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 Level 3

Student Edition

Clarifying Sticky Situations ................................................................. S-1
Tryouts ................................................................................................. S-3
Walter’s Week ..................................................................................... S-7
Eyesight: You’ve Got to See This! ...................................................... S-11
Animals in Trouble: Endangered Species and How to Help Them .... S-17
# Clarifying Sticky Situations

## DAY 1

### Strategy Spies’ 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

---

<table>
<thead>
<tr>
<th>How do you say the underlined words?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The <strong>migrating</strong> geese flew south, where it was warmer.</td>
</tr>
<tr>
<td>2. The <strong>nightingale</strong> lives deep in the forest and sings only at night.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What do the underlined words mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. The robin <strong>plucked</strong> a worm from the grass and ate it.</td>
</tr>
<tr>
<td>4. The <strong>nimble</strong> cat jumped on the robin before it could fly away.</td>
</tr>
</tbody>
</table>
**DAY 2**

**Strategy Spies' 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.

---

**DAY 3**

**Strategy Spies' Challenge**

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

A large, brown pelican greedily *devoured* twenty fish. His belly was so full that he couldn’t fly!

A *peculiar* bird is the pelican; its beak can hold more than its belly can!

The heron is a large bird that lives near water. Its *wingspan* is so wide that it has to perch at the very top of a tree.
Tryouts

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>knack</td>
<td>blend</td>
<td>special talent</td>
<td>After scoring a basket on her first day of basketball practice, Sally knew she had a knack for the game.</td>
</tr>
<tr>
<td>replied</td>
<td>base word + ending</td>
<td>answered, responded</td>
<td>Vladimir replied when the teacher asked him a question.</td>
</tr>
<tr>
<td>pitch</td>
<td>blend</td>
<td>throw</td>
<td>The catcher waited for his teammate to pitch the ball to him.</td>
</tr>
<tr>
<td>exclaimed</td>
<td>chunk</td>
<td>said loudly, shouted</td>
<td>I exclaimed, “What a surprise!” when I received a puppy for my birthday.</td>
</tr>
<tr>
<td>nervous</td>
<td>chunk</td>
<td>worried, uneasy</td>
<td>Montel is nervous about the difficult test tomorrow.</td>
</tr>
<tr>
<td>extended</td>
<td>chunk</td>
<td>stretched</td>
<td>The little boy extended his arm as far as he could to try to reach the cookies on the counter.</td>
</tr>
<tr>
<td>chores</td>
<td>blend</td>
<td>tasks, things that need to be done</td>
<td>Mowing the lawn and sweeping the sidewalk are two of my weekly chores.</td>
</tr>
<tr>
<td>approach</td>
<td>chunk</td>
<td>come near</td>
<td>I grew more and more excited to see my grandmother as I watched the plane approach the airport.</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 10 (paragraphs 1–5)</td>
<td>Page 10 (paragraphs 1–5) or 12</td>
<td>Page 10 (paragraphs 1–5), 12, or 14 (paragraphs 1–3)</td>
</tr>
</tbody>
</table>
DAY 1

1. What happens because Hector and Mary are best friends? Give examples.
2. Why is Mary excited about the tryouts? Why is Hector excited?
3. What do all the kids in the park have in common?
4. Which answer best matches the meaning of the word several on page 7?
   a. rare
   b. seldom
   c. many
   d. often
   Explain why you think so.

DAY 2

1. What is the first thing Mary tries to do at tryouts?
   a. hit the ball
   b. catch the ball
   c. throw the ball
   d. toss the ball
2. Which word below best matches the meaning of the word soared on page 9?
   a. left
   b. rolled
   c. landed
   d. flew
   Explain why you think so.
3. Does Mary do well at her baseball tryout? Support your answer.
4. Describe how Hector acts in this section of the story. What does this tell you about him?

DAY 3

1. Why doesn’t Hector know why he feels nervous before his tryout?
2. How is Hector’s first try at hitting the ball similar to Mary’s first try?
3. Which word below best matches the meaning of the word traded on page 11?
   a. sold
   b. switched
   c. bought
   d. moved
   Explain why you think so.
4. How is Hector’s overall tryout different from Mary’s?
**DAY 4**

1. How is Sunday morning at Hector’s house the same as Saturday morning at Mary's house?
2. Describe how Hector’s feelings have changed since leaving tryouts on Saturday.
3. Which word below best matches the meaning of the word *rooting* on page 16?
   a. throwing
   b. running
   c. cheering
   d. listening
   Explain why you think so.
4. Write a short summary of what happens in this section.

**DAY 6**

Hector and Mary are good friends. They do everything together. Hector encourages Mary to play baseball, and she helps him practice to make the team. Think about your friends. Write a paragraph that describes what you think makes a good friend. Begin your paragraph with an opening sentence that tells the main idea and three traits you think are important for being a good friend. In the body of your paragraph, provide two details to support each trait that you say is important for being a good friend. Write a closing sentence that restates the main idea of your paragraph. At the end of the lesson, we will collect these paragraphs for a class book called *What Good Friends Are Like*.

<table>
<thead>
<tr>
<th>Writing Prompt</th>
<th>You wrote a literary response about what makes a good friend.</th>
<th>20 points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>You wrote an opening sentence that tells the main idea and three traits you think are important for being a good friend.</td>
<td>10 points</td>
</tr>
<tr>
<td></td>
<td>The body of your paragraph provides two details for each trait that you think is important for being a good friend.</td>
<td>10 points each (60 points maximum)</td>
</tr>
<tr>
<td></td>
<td>You wrote a closing sentence that restates the main idea of the paragraph.</td>
<td>10 points</td>
</tr>
</tbody>
</table>
# Walter’s Week

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>shift</td>
<td>blend</td>
<td>time one is at work</td>
<td>My dad works an eight-hour <em>shift</em> at his office.</td>
</tr>
<tr>
<td>fortunately</td>
<td>chunk</td>
<td>luckily</td>
<td>Even though I hadn’t practiced, <em>fortunately</em> I did well at the track meet.</td>
</tr>
<tr>
<td>rotate</td>
<td>chunk</td>
<td>spin, turn</td>
<td>When the wheels <em>rotate</em>, the car goes forward.</td>
</tr>
<tr>
<td>trudged</td>
<td>base word + ending</td>
<td>walked slowly and sadly</td>
<td>Jack <em>trudged</em> to the principal’s office, knowing he was in trouble.</td>
</tr>
<tr>
<td>boarded</td>
<td>base word + ending</td>
<td>climbed on, as a bus or a plane</td>
<td>Martina <em>boarded</em> the plane ten minutes before it took off.</td>
</tr>
<tr>
<td>ignore</td>
<td>chunk</td>
<td>pay no attention to</td>
<td>Juan tried to <em>ignore</em> his little brother so he’d go away.</td>
</tr>
<tr>
<td>battling</td>
<td>base word + ending</td>
<td>fighting</td>
<td>The squirrels were <em>battling</em> over the last acorn under the tree.</td>
</tr>
<tr>
<td>mentioned</td>
<td>base word + ending</td>
<td>spoke about, referred to</td>
<td>The movie star <em>mentioned</em> her parents in her speech.</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 25 (paragraphs 1 and 2)</td>
<td>Page 25 (paragraphs 1 and 2) or 27 (paragraphs 1 and 2)</td>
<td>Page 25 (paragraphs 1 and 2), 27 (paragraphs 1 and 2), or 30 (paragraphs 1 and 2)</td>
</tr>
</tbody>
</table>
DAY 1

1. What does Walter’s brother mean when he says things are going “smashingly” on page 21? Support your answer. (Write-On)

2. What kind of mood is Walter in during breakfast?

3. What happens right after breakfast?
   a. Walter misses his bus.
   b. Walter has more orange juice.
   c. Walter eats more eggs.
   d. Walter talks about baseball.

4. Which word or phrase best describes how things go for Walter throughout the day?
   a. happily
   b. very well
   c. poorly
   d. very slowly
   How can you tell?

DAY 2

1. Why is Walter’s neck sore?

2. What does the following sentence from page 26 mean: “The sooner I started my day, the sooner it would be over”? Support your answer. (Write-On)

3. How does Walter feel about having to sit next to Tommy “Doogie” Dorsey? How can you tell?

4. Walter misses his favorite program because—
   a. another show is on instead.
   b. his parents won’t let him watch it.
   c. it’s on past his bedtime.
   d. he has too much homework to do.

Skill Practice

Write each word in your journal. Then write the base word and ending for each word. Draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

1. glancing 2. refusing 3. sharing 4. striking

Building Meaning

<table>
<thead>
<tr>
<th>shift</th>
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<th>rotate</th>
<th>trudged</th>
</tr>
</thead>
<tbody>
<tr>
<td>boarded</td>
<td>ignore</td>
<td>battling</td>
<td>mentioned</td>
</tr>
</tbody>
</table>

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 boarded.
**DAY 3**

1. Walter always lines up near the end of the line in class because of—
   a. his age.
   b. his height.
   c. his first name.
   d. his last name.

2. Explain why Walter cannot see the tigers.

3. What does Walter mean when he thinks to himself, “It’s Monday and Tuesday all over again,” on page 29? Support your answer.

4. What does the following phrase from page 29 mean: “I try to look on the bright side of things”? Support your answer. (Write-On)

---

**Write each word in your journal. Then write the base word and ending for each word. Draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.**

1. tangled 2. blindly 3. voting 4. exploding

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<td>ignore</td>
<td>battling</td>
<td>mentioned</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. My dog got filthy after he trudged through the deep mud. Trudged means—
   a. hopped quietly.
   b. skipped slowly.
   c. moved quickly.
   d. walked slowly.

---

**DAY 4**

1. Does Walter enjoy his breakfast on Thursday? Support your answer.

2. What does the following phrase from page 30 mean: “a dirty look that made him change his tune right quick”? Support your answer. (Write-On)

3. Why does Walter compare himself with Dr. Prime?

4. What does Walter do just before dinner on Thursday?
   a. He watches the Super Rangers.
   b. He writes about his terrible week.
   c. He spends time with his dad.
   d. He works on his report about koalas.
**Skill Practice**

Write each word in your journal. Then write the base word and ending for each word. Draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

1. hired
2. slowly
3. improving
4. sloping

<table>
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</tr>
</tbody>
</table>

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

6. Choose the word that best fits in the blank.
   The blades of the fan ___________ when the fan is turned on.

---

**DAY 6**

Walter has a terrible Monday, Tuesday, Wednesday, and Thursday. Nothing seems to go right for him! Pick one of these terrible days, and rewrite the story so Walter has a wonderful day instead. Since Walter will have a wonderful day, give him a new problem to solve. Choose at least three events from his day, and change them so his day goes well instead of badly. Think about how one of these new events might solve Walter’s problem. The setting and characters in your rewritten day should not be different from the original story, but different things may happen. Remember to write your ideas in complete sentences.

### Scoring Guide

| You rewrite a day from Walter’s Week to be wonderful instead of terrible. | 15 points |
| You give Walter a new problem to solve. | 15 points |
| You change at least three events in the story to make his day wonderful. | 20 points each (60 points maximum) |
| Your story is written in complete sentences. | 10 points |
### Eyesight: You’ve Got to See This!

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>explore</td>
<td>chunk</td>
<td>study</td>
<td>Nino’s mother is a scientist who likes to explore different areas of Earth science.</td>
</tr>
<tr>
<td>sheer</td>
<td>blend</td>
<td>see-through</td>
<td>The thin curtains were sheer, so they still let a lot of light into the room.</td>
</tr>
<tr>
<td>appear</td>
<td>chunk</td>
<td>seem</td>
<td>These streets appear strange to me even though I know I’ve been here before.</td>
</tr>
<tr>
<td>transmits</td>
<td>chunk</td>
<td>sends</td>
<td>When you make a phone call, the telephone wire transmits your voice from one phone to the other.</td>
</tr>
<tr>
<td>mismatched</td>
<td>base word + ending</td>
<td>not in agreement</td>
<td>Carley was embarrassed when she realized that she wore a pair of mismatched shoes to school.</td>
</tr>
<tr>
<td>recent</td>
<td>c = /s/ chunk</td>
<td>of late</td>
<td>In recent days, there has been a lot of rain, but usually it is very dry here.</td>
</tr>
<tr>
<td>progresses</td>
<td>base word + ending</td>
<td>goes forward</td>
<td>As the basketball team progresses through the season, they will get better and better.</td>
</tr>
<tr>
<td>protect</td>
<td>chunk</td>
<td>guard</td>
<td>Fred wore thick gloves to protect his hands while he trimmed the thorny bush.</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 46 (paragraphs 1 and 2) or 43</td>
<td>Page 46 (paragraphs 1 and 2) or 43</td>
<td>Page 46 (paragraphs 1 and 2), 43, or 48 (paragraph 1)</td>
</tr>
</tbody>
</table>
Eyesight: You’ve Got to See This!

**DAY 1**

1. How do we know things exist even when our eyes are closed?
2. How does the text feature on page 42 help you understand the main idea of the text?
3. What conclusion could you draw if objects appear blurry to you?
   - a. The object is too far away to see clearly.
   - b. The object is actually very fuzzy.
   - c. The lens in your eye isn’t working correctly.
   - d. The eye can’t see through smog.
4. Pages 43 and 44 (paragraph 1) are mainly about—
   - a. how the parts of the eye work.
   - b. how to pronounce the word *sclera*.
   - c. why we see upside down.
   - d. why signals are sent to the brain.
   What clues led you to this main idea? (Write-On)

**DAY 2**

1. How is being color blind different from being blind?
2. What did people do before eyeglasses were invented?
   - a. They had their vision corrected with surgery.
   - b. They wore contact lenses.
   - c. They just dealt with their poor vision.
   - d. They kept their eyes shut.
3. Page 48 is mainly about—
   - a. picking out perfect sunglasses.
   - b. avoiding playing rough sports.
   - c. the amount of television you watch.
   - d. protecting your eyes and vision.
   What clues led you to this main idea? (Write-On)
4. Look at the top picture on page 48. How does it show someone protecting his or her eyes?
Read each sentence below. Choose the pair of words that makes the sentence correct.

1. I wanted some __________ and quiet while I fished, so I took my __________ and fishing pole to the other side of the pond.
   a. piece, bate
   b. peace, bait
   c. piece, bait
   d. peace, bate

2. Salome wanted to __________ a dress for her __________.
   a. so, ant
   b. sew, aunt
   c. sew, ant
   d. so, aunt

Building Meaning

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>mismatched</td>
<td>recent</td>
<td>progresses</td>
<td>protect</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.
   Vinny was so tired in the morning that he didn’t realize his socks were __________ until his mother told him at breakfast.

DAY 3

1. Why do you think the cornea has to be a sheer covering on the eye? Support your answer.
2. How does the picture on page 43 help you understand what happens to images when they reach the retina?
3. What happens to the iris when too much light hits it?
   a. It tightens and makes your pupil appear smaller.
   b. It forces your eye to close for protection.
   c. It changes color and becomes light blue.
   d. It loosens and makes your pupil appear larger.
4. Pages 43 and 44 are mainly about how the eye works. Which of the following is a detail that tells more about this main idea?
   a. Your pupils turn objects upside down.
   b. The retina receives images that are upside down.
   c. Light bounces off the iris back onto the object.
   d. The lens helps turn images right side up.
   Tell two more details that support this main idea. (Write-On)
**Skill Practice**

Read each sentence below. Choose the pair of words that makes the sentence correct.

1. My favorite ___________ to hear at bedtime is the story about the slow tortoise and fast ___________.
   a. tail, hair  
   b. tail, hare  
   c. tale, hair  
   d. tale, hare

2. Bruce knew he wasn’t ___________ in his dad’s office, but he couldn’t help ___________ into it when his dad wasn’t home.
   a. allowed, peeking  
   b. aloud, peeking  
   c. allowed, peaking  
   d. aloud, peaking

**Building Meaning**

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</tr>
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</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.
   “As the year ___________, we will move on from adding and subtracting to multiplying and dividing,” Mr. Farmer said.

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**Team Talk**

1. What could be an effect of being color blind?
   a. You might need to use a service animal to help you see.
   b. You might wear a mismatched outfit to school.
   c. You might not be able to see more than light or shadows.
   d. You might need laser surgery to correct it.

2. How do people’s opinions about using laser surgery to correct vision problems differ?

3. Page 48 is mainly about protecting your eyes and vision. Which of the following is a detail that tells more about this main idea?
   a. You only need to wear glasses when you want to.
   b. Playing video games gives your eyes a good workout.
   c. You should shade your eyes with sunglasses or a hat.
   d. There is not a lot you can do to protect your eyes.

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

4. Summarize what you learned in *Eyesight: You’ve Got to See This!* Use your idea tree to help you identify main ideas and supporting details.
Read each sentence below. Choose the pair of words that makes the sentence correct.

1. Be careful not to ___________ the toy, or the bell will no longer ___________ inside it.
   a. brake, ring
   b. break, wring
   c. break, ring
   d. brake, wring

2. You should always fold your ___________ neatly instead of ___________ them up in a ball.
   a. close, role
   b. clothes, role
   c. close, roll
   d. clothes, roll

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.
   T. K. wanted to ___________ the old barn to see what he could find in it, but his dad said it wasn’t safe.

Day 6

The text this cycle is about eyesight, one of the five senses. Write a descriptive paragraph about one of the other four senses—hearing, smell, taste, or touch. Begin your paragraph with an opening sentence that tells what sense you are describing and why it is important. Write three details about this sense and what it allows you to do or three details about what you could not do without this sense. Tell what your favorite thing to hear, smell, taste, or touch is. You should include a closing sentence that restates the main idea. At the end of the lesson, the class will find out which sense is the class’s favorite.

Scoring Guide

You wrote a descriptive paragraph about the sense of hearing, smell, taste, or touch. 20 points
Your paragraph begins with an opening sentence that tells what sense you are describing and why it is important. 10 points
You write three details about what this sense allows you to do or what you could not do without this sense. 15 points each (45 points maximum)
You tell what your favorite thing to hear, smell, taste, or touch is. 15 points
Your paragraph ends with a closing sentence that restates the main idea. 10 points
# Animals in Trouble: Endangered Species and How to Help Them

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<th>Word</th>
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</thead>
<tbody>
<tr>
<td>spurt</td>
<td>base word + ending</td>
<td>short bursts</td>
<td>The water came out in short <em>spurts</em> as Joe turned the faucet on and off quickly.</td>
</tr>
<tr>
<td>perish</td>
<td>chunk</td>
<td>die, vanish</td>
<td>Tanya knew the pigeons in the park would <em>perish</em> if the trees were cut down.</td>
</tr>
<tr>
<td>mature</td>
<td>chunk</td>
<td>fully grown, adult</td>
<td>The puppy weighed less than a pound when it was born, but now that it’s <em>mature</em>, it weighs sixty pounds.</td>
</tr>
<tr>
<td>flock</td>
<td>blend</td>
<td>group, usually of birds</td>
<td>The <em>flock</em> of penguins sat on the iceberg, waiting to dive into the water together.</td>
</tr>
<tr>
<td>scan</td>
<td>blend</td>
<td>search</td>
<td>The teacher asked me to <em>scan</em> my paper for mistakes before I handed it in.</td>
</tr>
<tr>
<td>grave</td>
<td>blend</td>
<td>serious</td>
<td>Cindy knew her team was in <em>grave</em> danger of not going to the championship if they could not raise enough money to play.</td>
</tr>
<tr>
<td>project</td>
<td>chunk</td>
<td>plan</td>
<td>The company started working on the <em>project</em> to build a new dam across the river.</td>
</tr>
<tr>
<td>release</td>
<td>chunk</td>
<td>let go</td>
<td>The animal officers will <em>release</em> the bear by opening its cage in a new part of the forest.</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 57 (paragraphs 2 and 3) or 54 (paragraphs 1 and 2)</td>
<td>Page 57 (paragraphs 2 and 3)</td>
<td>Page 57 (paragraphs 2 and 3), 54 (paragraphs 1 and 2), or 59 (paragraphs 2 and 3)</td>
</tr>
</tbody>
</table>
## DAY 1

1. What is the main idea of page 52? What clues let you know this?

2. What has Florida done to help the panthers?

3. The word *scavenger* describes birds that—
   - a. eat only fresh plants.
   - b. eat other dead animals.
   - c. hunt other live animals.
   - d. hide among green plants.

   How did you figure this out? (Write-On)

4. Condors most likely live in deserts because—
   - a. they don’t like living in busy cities or suburbs.
   - b. desert weather is comfortable.
   - c. they don’t need a lot of water.
   - d. many animals die in the hot, dry environment.

## DAY 2

1. What is the main idea of page 57? What clues let you know this?

2. Which of the following means the same as the word *captured* on page 58?
   - a. chased
   - b. let go
   - c. caught
   - d. ran from

   How did you figure this out? (Write-On)

3. Is the statement “The bald eagle is a beautiful bird,” a fact or an opinion? Support your answer.

4. What do eagles, hawks, falcons, and owls all have in common?
   - a. They all eat fish from rivers.
   - b. They all have bald heads.
   - c. They are all birds of prey.
   - d. They are all national symbols.

## Skill Practice

Write the words in your journal. Then draw a fish above the word families, and read each word.

1. smock  
2. blocky  
3. rocket  
4. hammock
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.
   My class is raising a caterpillar, and we plan to __________ it outside when it becomes a butterfly.

Day 3

1. What are two details that support the main idea of Florida panthers on page 52?

2. Which of the following means the same as the word range on page 52?
   a. sight line
   b. distance
   c. average
   d. living area
   How did you figure that out? (Write-On)

3. How does the text box on page 54 help you better understand condors and their lifestyle?

4. Which of the following is a reason condors were dying?
   a. They were being poisoned by lead.
   b. They ate rotting food and got sick.
   c. People captured them to keep as pets.
   d. People started living in their trees.

Skill Practice

Write the words in your journal. Then draw a fish above the word families, and read each word.

1. span  2. stocking  3. locket  4. plan

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.
   Unlike other plants, a cactus won’t __________ if it doesn’t get much water.
DAY 4

Team Talk

1. Provide two details that support the main idea of hunting wolves.

2. What has happened to wolves because of the wolf project?
   a. They have been hunted again.
   b. Their numbers have increased.
   c. They have taken over the country.
   d. They have been returned to Canada.

3. Which of the following means the same as the word diet on page 59?
   a. what something eats
   b. how something flies
   c. where something lives
   d. when something sleeps

   How did you figure this out? (Write-On)

4. Summarize the text using your graphic organizer.

Write the words in your journal. Then draw a fish above the word families, and read each word.

1. frock 2. tan 3. chock 4. fanned

Building Meaning

spurts perish mature flock
scan grave project release

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.
   Our family _________ was to clean out and organize the messy garage.

DAY 6

Writing Prompt

Create an encyclopedia entry for an animal not mentioned in *Animals in Trouble: Endangered Species and How to Help Them*. Begin your entry with a heading that tells the name of the animal. Then write the body of your entry, providing five facts about the animal. For example, consider providing information about what the animal looks like, where it lives, what it eats, how it moves, or what enemies it has. You can include other facts you may know about the animal. Remember to write your ideas in complete sentences. If you have time, draw a picture of your animal to go with your entry. At the end of the lesson, the class can create its own encyclopedia of animals.

Scoring Guide

You created an encyclopedia entry for an animal you know about. 25 points

Your entry begins with a heading. 10 points

The body of your entry contains five facts about the animal. 12 points each (60 points maximum)

The encyclopedia entry is written in complete sentences. 5 points
## Animals in Trouble: Endangered Species and How to Help Them

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>banned</td>
<td>base word + ending</td>
<td>made illegal</td>
<td>Jack’s mom <em>banned</em> pets from the house, so he couldn’t have a dog.</td>
</tr>
<tr>
<td>preserved</td>
<td>base word + ending</td>
<td>protected</td>
<td>I <em>preserved</em> my good grades by making sure I studied hard.</td>
</tr>
<tr>
<td>power</td>
<td>chunk</td>
<td>give energy to</td>
<td>Eating an apple will help <em>power</em> you through your day.</td>
</tr>
<tr>
<td>awful</td>
<td>chunk</td>
<td>terrible</td>
<td>The flood caused <em>awful</em> problems for people because it ruined their crops.</td>
</tr>
<tr>
<td>coasts</td>
<td>base word + ending</td>
<td>areas of land bordering oceans</td>
<td>With oceans on both sides, the United States has east and west <em>coasts</em>.</td>
</tr>
<tr>
<td>major</td>
<td>chunk</td>
<td>very important</td>
<td>Exercise is a <em>major</em> part of staying in good health.</td>
</tr>
<tr>
<td>experts</td>
<td>base word + ending</td>
<td>people with special knowledge about something</td>
<td>Millie’s parents studied for years to become <em>experts</em> in plant science.</td>
</tr>
<tr>
<td>pairs</td>
<td>base word + ending</td>
<td>groups of two</td>
<td>I have three <em>pairs</em> of shoes, and they're all black.</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 65 (paragraphs 2 and 3)</td>
<td>Page 65 (paragraphs 2 and 3) or 63 (paragraphs 3–5)</td>
<td>Page 65 (paragraphs 2 and 3), 63 (paragraphs 3–5), or 68 (paragraphs 1–3)</td>
</tr>
</tbody>
</table>
DAY 1

1. What effect has banning DDT had on people in the United States?
   a. They killed more eagles than ever before.
   b. They became hungrier since bugs destroy crops.
   c. They stopped protecting forests for eagle families.
   d. They created different ways to kill bugs.

2. On page 61, the author writes, “The bald eagle is rebounding.” What does that mean? How did you figure that out? (Write-On)

3. What is the main idea of page 62? What clues help you figure this out?

4. Which of the following has helped both eagles and whales?
   a. banning DDT
   b. oil spills
   c. passing laws
   d. protecting nests

DAY 2

1. How is the Javan rhinoceros different from the other types of rhinoceroses?
   a. It is the only one with a horn.
   b. It has thinner skin than the others.
   c. It is in the biggest trouble.
   d. It breeds the best in captivity.

2. On page 65, the author says that hopefully experts will soon “figure something out.” What does that mean? How can you tell? (Write-On)

3. Why is it difficult to find pandas in the wild?
   a. They live in thick forests in the mountains.
   b. They are very well camouflaged and hide.
   c. They are shy and stay away from people.
   d. They are very small and difficult to see.

4. What is the main idea of page 67? What clues help you figure this out?

Skill Practice

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

1. except 2. appear 3. indeed 4. enter
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.
   Hattie ___________ her stash of chocolate by hiding it in a place her sister could not reach.

---

**DAY 3**

1. How do you think people find out if there are eagles living in the forest that they want to cut down? Support your answer.

2. The purpose of the text box on page 61 is to—
   a. inform.
   b. entertain.
   c. convince.
   d. question.

3. Which of the following is a detail that supports the main idea of humpback whales on page 62?
   a. Whales need to breathe air to live.
   b. Humpback whales sing beautiful songs.
   c. Whales breaking the surface to breathe are a sight.
   d. People enjoy hearing humpback songs.

4. On page 63, the author writes, “Things are looking up for the whales.” What does that mean? How did you figure that out? (Write-On)

---

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

1. oppose  
2. although  
3. escape  
4. invite

---

<table>
<thead>
<tr>
<th>banned</th>
<th>preserved</th>
<th>power</th>
<th>awful</th>
</tr>
</thead>
<tbody>
<tr>
<td>coasts</td>
<td>major</td>
<td>experts</td>
<td>pairs</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.
   Wilfred's mom always buys him several ___________ of gloves at the beginning of winter because she knows he will lose them.
DAY 4

1. Why do zoos want to have pairs of pandas?
   a. They don’t want the pandas to get lonely.
   b. They want the pandas to breed and have babies.
   c. Pandas always live in pairs in the wild.
   d. It is easier to count the pandas if there are two.

2. Who are Tai Shan and Mei Lan? How do you know?

3. On page 68, the author says, “There are many things you can do to lend a hand.” What does this mean? How did you figure it out? (Write-On)

4. Summarize the text using your graphic organizer.

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

1. extra 2. carrot 3. merchant 4. apply

<table>
<thead>
<tr>
<th>banned</th>
<th>preserved</th>
<th>power</th>
<th>awful</th>
</tr>
</thead>
<tbody>
<tr>
<td>coasts</td>
<td>major</td>
<td>experts</td>
<td>pairs</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.
   A __________ part of learning to play baseball is always keeping your eye on the ball.

DAY 6

Writing Prompt

Choose one of the animals you learned about in Animals in Trouble: Endangered Species and How to Help Them and write a letter to a friend or family member about this animal. You want to persuade your friend or family member that it is important to protect this animal. Tell your friend or family member what animal you are interested in protecting. Provide three reasons you think this animal should be protected. Remember to include all the parts of a letter (a date, a greeting, the body, a closing, and a signature).

Scoring Guide

You wrote a letter to a friend or family member about one of the animals in the text. 25 points

You tell your friend or family member what animal you are interested in protecting. 10 points

You provide three reasons you think it is important to protect this animal. 15 points each (45 points maximum)

You include all the parts of a letter (a date, a greeting, the body, a closing, and a signature). 20 points
1. Leading dental beliefs that people should brush their teeth twice a day.

   a. sold
   b. lost
   c. protected
   d. exposed

2. Jodie preserved his crop of tomatoes by building netting around the plants so the deer couldn't eat them.

3. Cornelia felt awful after she knocked over the city her brother made with building blocks. *Awful* means—
   a. terrible.
   b. wonderful.
   c. amazing.
   d. content.

4. Vickie knew that eating a pasta dinner and salad would _______ her legs for the race the next day.

   a. help
   b. confuse
   c. amuse
   d. befriend

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

6. Alexi was _______ from bringing animals to show and tell after he brought in his pet snake and scared all the girls.

   a. banned
   b. protected
   c. lost
   d. sold

7. Completed all the darts after she knocked over the city her brother made with building blocks. *Aunt* means—

8. Write a meaningful sentence for the word *coasts*.

9. Listening in your voice and correcting notes is a major part of studying well. *Major* means—

   a. minor.
   b. least important.
   c. very important.
   d. little.

10. Lamont owns three _______ of shoes, but the blue ones are his favorite, and he wears them every day.

   a. little
   b. very important
   c. less important
   d. much

11. Jodie preserved his crop of tomatoes by building netting around the plants so the deer couldn't eat them.

12. Leading dental beliefs that people should brush their teeth twice a day.

   a. sold
   b. lost
   c. protected
   d. exposed

Building Meaning

<table>
<thead>
<tr>
<th>parts</th>
<th>experts</th>
<th>master</th>
<th>coast(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>saved</td>
<td>power</td>
<td>preserved</td>
<td>banned</td>
</tr>
</tbody>
</table>

Skill Questions

Skill Questions

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

Word Power
Animals in Trouble: Endangered Species and How to Help Them / Cycle 2

The Savvy Reader—Clarifying

Test Passage

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

The Endangered Species List

People living in the United States wanted to help animals. They got the government to pass a law. This helped scientists make a list of animals. They can get special help. People cannot harm these animals. They cannot harm the homes of these animals. There are more than 500 animals on the list.

Scientists make programs to help these animals live. They make sure the animals have good food. They also make sure their homes are safe. Animals can get off the list. When this happens, it means they are in "good shape." Others get special help. People need to know the animals are safe. Then we can help the next animal on the list.

Source: www.fws.gov/

Comprehension Questions

Use your graphic organizer to answer the following questions.

1. What is the topic of this text? How do you know?
2. What is the intent of the author?
   a. to persuade me to get on the endangered species list
   b. to explain how animals get on the endangered species list
   c. to inform me about the endangered species list
   d. to entertain me with stories about endangered species
   How do you know?
3. The passage says that when an animal is removed from the list, it means it is in "good shape." What does this mean? How did you figure this out?
4. Summarize the text using information from your graphic organizer.

The Endangered Species List

People living in the United States wanted to help animals. They got the government to pass a law. This helped scientists make a list of animals. They can get special help. People cannot harm these animals. They cannot harm the homes of these animals. There are more than 500 animals on the list.

Scientists make programs to help these animals live. They make sure the animals have good food. They also make sure their homes are safe. Animals can get off the list. When this happens, it means they are in "good shape." Others get special help. People need to know the animals are safe. Then we can help the next animal on the list.

Source: www.fws.gov/
5. Write a meaningful sentence for the word perish.

Hector and his brother decided that summer was the perfect time to finish their go-cart project.

6. Decide in space. Project means—
   a. beat.
   b. flight.
   c. group.
   d. chart.

7. Lela realized she made a ___________ mistake when she blamed her best friend for stealing her toy without any proof.

8. Carlos knew fall was coming when he saw the large flock of birds flying south. Flock means—
   a. beat.
   b. flight.
   c. group.
   d. color.

9. Tina decided to end her walk early when short ___________ of rain soaked her to the bone.

10. I always keep my dog on a leash until we get to the dog park where it is safe to release him in the fenced-in space. Release means—
    a. listen to.
    b. run to.
    c. take in.
    d. let go.

11. Theresa likes to scan the beach to see if she can find new shells for her collection. Scan means—
    a. miss.
    b. search.
    c. hear.
    d. miss.

12. I counted until it is bright red and is easy to pull off the vine.

Read the following sentence and circle the correct answer:

A tomato isn't fully ___________ until it is bright red and is easy to pull off the vine.

   a. seal.
   b. hear.
   c. listen.
   d. miss.

Spurts perish mature flock

scan grave project release

Building Meaning

<table>
<thead>
<tr>
<th>release</th>
<th>project</th>
<th>grave</th>
<th>scan</th>
</tr>
</thead>
<tbody>
<tr>
<td>flock</td>
<td>mature</td>
<td>perish</td>
<td>sports</td>
</tr>
</tbody>
</table>
Animals in Trouble: Endangered Species and How to Help Them

The Savvy Reader—Clarifying

Student Test

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Test Passage

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

Black-footed ferrets are in trouble. These ferrets lived in grasslands in the west. They mainly ate prairie dogs. When settlers moved there, they changed the ferrets’ home. Farmers killed prairie dogs with poison. Ferrets died from eating sick prairie dogs.

Scientists thought all the black-footed ferrets were gone. They were surprised when a dog brought a ferret home. Scientists found the ferret’s colony. They took the last eighteen ferrets out of it. They began raising ferrets in zoos. Scientists want the ferrets to live in their real home. They have started ferret colonies.

Now there are more than 1,000 black-footed ferrets living in the wild.

Source: www.blackfootedferret.org

Comprehension Questions

Use your graphic organizer to answer the following questions.

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

2. What is the intent of the author?
   a. to entertain me with stories about prairie dogs
   b. to persuade me to release ferrets into the wild
   c. to show me how cute ferrets are in real life
   d. to inform me about why ferrets are in trouble

   How do you know?

3. What is the meaning of the word colony in the text? How do you figure that out?

WORD POWER

Number your paper from 1 to 12. Write the words. Then draw a fish above the word families.

1. woman 2. flocking 3. dustpan 4. headlock

Skill Questions

1. Write the words. Then draw a fish above the word families.

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

3. What is the meaning of the word colony in the text? How do you figure that out?

4. Summarize the text using information from your graphic organizer.

How do you know?

d. to inform me about why ferrets are in trouble
   c. to show me how cute ferrets are in real life
   b. to persuade me to release ferrets into the wild
   a. to entertain me with stories about prairie dogs

I use your graphic organizer to answer the following questions.

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

Animals in Trouble: Endangered Species and How to Help Them / Cycle 2
5. Write a meaningful sentence for the word **sheer**.

6. The ___________ weather has been perfect for spending the day at the beach, but I still check the forecast.

7. The scientist created a machine that transmits a person's dreams onto a television screen. **Transmit** means—
   a. creates.
   b. sends.
   c. jumbles.
   d. replies.

8. Randi thought her ___________ purple and yellow shoes made her look unique and fun.

9. A forest ranger's job is to protect wild animals and plants from harm. **Protect** means—
   a. attack.
   b. stitch.
   c. guard.
   d. plow.

10. "I know you feel bad now, but as your cold ___________ you'll start to feel better and back to normal," Dr. Bender explained.

11. Gregory's dream job would be to explore other planets for signs of life. **Explore** means—
   a. study.
   b. explode.
   c. ignore.
   d. mold.

12. These cookies ___________ to be normal, but I can't trust my sister not to trick us," Jeremiah said.
   a. model
   b. figure
   c. explode
   d.insky
Word Power

Skill Questions

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

1. It wasn't nice of Carter to ___________ Sam for wearing a shirt that Sam thought was ___________ but was really pink.
   a. tees, read
   b. tees, red
   c. tease, read
   d. tease, red

2. "Who would like to come to the ___________ in front of the classroom and ___________ everyone's ideas neatly with chalk?" Ms. Jones asked.
   a. bored, write
   b. board, write
   c. board, right
   d. bored, right

3. Elian ___________ his snowball at the first tree that he walked ___________ instead of at his little sister.
   a. threw, by
   b. threw, buy
   c. through, by
   d. through, by

4. Isaac's dad was proud that his ___________ would never need a ___________ to help him clean because Isaac was so neat.
   a. sun, maid
   b. son, made
   c. son, maid
   d. sun, made
Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Taste this!

Our sense of taste lets us enjoy the sweetness of a cupcake or the tartness of lemonade. We taste things because our tongues are covered with more than 10,000 taste buds. When we eat, our taste buds receive information from the food. They tell us whether the food is sweet, sour, salty, or bitter.

Our sense of taste can go bad. When you burn your tongue with hot liquids, you hurt the taste buds. Foods might not taste good until the taste buds heal. As we grow older, the cells that make up taste buds aren’t replaced as quickly. Foods might not taste as good as they did when we were younger.

Source: Eric H. Chudler, Ph.D., University of Washington (faculty.washington.edu/chudler/tasty.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 the reader to eat salty foods
   b. to inform the reader about the sense of taste
   c. to explain how taste affects our health
   d. to compare our sense of taste and hearing

3. How do you know?

4. What details support the idea that our sense of taste can go bad?

5. Summarize the text using information from your graphic organizer.
5. Write a meaningful sentence for the word **trudged**.

6. Jesse had to work the **late** _______ at work for three days in a row.

7. Fortunately, I did not get a flat tire when I ran over the broken glass. **Fortunately** means—
   a. likely.
   b. luckily.
   c. quietly.
   d. rudely.

8. Nina thought the wheels on her scooter would **rotate** better if she oiled them. **Rotate** means—
   a. turn.
   b. skip.
   c. stop.
   d. chew.

9. In the movie, the humans were _________ the aliens to stop them from taking over the earth.
   a. cheap
   b. shot
   c. skip
   d. run

10. Oscar had to run to catch his flight and _________ the plane just in time for takeoff.
    a. pay much attention to.
    b. pay some money to.
    c. pay no attention to.
    d. pay on another day.

11. Jesse had to ignore the sound of the traffic outside so she could enjoy reading her book. **Ignore** means—
    a. pay much attention to.
    b. pay some money to.
    c. pay no attention to.
    d. pay on another day.

12. Mrs. Wallace _________ growing up in the country when she told us about her life.
    a. mentioned
    b. talked
    c. ignored
    d. trudged

---

Building Meaning

<table>
<thead>
<tr>
<th>mentioned</th>
<th>talked</th>
<th>ignored</th>
<th>trudged</th>
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</tbody>
</table>

Walter's Week

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The Savvy Reader—Clarifying / Student Test
Comprehension Questions

Read pages 33–35 of Walter's Week, and answer the following questions.

1. Tell why Walter misses the tigers at the zoo.
2. What does Walter mean when he says he gives Doogie a "dirty look that made him change his tune right quick"? Support your answer.
3. How are the first two paragraphs on page 33 the same as the first two paragraphs on page 21? How are they different?
5. What does the following phrase from page 35 mean: "Go figure"? Support your answer.

Skill Questions

The total possible score for Word Power questions equals 100 points.

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

Word Power

1. changed
2. grading
3. melted
4. trading

Write each word. Then write the base word and ending for each. Draw a line through the letter that is dropped when the ending is added. Draw a sailboat if you need help.
Comprehension Questions

1. Which of the following is not something that happens because Hector and Mary are best friends?
   a. They spend time together.
   b. They play basketball together.
   c. They walk to school together.
   d. They try out for baseball together.

2. Compare and contrast Mary's tryout and Hector's first tryout. How are they the same? How are they different?

3. Which word below best matches the meaning of the word striking on page 17?
   a. leaving
   b. throwing
   c. quitting
   d. hitting

   Explain why you think so.


5. What do you think Hector means when he says, "I already have a great coach," at the end of the story?

Support your answer.
4. “Grizzlies use dens to hibernate in and raise their cubs.” The word hibernate means—

a. play.
b. sleep.
c. hunt.
d. swim.

Circle the strategies you used to figure out the meaning of hibernate:

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

5. “Grizzlies are omnivores, which means they eat nuts, berries, and other animals, like elk and moose.” The word omnivores means—

a. eating some.
b. eating one.
c. eating none.
d. eating both.

Circle the strategies you used to figure out the meaning of omnivores:

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

6. “Grizzlies are threatened in the northwestern United States.” The word threatened means—

a. safe.
b. in danger.
c. protected.
d. harmless.

Circle the strategies you used to figure out the meaning of threatened:

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?
Clarifying Situations

The Savvy Reader—Clarifying

Student Test

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Comprehension Questions

Read Grizzly Bears, and answer the following questions.

Grizzly Bears

1. While reading, you should use a sticky note—
   a. to mark something you don't understand.
   b. to mark a repeated word.
   c. when your teacher tells you to.
   d. to mark an exciting part.

2. When you chunk a word to pronounce it, you—
   a. skip the word.
   b. ask your partner.
   c. break the word into pieces and pronounce each piece.
   d. ask your partner to pronounce it.

3. If a clarifying strategy does not work, you should—
   a. tell the teacher.
   b. ask your partner.
   c. try another strategy.
   d. put a check on the sticky note.
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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