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—Predicting
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<table>
<thead>
<tr>
<th>The Savvy Reader—Predicting Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Edition</strong></td>
</tr>
<tr>
<td>Predicting with the Whales</td>
</tr>
<tr>
<td>Tanya’s Recipes</td>
</tr>
<tr>
<td>From the Telegraph to the Internet</td>
</tr>
</tbody>
</table>
**Predicting with the Whales**

**DAY 1**

<table>
<thead>
<tr>
<th>Team Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. According to Nick what is a prediction?</td>
</tr>
<tr>
<td>2. How do Nick and the Whales predict what <em>Sillie to the Rescue</em> will be about?</td>
</tr>
<tr>
<td>3. Molly predicts that Sillie will rescue a little dolphin. What clues does she use?</td>
</tr>
<tr>
<td>4. What is your prediction about the story? Explain your clues. (Write-On)</td>
</tr>
</tbody>
</table>

**The Whales’ Challenge**

Hi boys and girls,

We think making predictions is fun. We’ve sent you another story so you can have fun predicting too. See if you can predict what the story is about before you read it.

- Look at the front and back covers. Ask yourself: what do I think the story is about? Make a prediction.
- Ask yourself: why did I predict that? Explain your clues.
- Share predictions and clues with your partners.
- Write your predictions and clues down on paper so you can discuss them with your team.

Have fun!

Your friends,
The Whales
DAY 2

1. After reading page 1, Molly predicts that Sillie will swim up to the creature and surprise it. Why does she predict that?

2. Josh predicts that Sillie will find out that the creature is a boy not a dolphin. What clues does he use?

3. Is there information in the story that proves Josh’s prediction correct? What information?

4. What does Molly do when Nick forgets to explain his clues?

5. Molly reads something that makes her change her prediction that Sillie will rescue a baby dolphin. What does Molly read?

6. Did you read anything that changes the prediction you made before you read the story? What did you read? What do you predict now? (Write-On)
Hi boys and girls,

Nick is doing a great job making predictions. Predicting has helped him get into the story. He might even learn something about the animals that live in the bay! You’re also reading about an animal that lives in the bay. We can’t wait to find out what you learn about Mateo the manatee!

- Take turns with your partners reading page 1 of *Mateo the Manatee*.
- Ask yourself: Do I have ideas about what will happen next? If you do, make a prediction. Share your predictions and clues with your partners.
- Take turns reading page 2. Did your predictions come true? How do you know?
- Are there clues on page 2 that give you ideas about what will happen next? If so, make a prediction. Share your predictions and clues with your partners.
- Write your predictions and clues so you can discuss them with your team.

Have fun!

Your friends,

The Whales
DAY 3

1. Do you think Nick has learned that it’s important to explain the clues he uses to make predictions? Why do you think that?

2. Do you think it’s a good idea to discuss clues with your partner? Why?

3. Nick changed the prediction he made before he read the story. What did he predict *Sillie to the Rescue* would be about? Why did he change his prediction? What is his new prediction? (Write-On)

4. Did the prediction you made before you read the story work out? How do you know?

The Whales’ Challenge

Hi boys and girls,

Reading *Sillie to the Rescue* taught Nick some things about dolphins. You’re learning about dolphins and manatees! Can you find clues that help you predict the rest of the story about Mateo? Of course you can!

- Take turns with your partners reading page 3 of *Mateo the Manatee*.
- Did the prediction you made after reading page 2 come true? What information tells you that?
- Do you have ideas about how the story will end? If so, make a prediction.
- Discuss your prediction and clues with your partners. Remind your partner if he or she forgets to explain the clues.
- Write your predictions and clues so you can discuss them with your team.
- Take turns reading page 4. Did your prediction come true? What information tells you that?

Have fun!

Your friends,
The Whales
<table>
<thead>
<tr>
<th>Team Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY 4</strong></td>
</tr>
<tr>
<td>1. What did you predict before you read the story? What clues helped you make this prediction? (Write-On)</td>
</tr>
<tr>
<td>2. Was your prediction confirmed? Give two details from the story that support your answer.</td>
</tr>
<tr>
<td>3. Why does Ellie forgive the bees for scaring her?</td>
</tr>
</tbody>
</table>
| 4. The word *strolled* means—  
  a. sprinted.  
  b. walked.  
  c. skipped.  
  d. hopped. |
<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>arrive</td>
<td>chunk</td>
<td>come to, show up</td>
<td>The students were told to arrive at school before the bell rang.</td>
</tr>
<tr>
<td>searched</td>
<td>base word + ending</td>
<td>looked through to find something</td>
<td>I searched my closet for my shoes.</td>
</tr>
<tr>
<td>beside</td>
<td>chunk</td>
<td>next to</td>
<td>Jacques can hear his brother snore because their beds are beside each other.</td>
</tr>
<tr>
<td>replied</td>
<td>chunk</td>
<td>answered</td>
<td>When the teacher called Lisa’s name, Lisa replied.</td>
</tr>
<tr>
<td>eager</td>
<td>chunk</td>
<td>excited, looking forward to something</td>
<td>Dewey was eager to see his friends the next day.</td>
</tr>
<tr>
<td>confess</td>
<td>chunk</td>
<td>admit</td>
<td>Molly had to confess because she stole the cookies.</td>
</tr>
<tr>
<td>actual</td>
<td>chunk</td>
<td>real</td>
<td>At the fire station, we saw actual firefighters!</td>
</tr>
<tr>
<td>pretended</td>
<td>base word + ending</td>
<td>acted like, made believe</td>
<td>In acting class, we pretended to be famous movie stars.</td>
</tr>
</tbody>
</table>

**Tanya’s Recipes**

**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 (paragraphs 1–5)</td>
<td>Page 28 (paragraphs 1–5) or 30 (paragraphs 1–3)</td>
<td>Page 28 (paragraphs 1–5), 30 (paragraphs 1–3), or 32 (paragraphs 1–3)</td>
</tr>
</tbody>
</table>
DAY 1

1. Predict what will happen in the story. What clues did you use to make this prediction? (Write-On)

2. Why is Tanya searching for her mom?
   a. She is looking for her to make lunch.
   b. She wants to play a game with her.
   c. She is lonely without her mom there.
   d. She wants to know about her surprise.

3. How would you describe Tanya’s character? Why?

4. Why isn’t Tanya’s mom at home? What is she doing?

DAY 2

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On)

2. Why does Tanya rush out to the driveway?
   a. Her mom is finally home.
   b. She wants to play basketball.
   c. Her dad wants to show her what he made.
   d. She sees a friend outside.

3. What does the word *toted* mean? How did you figure this out?

4. Does Tanya’s mom figure out Tanya’s surprise? Tell how you know.

**Skill Practice**

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

1. suppose  2. define  3. elevate  4. parade
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.
   Nunzio ___________ his room high and low for his sneaker, but couldn’t find it.

---

**DAY 3**

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On)

2. What happens after Tanya’s mom thinks and thinks?
   a. She asks Tanya for a clue to her secret.
   b. She tells Tanya she can’t guess her secret.
   c. She guesses Tanya’s secret correctly.
   d. She asks Tanya’s dad for the answer to the secret.

3. How does Tanya’s mom feel about Tanya’s surprise? How can you tell?

4. Do you think Tanya has asked for help figuring out words in the past? How can you tell?

---

**Skill Practice**

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

1. advice  
2. reptile  
3. compute  
4. porcupine
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

6. Kayla knew it would be hard to confess to her parents about breaking their lamp. 

   Confess means—
   a. lay blame.
   b. admit.
   c. cover up.
   d. lie.

---

<table>
<thead>
<tr>
<th>arrive</th>
<th>searched</th>
<th>beside</th>
<th>replied</th>
</tr>
</thead>
<tbody>
<tr>
<td>eager</td>
<td>confess</td>
<td>actual</td>
<td>pretended</td>
</tr>
</tbody>
</table>

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### Practice Lists

#### Group 1

<table>
<thead>
<tr>
<th>surprise</th>
<th>escape</th>
<th>before</th>
</tr>
</thead>
<tbody>
<tr>
<td>costume</td>
<td>tadpole</td>
<td>awake</td>
</tr>
<tr>
<td>mistake</td>
<td>athlete</td>
<td>exercise</td>
</tr>
</tbody>
</table>

#### Group 2

<table>
<thead>
<tr>
<th>escape</th>
<th>lamb</th>
<th>tadpole</th>
</tr>
</thead>
<tbody>
<tr>
<td>way</td>
<td>exercise</td>
<td>noise</td>
</tr>
<tr>
<td>surprise</td>
<td>twin</td>
<td>awake</td>
</tr>
</tbody>
</table>
DAY 4

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On)

2. Why is Tanya so excited?

3. How does Tanya feel differently about the chicken before and after it’s fried?

4. Which of the following best explains why the food smells better than usual to Tanya?
   a. She used tastier ingredients than usual.
   b. She doesn’t have a cold this time.
   c. She used more spices on the chicken.
   d. She helped her mom cook the food.

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

1. became  
2. crocodile  
3. compete  
4. bulldoze

arrive     searched     beside     replied

eager     confess     actual     pretended

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.
   Carla was so ___________ to go to school for the first time that she couldn’t eat.

On My Own

tadpole     athlete     twin
noise      exercise      way
before      escape      surprise
**DAY 6**

Tanya is very excited to help her mom make her favorite dinner: fried chicken and gumbo. What is your favorite dinner? Write a paragraph about your favorite dinner. Begin your paragraph with an opening sentence that tells the reader your favorite dinner. Then use your five senses—hearing, sight, smell, taste, and touch—to describe your favorite dinner. Provide at least one detail for each of your senses. Write a closing sentence that restates the main idea. At the end of the lesson, you will create a class book that includes all of your favorite dinners.

<table>
<thead>
<tr>
<th>Scoring Guide</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>It is a sensory paragraph about your favorite dinner.</td>
<td>25 points</td>
</tr>
<tr>
<td>Your paragraph begins with an opening sentence that tells the reader your favorite dinner.</td>
<td>15 points</td>
</tr>
<tr>
<td>You describe your favorite dinner, using your five senses and providing at least one detail for each of those senses.</td>
<td>10 points each (50 points maximum)</td>
</tr>
<tr>
<td>You include a closing sentence that restates the main idea.</td>
<td>10 points</td>
</tr>
</tbody>
</table>
From the Telegraph to the Internet

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>studied</td>
<td>base word + ending</td>
<td>learned about</td>
<td>In math class we <em>studied</em> how to add long numbers.</td>
</tr>
<tr>
<td>pattern</td>
<td>chunk</td>
<td>series, shape, design</td>
<td>Together, the stars made a heart-shaped <em>pattern</em> in the sky.</td>
</tr>
<tr>
<td>inventor</td>
<td>chunk</td>
<td>someone who does something in a new way</td>
<td>The <em>inventor</em> works on new ideas that will change the world.</td>
</tr>
<tr>
<td>attached</td>
<td>base word + ending</td>
<td>connected, hooked</td>
<td>The flag is <em>attached</em> to the flagpole with a rope.</td>
</tr>
<tr>
<td>instant</td>
<td>chunk</td>
<td>very quick time</td>
<td>My calculator adds long numbers in an <em>instant</em>, so it’s fast.</td>
</tr>
<tr>
<td>popular</td>
<td>chunk</td>
<td>well liked, enjoyed by many</td>
<td>Many people loved the book by the <em>popular</em> author.</td>
</tr>
<tr>
<td>types</td>
<td>base word + ending</td>
<td>kinds, sorts</td>
<td>The fruit market sells many <em>types</em> of fruit from around the world.</td>
</tr>
<tr>
<td>ordinary</td>
<td>chunk</td>
<td>regular, usual</td>
<td>On <em>ordinary</em> days, I ride the bus to school, but on special days, Dad takes me.</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 42 (paragraph 2) or 40 (paragraphs 1 and 2)</td>
<td>Page 42 (paragraph 2)</td>
<td>Page 42 (paragraph 2), 40 (paragraphs 1 and 2), or 45 (paragraphs 1 and 2)</td>
</tr>
</tbody>
</table>
DAY 1

1. What prediction did you make about the text before reading? What clues did you use to make this prediction? (Write-On)

2. What is Morse code?

3. How is the telephone different from Morse code?
   a. The telephone sends sounds over wires.
   b. The telephone sends pictures over wires.
   c. The telephone sends digital letters over wires.
   d. The telephone sends electric shocks over wires.

4. Why do people listen to the radio?

DAY 2

1. What prediction did you make about the text before reading? What clues did you use to make this prediction? (Write-On)

2. What does the e in e-mail stand for?

3. Is e-mail the only form of communication you can use on the Internet? Why or why not?

4. You can tell landline or ordinary phones are not as popular anymore because—
   a. you should not use them in a movie theater.
   b. some people only have cellular phones.
   c. you can get hurt talking on the phone while walking.
   d. they use wires instead of signals from towers.

Skill Practice

Write each word in your journal. Then draw a circle above the r-controlled vowels, and read each word.

1. tar  2. forgive  3. supper  4. lard
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

6. Which of the following describes something that happens in an instant?
   a. lightning flashing
   b. paint drying
   c. mountains shrinking
   d. grass growing

---

**DAY 3**

1. What prediction did you make about the text on day 1? Does what you learned match your prediction? Support your answer. Put a check mark next to your predictions if they were confirmed. (Write-On)

2. Morse code is a pattern of dots and dashes. Using the chart on the side of page 38, what do you think the difference is between a dot and a dash?

3. Which of the following best describes a party line?
   a. a phone line shared by your family
   b. a phone line used to plan neighborhood parties
   c. a phone line shared with several neighbors
   d. a phone line that is more fun than usual

4. How does a radio work?

**Skill Practice**

Write each word in your journal. Then draw a circle above the r-controlled vowels, and read each word.

1. force  2. corner  3. market  4. overthrow
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 describes something that does not happen in an instant?
   a. a snap of the fingers
   b. a second in time
   c. a tree growing taller
   d. flicking on a light switch

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>studied</td>
<td>pattern</td>
<td>inventor</td>
<td>attached</td>
</tr>
<tr>
<td>instant</td>
<td>popular</td>
<td>types</td>
<td>ordinary</td>
</tr>
</tbody>
</table>

### Practice Lists

#### Group 1
- mother
- war
- interest
- charge
- worse
- party
- sort
- meter
- whether

#### Group 2
- party
- else
- mother
- rain
- sort
- deep
- interest
- while
- charge
DAY 4

1. What prediction did you make about the text on day 2? Does what you learned match your prediction? Support your answer. Put a check mark next to your predictions if they were confirmed. (Write-On)

2. A cell phone is different from a landline because it—
   a. does not allow you to speak with people.
   b. cannot leave your house or it will lose signal.
   c. cannot receive pictures or text messages from friends.
   d. does not need wires and can go everywhere with you.

3. How do some cell phones help people communicate in more ways than just talking?

4. Use the following important ideas to help you summarize *From the Telegraph to the Internet*.
   The telegraph and telephone allowed messages to be sent over wires.
   Radio and television allowed messages to be sent wirelessly.
   Computers and the Internet help people communicate faster than ever.

### Skill Practice

Write each word in your journal. Then draw a circle above the *r*-controlled vowels, and read each word.

1. effort  
2. target  
3. govern  
4. sailor

### Building Meaning

<table>
<thead>
<tr>
<th>studied</th>
<th>pattern</th>
<th>inventor</th>
<th>attached</th>
</tr>
</thead>
<tbody>
<tr>
<td>instant</td>
<td>popular</td>
<td>types</td>
<td>ordinary</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 __________ my new paper to the old one with a staple.
You read about how letters were the only way to send messages long distances for a long time. Later on, we invented telegraph machines and computers. Write a summary about at least two forms of written communication. Begin your summary with a sentence that tells the main idea. Provide at least two details about each form of written communication. Remember that your summary should show how they are different. Your paragraph should end with a sentence that restates the main idea.

### Scoring Guide

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your summary explains and shows the differences between two forms of written communication from the text.</td>
<td>30 points</td>
</tr>
<tr>
<td>Your summary begins with a sentence that introduces the main idea.</td>
<td>15 points</td>
</tr>
<tr>
<td>You provide at least two details about each form of written communication.</td>
<td>10 points each (40 points maximum)</td>
</tr>
<tr>
<td>Your summary ends with a sentence that restates the main idea.</td>
<td>15 points</td>
</tr>
</tbody>
</table>
11. In science class, we _______ why some animals sleep all winter.
   a. forgot about
   b. guessed
   c. plotted
   d. learned about

12. I listened to the tap-tap-tapping ______ of raindrops falling on the roof.
   a. forget about
   b. guessed
   c. plotted
   d. learned about

Study means—
5. Write a meaningful sentence for the word **popular**.

<table>
<thead>
<tr>
<th>ordinary</th>
<th>types</th>
<th>popular</th>
<th>instant</th>
</tr>
</thead>
<tbody>
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<td>inventor</td>
<td>pattern</td>
<td>studied</td>
</tr>
</tbody>
</table>

10. Bill chugged his bike so people could see him coming down the street.

8. The **crack eggs** was happy that everyone liked his new idea for a machine to... (**sizes**, **keys**, **colors**)

7. There were many different types of desserts at the bakery. (**types** means)

6. I went home the **I heard my mother calling me.** (**ordinary**)

9. On **ordinary** days, I wear jeans to school, but I always wear a dress on picture day. (**regular**)

4. There were many different types of desserts at the bakery. (**types** means)
Comprehension Questions

2. What is the author's intent?
   a. to compare the speed of delivering news by horse to the telegraph
   b. to tell how news traveled before the telegraph crossed the whole country
   c. to persuade readers to start their own mail delivery service
   d. to entertain readers with stories about young Pony Express riders

   How do you know?

3. Does what you learned from the passage match your prediction?

Support your answer.

4. Use the important ideas from this list to summarize the passage.

   Mail traveled slowly from California to the East.
   Boys rode horses across the West.
   The telegraph delivered news in minutes.

Skill Questions

Write each word. Then draw a circle above the /-controlled vowels.

I. servant 2. odor 3. separate 4. argue

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

Word Power

1. servant 2. odor 3. separate 4. argue

How do you know?

2. What is the author's intent?

Use your graphic organizer to answer the following questions.
Mail by Horse

News moved slowly in the past. It took more than a month for mail to go from California to the East. News could go across the country in minutes. Telegraph lines took the place of horses. News could go across the country in minutes. Telegraph lines took the place of horses. News could go across the country in minutes.

The Telegraph to the Internet

TEST

From the Telegraph to the Internet

TEST

The Savvy Reader—Predicting

Preview the test passage, and answer the following question.

Test Passage

1. What prediction can you make about the passage before reading? What clues helped you make this prediction?
9. We put our tents up beside the little stream. 
Beside means—

a. away from.

b. under.

c. above.

d. next to.

10. Betty felt guilty and wanted to ___________ to Veronica that she had told a lie.

Searched means—

a. looked.

b. followed.

c. led.

d. missed.

11. As we played hide and seek, I searched for my friends throughout the house.

12. Kimberly was ___________ to eat her favorite dinner, so she sat at the table first.

a. looked.

b. followed.

c. led.

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

**Skill Questions**

1. Behave
2. Excite
3. Arrange
4. Fortune

**Word Parts.** Write each word. Then chunk each word by drawing a paddle between the word parts.

**Building Meaning**

<table>
<thead>
<tr>
<th>pretended</th>
<th>actual</th>
<th>counts</th>
<th>eager</th>
</tr>
</thead>
<tbody>
<tr>
<td>replied</td>
<td>beside</td>
<td>searched</td>
<td>arrive</td>
</tr>
</tbody>
</table>

5. Write a meaningful sentence for the word replied.

6. Elsa ______ that she could see and talk to her little sister's imaginary friend.

7. Actual elephants seem a lot bigger up close than they do on the television.

Actual means—

a. believable.

b. real.

c. fake.

d. beforehand.

8. The dog walked by the front door for her master to ______ home.

a. dishonest.

b. real.

c. fake.

d. before.

Tanya's Recipes
Comprehension Questions

1. What was one of your predictions from days 1–4? Did any of your other predictions actually happen? Explain how you know.

2. Why could you describe Tanya as impatient?

3. Why is Tanya especially excited about today's family dinner?
   a. She helps her mom make it.
   b. She hasn't seen her aunt in a long time.
   c. She has chosen to make her mom's favorite food.
   d. She doesn't have to help.

4. What does Tanya's mom do before everyone eats?
   a. She unfolds her napkin on her lap.
   b. She tells Uncle Joe everything is good.
   c. She tells everyone what Tanya did.
   d. She asks for help setting the table.

5. How can you tell that Tanya's family is happy for her?
   a. She helps her mom make it.
   b. The knight rode into the forest where the dragon lived. He had heard stories about the evil dragon. He held tight to his sword. Then he heard a rumble and a roar. He looked into the distance.

6. Read this paragraph. Make a prediction about what will happen next.

   The knight rode into the forest where the dragon lived. He had heard stories about the evil dragon. He held tight to his sword. Then he heard a rumble and a roar. He looked into the distance.

Tell why you think that will happen.

Read page 33 of Tanya's Recipes and answer the following questions.
As soon as Penny felt Peter's warm fur, she nestled close to him. She stopped whimpering. Peter watched her as she slept cuddled in his chest. She was kind. Peter felt his heart begin to melt. Penny might just be the best thing to happen to him after all.

1. What do you predict about this reading? Explain the clues you used to make a prediction.

2. Was your prediction confirmed? Give two details from the story to support your answer.

3. How do Peter's feelings about Penny change?

4. Which of the following clues helped you make a prediction about this reading?
   a. title
   b. events
   c. characters' feelings
   d. all the above

5. How do you think Peter feels when Penny begins to whimper?
   a. She wants Peter to have a job.
   b. She needs to find food for the family.
   c. She does not want Peter to be the only one taking care of Penny.
   d. She knows spending time with Penny will change Peter's mind.
   e. Why does Peter's mother leave Penny with Peter?

6. Why does Peter's mother leave Penny with Peter?
Peter Panda Gets a Sister

Peter is a panda. He lives in a zoo. Peter's days are filled with happiness. At least they were, until his sister was born. Peter liked having all of his parents' attention. He liked having first choice of the bamboo he ate for lunch. He liked having a whole pen to himself when he wanted to be alone. But all that changed when Penny was born.

"I need help, Mom," Peter called to his mother.
"I'm sorry Peter. I'm helping your sister right now. You are a big boy and can help yourself," his mother said.

Peter sulked. He let out a roar. He ran away to his pen. No one had time to pay attention to Peter anymore. Even the visitors who came to the zoo were interested in seeing Penny. Peter was very unhappy.

Suddenly Peter saw his mother. His heart raced! She had come to find him. She did care but then he realized, following closely behind his mother was Penny.

"Rats!" Peter muttered to himself.

"Please stay in your pen, Peter. You're her big brother. She needs to spend time with you," his mother said sternly.

"Fine," Peter huffed. But in his heart, he knew he wasn't going to like her. Now he had to share his own private pen. This would never work out.

Shortly after his mother left, Penny started to whimper. Peter didn't know what to do. He looked around for his mother, but she and Penny were all alone.

Peter watched Penny. She looked very sad as she whimpered. Peter scooted closer to Penny. He listened to her whimper.

"This would never work out," Peter thought. Penny started to whimper. Peter didn't know why she was crying.

"Rats!" Peter muttered to himself.

Suddenly Peter realized, following closely behind his mother was Penny. He had come to find him. She had come to find him. She had come to find him.

"I need Penny to stay in your pen, Peter. You're her big brother. She needs to help you, Peter," his mother said.

"I'm sorry, Peter. I'm helping your sister right now. You are a big boy and can help yourselves," his mother called to his mother.

"I need help, Mom," Peter called to his mother.

When Penny was born, Peter hated having a whole pen to himself when he wanted to be alone. But all that attention, he liked having first choice of the bamboo he ate for lunch. He liked having all of his parents' love for him. Even his parents said they loved him more than the other panda. But Peter was born. He lives in a zoo. Peter's days are filled with happiness. At least they were, until this sister was born. Peter liked having all of his parents' love for him.

Peter Panda Gets a Sister
The Savvy Reader—Predicting Level 2

From the Telegraph to the Internet ................................................................. T-7
Tanya’s Recipes ............................................................................................ T-3
Predicting with the Whales ........................................................................ T-1
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