<thead>
<tr>
<th>cozy</th>
<th>certain</th>
<th>warmth</th>
<th>nearby</th>
</tr>
</thead>
<tbody>
<tr>
<td>terrible</td>
<td>hatch</td>
<td>harmless</td>
<td>causing</td>
</tr>
</tbody>
</table>

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

6. Choose the word that best fits in the blank.
   My neighbor’s dog has a scary-sounding bark, but we all know he is ___________ and gentle.
Group 1

<table>
<thead>
<tr>
<th>Practice Lists</th>
<th>Baby</th>
<th>Notice</th>
<th>Enough</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belong</td>
<td>Spider</td>
<td>Receive</td>
<td>Behind</td>
</tr>
<tr>
<td>Cocoa</td>
<td>Direct</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Group 2

<table>
<thead>
<tr>
<th>Practice Lists</th>
<th>Receive</th>
<th>All</th>
<th>Direct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get</td>
<td>Cocoa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spider</td>
<td>Once</td>
<td></td>
<td>Notice</td>
</tr>
</tbody>
</table>

Day 4

1. Why do some python owners let their pets free in the wild?
   a. The snakes get too big for their homes.
   b. The snakes get ugly as they grow older.
   c. The snakes are expensive pets.
   d. They don’t like that the snakes constrict.

2. Which of the following means the same as the word tiny on page 53?
   a. strong
   b. large
   c. small
   d. scared

   Tell how you figured this out. (Write-On)


4. Use the important ideas from this list to help you summarize All About Reptiles.
   Some snakes have venom that can harm you, and some do not.
   Some snakes are harmless and help people take care of pests.
   Snakes often scare people because people do not know about them.
Write the words in your journal. Then chunk each word by drawing a paddle between the word parts.

1. station  
2. minus  
3. beside  
4. broken

<table>
<thead>
<tr>
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<th>warmth</th>
<th>nearby</th>
</tr>
</thead>
<tbody>
<tr>
<td>terrible</td>
<td>hatch</td>
<td>harmless</td>
<td>causing</td>
</tr>
</tbody>
</table>

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

6. Choose the word that best fits in the blank.
   There is a farm ___________, so my family can always get fresh eggs and vegetables to eat.

<table>
<thead>
<tr>
<th>get</th>
<th>receive</th>
<th>belong</th>
</tr>
</thead>
<tbody>
<tr>
<td>enough</td>
<td>once</td>
<td>all</td>
</tr>
<tr>
<td>cocoa</td>
<td>ride</td>
<td>notice</td>
</tr>
</tbody>
</table>

---

**D A Y  6**

Snakes live all over the United States. Even if you have never seen a snake in your neighborhood, you might see them if you travel somewhere. Write a safety poster to help your family stay safe from snakes. Give your poster a title that tells the main idea. Write at least one sentence that tells why it is important to learn about staying safe from snakes. Use information from this cycle’s reading to write at least three safety tips about snakes. Provide at least one detail for each safety tip that tells why it is important to follow that tip. Remember to number your safety tips, and begin each tip with a verb or phrase that tells an action to take. If you have time after writing the information for your poster, draw some pictures for your poster to show how to stay safe.
<table>
<thead>
<tr>
<th>Scoring Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>You created a safety poster to tell how to stay safe from snakes.</td>
</tr>
<tr>
<td>You include a heading that states the main idea of the poster and at least one sentence that explains why it is important to stay safe from snakes.</td>
</tr>
<tr>
<td>You include three tips that tell how to stay safe from snakes.</td>
</tr>
<tr>
<td>You provide at least one detail for each safety tip that tells why it is important to follow that tip.</td>
</tr>
<tr>
<td>You number your safety tips and begin each tip with a verb or phrase that tells an action.</td>
</tr>
</tbody>
</table>
### All About Reptiles

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>damp</td>
<td>blend</td>
<td>a little wet</td>
<td>It didn’t rain very long, so the grass was only <em>damp</em>.</td>
</tr>
<tr>
<td>welcome</td>
<td>chunk</td>
<td>invite in</td>
<td>Grandma says that she’ll always <em>welcome</em> me whenever I come for a visit.</td>
</tr>
<tr>
<td>pests</td>
<td>base word + ending</td>
<td>bothersome creatures</td>
<td><em>Pests</em>, such as ants and bees, can really ruin a picnic.</td>
</tr>
<tr>
<td>elastic</td>
<td>chunk</td>
<td>stretchy, flexible</td>
<td>Maura’s mom always said Maura had <em>elastic</em> legs since they seemed so bouncy and rubbery.</td>
</tr>
<tr>
<td>actually</td>
<td>chunk</td>
<td>really</td>
<td>Juanita didn’t think she had done well in the pie-baking contest, but she <em>actually</em> won first prize.</td>
</tr>
<tr>
<td>lurk</td>
<td>blend</td>
<td>hide</td>
<td>Niall didn’t like going into the basement because he was afraid of what might <em>lurk</em> in the dark.</td>
</tr>
<tr>
<td>bursts</td>
<td>base word + ending</td>
<td>sudden movements or events</td>
<td>Gabby couldn’t tell what the <em>bursts</em> of light that she saw coming from the woods were.</td>
</tr>
<tr>
<td>outrun</td>
<td>compound word</td>
<td>run faster than</td>
<td>Joe always finishes the race first because he can <em>outrun</em> everyone else.</td>
</tr>
</tbody>
</table>

<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 61</td>
<td>Page 61 (paragraph 1)</td>
<td>Page 61 (paragraph 1) or 58 (paragraphs 1 and 2)</td>
<td>Page 61 (paragraph 1), 58 (paragraphs 1 and 2), or 62</td>
</tr>
</tbody>
</table>
DAY 1

1. Which answer best matches the meaning of the word *cling* on page 56?  
   a. follow  
   b. ignore  
   c. hang  
   d. fall  
   Why do you think so? (Write-On)

2. Which of the following is not a reason chameleons change color?  
   a. to show they are angry  
   b. to hide from their enemies  
   c. when the weather gets warm  
   d. when it gets dark outside  

3. How does the picture of the United States help you learn more about Gila monsters?

4. What is the main idea of page 59? What clues help you figure this out?
DAY 2

1. What happens if an animal comes too near the water to drink when a crocodile is nearby?

2. Which answer best explains the meaning of the phrase “fresh water” on page 62?
   a. water without salt
   b. water with a lot of salt
   c. water that moves fast
   d. water that is still

   Why do you think so? (Write-On)

3. How can you tell alligators and crocodiles apart?

4. What does the author try to convince you to do in the last paragraph on page 63?
   a. to get garter snakes and geckos
   b. to read more about reptiles
   c. to buy an iguana for a pet
   d. to travel to see Komodo dragons

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

1. doghouse  2. football  3. bedroom  4. sunflower

<table>
<thead>
<tr>
<th>damp</th>
<th>welcome</th>
<th>pests</th>
<th>elastic</th>
</tr>
</thead>
<tbody>
<tr>
<td>actually</td>
<td>lurk</td>
<td>bursts</td>
<td>outrun</td>
</tr>
</tbody>
</table>

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

6. Choose the word that best fits in the blank.
   Sal did not look forward to doing his math homework, but he ___________ found it easy once he got started.
DAY 3

1. Which of the following helps geckos climb on walls and ceilings?
   a. suction cups
   b. sticky glue
   c. tiny hairs
   d. dirty walls

2. Why do you think a chameleon’s tongue has to move fast to catch a meal? Support your answer.

3. Which answer best matches the meaning of the word *scurry* on page 58?
   a. crawl slowly
   b. run fast
   c. fly away
   d. roll over

   Why do you think so? (Write-On)

4. Tell at least two details that support the main idea of iguanas on page 59.

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

1. sandpaper  2. raincoat  3. hallway  4. sunroom

**Building Meaning**

<table>
<thead>
<tr>
<th>damp</th>
<th>welcome</th>
<th>pests</th>
<th>elastic</th>
</tr>
</thead>
<tbody>
<tr>
<td>actually</td>
<td>lurk</td>
<td>bursts</td>
<td>outrun</td>
</tr>
</tbody>
</table>

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

6. Choose the word that best fits in the blank.
   Normally I like my dogs, but they are such ____________ when they beg for food at the table.
### Practice Lists

#### Group 1
<table>
<thead>
<tr>
<th>eyeball</th>
<th>workshop</th>
<th>flowerpot</th>
</tr>
</thead>
<tbody>
<tr>
<td>wristwatch</td>
<td>pigpen</td>
<td>snowball</td>
</tr>
<tr>
<td>boxcar</td>
<td>inchworm</td>
<td>housefly</td>
</tr>
</tbody>
</table>

#### Group 2
<table>
<thead>
<tr>
<th>snowball</th>
<th>housefly</th>
<th>seen</th>
</tr>
</thead>
<tbody>
<tr>
<td>better</td>
<td>eyeball</td>
<td>pay</td>
</tr>
<tr>
<td>low</td>
<td>workshop</td>
<td>pigpen</td>
</tr>
</tbody>
</table>

### DAY 4

1. Have crocodiles changed a lot since the time of the dinosaurs? Why or why not?

2. If you spot a large reptile in the southeastern United States, you are most likely seeing a(n)—
   - a. iguana.
   - b. crocodile.
   - c. alligator.
   - d. Komodo dragon.

3. Which of the following means about the same as huge on page 63?
   - a. large
   - b. loud
   - c. small
   - d. quite

   Tell why you think so. (Write-On)

4. Use the important ideas from this list to help you summarize *All About Reptiles*.

   Some lizards are harmless and help people.

   Many larger reptiles are not afraid of people.

   People can read more to become less afraid.
Write the compound words in your journal. Then write the two words that make up each compound word. Draw a sailboat if you need help.

1. sandcastle  2. daydream  3. mountaintop  4. streetlight

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

6. Choose the word that best fits in the blank.
   Paolo could run with such ___________ of speed that no one could keep up with him on the soccer field.

Even though a lot of people keep reptiles as pets, they are still very unusual and different! If you could keep any animal in the world for a pet, what would you keep? Write an informative paragraph about the animal you would keep for a pet to share with your classmates. Begin your paragraph with an opening sentence that introduces the animal you want for a pet. Provide three pieces of information about the animal. Think about what you would need to feed the animal or whether you would need to build a special home for it. Provide at least one detail for each piece of information, explaining why this is important. Write a closing sentence that restates the main idea of your paragraph.
<table>
<thead>
<tr>
<th>Scoring Guide</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>You wrote an informative paragraph about an animal you would like to keep for a pet.</td>
<td>20 points</td>
</tr>
<tr>
<td>You begin your paragraph with an opening sentence that tells what animal you want for a pet.</td>
<td>10 points</td>
</tr>
<tr>
<td>You provide at least three pieces of information about this animal.</td>
<td>15 points each (45 points maximum)</td>
</tr>
<tr>
<td>You provide at least one detail for each piece of information explaining why it is important.</td>
<td>5 points each (15 points maximum)</td>
</tr>
<tr>
<td>You end your paragraph with a closing sentence that restates the main idea.</td>
<td>10 points</td>
</tr>
</tbody>
</table>
8. Raquel doesn't like spiders and insects because of the way they lurk under
   rocks and leaves. **Lurk** means—
   a. hide.
   b. breathe.
   c. glance.
   d. play.

9. Anita knew her greyhound could ___________ her, so she always made sure to
   keep her on a leash when they went for walks.
   a. play.
   b. breathe.
   c. glance.
   d. hide.

10. Donni thought she was talking to Erik, but she was actually talking to his twin
    brother, Ollie. **Actually** means—
    a. quietly.
    b. foolishly.
    c. happily.
    d. really.

11. The farmer knew a storm was coming because he saw the ___________ of light
    flickering in the clouds in the distance.
    a. bright.
    b. flashes.
    c. blaze.
    d. flashes.

12. Some people think mice are cute and keep them as pets, but many others think
    they are pests when they sneak into homes. **Pets** means—
    a. important allies.
    b. loyal friends.
    c. bothersome creatures.
    d. best houseguests.
4. Use the important ideas from this list to help you summarize the passage.

Legless lizards that look like snakes

- Burrow underground to hide
- Lose their tails

Word Power

<table>
<thead>
<tr>
<th>Outrun</th>
<th>Bumpst</th>
<th>Jink</th>
<th>Actually</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elastic</td>
<td>People</td>
<td>Welcome</td>
<td>Damp</td>
</tr>
</tbody>
</table>

Building Meaning


Compound word. Draw a sailboat if you need help.

Write the compound words. Then write the two words that make up each compound word.

Skill Questions

5. Write a meaningful sentence for the word welcome.

Damp means—

a. soaking.

b. a little wet.

c. dry as dust.

d. dripping.

6. Isaac's clothes were damp after he got caught in the rain as he was running to the door.

Damp means—

a. soaking.

b. a little wet.

c. dry as dust.

d. dripping.

7. Dan's favorite toy was a man with _______ arms and legs that Dan could pull and tie into knots.

a. d. dripping

b. c. dry as dust

c. b. a little wet

d. a. soaking

5. Write a meaningful sentence for the word welcome.

Damp means—

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d. dripping.

6. Isaac's clothes were damp after he got caught in the rain as he was running to the door.

Damp means—

a. soaking.

b. a little wet.

c. dry as dust.

d. dripping.
Test Passage

Read the test passage, and complete a graphic organizer. Then re-read the passage, and add more ideas to your organizer.
8. The ___________ of the fire made the travelers very happy after walking outside in the cold all day.

9. I felt very cozy wearing a heavy sweatshirt, warm pajama pants, and my fluffy slippers.
   Cozy means—
   a. stubborn.
   b. comfortable.
   c. sloppy.
   d. gorgeous.

10. Living ___________ the fire station means we hear a lot of sirens at all times of the day and night.
    a. certain.
    b. cozy.
    c. colorful.
    d. gorgeous.

11. Hector had trained all month, so he was certain he would run fast at the track meet. Certain means—
    a. afraid.
    b. shy.
    c. sure.
    d. doubtful.

12. Even though the lion tamer was never hurt by his lions, he knew they weren't always careful with them.
    a. certain.
    b. stay.
    c. sure.
    d. doubt.
4. Use the important ideas from the list to help you summarize the text.

- Stay hidden when it is cold outside.
- They hunt for food when their bodies are warm.
- Need the sun to stay warm.
Snakes, lizards, and other reptiles are cold-blooded. They cannot stay warm or cool on their own. They need the sun to get warm. Reptiles bask in the sun by lying on rocks or other sunny places. They sit still until their bodies are warm. When it is cold outside, reptiles move around slowly. They do not have fur to keep them warm. They just hide until the sun comes out again.

Source: coolcosmos.ipac.caltech.edu/image_galleries/ir_zoo/cold-warm.html

Comprehension Questions

1. What is the topic of this text? How do you know?
2. What is the intent of the author?
   a. to persuade me to buy a cold-blooded pet
   b. to inform me about being cold-blooded
   c. to explain how to bask in the warm sun
   d. to entertain me with stories about reptiles
   How do you know?
3. What does the word *bask* mean in the passage? Tell how you figured this out.

Use your graphic organizer to answer the following questions.

Read the test passage, and complete a graphic organizer. Then re-read the passage, and add more ideas to your organizer.
8. Rabbits are the biggest ___________ to the carrots in my garden this year.

9. Sam covered his face in stage makeup so he would look more like a cat.

Covered means—

a. cleaned.
b. coated.
c. removed.
d. revealed.

10. Choosing new shoes was a ___________ decision, but I think I chose the best pair I could get.

Decision means—

a. cleaned.
b. revealed.
c. removed.
d. revealed.

11. The clever crow waited for the woman to turn her head before he snatched a piece of bread from her sandwich. Clever means—

a. embarrassed.
b. silly.
c. smart.
d. troublesome.

12. I would ___________ to play miniature golf, but since it looks like rain, we’ll see a movie instead.

Play means—

a. troublesome.
b. smart.
c. cleaned.
d. revealed.
4. Use the following ideas to summarize the passage about Jane Goodall.

Jane helps chimpanzees.

Jane went to Africa.

Jane helps chimpanzees.

Jane loves animals.

5. Write a meaningful sentence for the word weaker.

6. Lucky for Nina, her mother’s favorite dish wasn’t ___________ when Nina set it down roughly on the table.

7. Since we live with my grandmother, she is the head of the family. Head means—

a. follower.

b. caller.

c. player.

d. leader.

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

Skill Questions

Skill Questions

Building Meaning

Word Power

Jane helps chimpanzees.

Jane went to Africa.

Jane Goodall loves animals.
Jane Goodall has loved animals since she was young. She dreamed of going to Africa to learn about chimpanzees. Jane got her wish. She went to Africa and found a group of chimpanzees to study. She learned a lot from them. After she learned about chimpanzees, Jane got her wish of going to Africa and studying chimpanzees. She teaches others about them. She wants to help chimpanzees.

Comprehension Questions

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

2. What is the main idea of the second paragraph in the passage? Support your answer.

3. What is the main idea of the second paragraph in the passage? How do you know?
9. Before going to bed, Jess ___________ brushed his teeth.

10. Tawanda and her mom had a lovely afternoon baking cookies together.

Lovely means—
a. shy.
b. mean.
c. nice.
d. soft and light.

Feathery means—
a. soft and light.
b. hard and dark.
c. small and dark.
d. big and clear.

11. Dad gathered all of his tools together to ___________ to build the bird house.

12. The beautiful flowers looked light and feathery from far away.

Feathery means—
a. big and clear.
b. hard and dark.
c. small and dark.
d. soft and light.
1. printer  
2. tricks  
3. prom  
4. tray

Building Meaning

<table>
<thead>
<tr>
<th>Lealthy</th>
<th>Uovely</th>
<th>Warmly</th>
<th>Enjoy</th>
</tr>
</thead>
<tbody>
<tr>
<td>prepare</td>
<td>present</td>
<td>traded</td>
<td>wooden</td>
</tr>
</tbody>
</table>

Skill Questions

Write the words. Then circle the consonant blends.

Skill Questions

match the numbers on your paper.

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

Word Power
1. Tell how Tommie's cane and his father's cane are the same.

2. What happens to Tommie's cane? Tell how the problem is solved.

3. Which of the following means about the same as *invited* on page 29? 
   a. asked to come inside
   b. asked to leave
   c. told to go away
   d. told to come inside

4. Tell why you think so.

5. Which of the following will probably happen next year?
   a. Grandpa John won't give out any more canes.
   b. Tommie will break another cane.
   c. Tommie will tell his own cane story.
   d. Tommie will skip the family trip to Grandpa John's.

Comprehension Questions
Comprehension Questions

1. Where does Millie come from?

2. What happens when Maggie takes Millie on a walk?

3. Which of the following means the same as control on page 14?
   a. guide
   b. follow
   c. answer
   d. throw

   Tell how you figured this out.

4. Do you think Maggie will scold Millie much more? Why or why not?

5. At the end of the story, Maggie is—
   a. scared.
   b. relieved.
   c. lonely.
   d. happy.

Tell how you figured this out.
5. "The rodeo clowns distract the bulls so the animals move away from the riders." The word *distract* means—

- a. confuse.
- b. ignore.
- c. chase.
- d. move.

Circle the strategies you used to figure out the meaning of *distract*:

- reread
- read on
- used a clue in the text
- used background knowledge
- made a mind movie
- used background knowledge

6. "Many groups protest rodeos and stand up for animals' rights." The word *protest* means—

- a. give up.
- b. support.
- c. complain about.
- d. go to.

Circle the strategies you used to figure out the meaning of *protest*:

- reread
- read on
- used a clue in the text
- used background knowledge
- made a mind movie

7. Why is it important to stop reading when you don't understand something?

8. How can rereading a confusing part help you understand it?
3. If a clarifying strategy does not work, you should—

a. tell the teacher.
b. ask your partner.
c. try another strategy.
d. skip the word.

4. "Cowboys today often participate in rodeos." The word *participate* means—

a. take apart.
b. take part in.
c. look into.
d. look around.

Circle the strategies you used to figure out the meaning of *participate*:

- reread
- read on
- used a clue in the text
- used background knowledge
- made a mind movie
- tell the teacher
- ask your partner
- try another strategy
- skip the word
Rodeos

Read Rodeos, and answer the following questions.

Comprehension Questions
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>All About Reptiles</td>
<td>T-15</td>
</tr>
<tr>
<td>Apes Are Great</td>
<td>T-11</td>
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<tr>
<td>Grandpa John's Canes</td>
<td>T-7</td>
</tr>
<tr>
<td>Maggie and Millie</td>
<td>T-5</td>
</tr>
<tr>
<td>Clarifying Sticky Situations</td>
<td>T-1</td>
</tr>
</tbody>
</table>

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

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The Savvy Reader—Clarifying

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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.

Student Test

Level 2

Clariyins