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
© 2011 Success for All Foundation. All rights reserved.

Produced by the Reading Wings 4th Edition Team

Director of Development: Nancy A. Madden
Assistant Director of Development: Kate Conway
Project Manager: Wendy Fitchett
Rollout Coordinator: Kate Conway
Developers: Kathleen Collins, Allison Dower, Richard Gifford, Angie Hale, Allison Hoge, Susan Magri, Brian Sevier
Interactive Whiteboard Developers: Austin Jones, Chris Jones, Tyler Keen, Adrian Mathenia, Becca Slavin
Editors: Sara Fisher, Marti Gastineau, Pam Gray, Jodie Littleton, Mary Jane Sackett, Janet Wisner
Project Coordinator: Kristal Mallonee-Klier
Designers: Dan Birzak, Debra Branner, Michael Hummel, Susan Perkins
Media: Tonia Hawkins, Peter Lance, Jane Strausbaugh
Production Artists: Irene Baranyk, Kathy Brune, Wanda Jackson, Cathy Lawrence, Irina Mukhutdinova, Michele Patterson, Karen Poe, Laurie Warner, Tina Widzbob
Proofreaders: Meghan Fay, Samantha Gussow, Betty Wagner
Online Tools: Michael Knauer, Victor Matusak, Terri Morrison, Christian Strama, Mary Conway Vaughan

The Success for All Foundation grants permission to reproduce the blackline masters and the student and test sections of this Targeted Treasure Hunt on an as-needed basis for classroom use.
# The Savvy Reader—Predicting Level 3

## Student Edition

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predicting with the Whales</td>
<td>S-1</td>
</tr>
<tr>
<td>The Razorbacks</td>
<td>S-5</td>
</tr>
<tr>
<td>Sights and Sounds of the Orchestra</td>
<td>S-9</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**

<table>
<thead>
<tr>
<th>Team Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. After reading page 1, Molly predicts that Sillie will swim up to the creature and surprise it. Why does she predict that?</td>
</tr>
<tr>
<td>2. Josh predicts that Sillie will find out that the creature is a boy not a dolphin. What clues does he use?</td>
</tr>
<tr>
<td>3. Is there information in the story that proves Josh’s prediction correct? What information?</td>
</tr>
<tr>
<td>4. What does Molly do when Nick forgets to explain his clues?</td>
</tr>
<tr>
<td>5. Molly reads something that makes her change her prediction that Sillie will rescue a baby dolphin. What does Molly read?</td>
</tr>
<tr>
<td>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)</td>
</tr>
</tbody>
</table>
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?
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

---

**DAY 4**

1. What did you predict before you read the story? What clues helped you make this prediction? (Write-On)
2. Was your prediction confirmed? Give two details from the story that support your answer.
3. How was Stu different at the end of the story?
4. The word *anxiously* means—
   a. nervously.
   b. indifferently.
   c. uncaringly.
   d. casually.
## The Razorbacks

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>hissed</td>
<td>base word + ending</td>
<td>whispered angrily</td>
<td>“Stop bothering me,” I <em>hissed</em> at Juan, low enough that the teacher wouldn’t hear me.</td>
</tr>
<tr>
<td>slug</td>
<td>blend</td>
<td>thrown</td>
<td>The soldier’s backpack was <em>slung</em> over her shoulder.</td>
</tr>
<tr>
<td>deafening</td>
<td>base word + endings</td>
<td>very loud</td>
<td>The sound of the big boulder crashing down was so <em>deafening</em> it made Monica’s ears ring.</td>
</tr>
<tr>
<td>anxious</td>
<td>-xious = /shus/ chunk</td>
<td>nervous, uneasy, tense</td>
<td>I was <em>anxious</em> before the big test, and I didn’t know how well I would do.</td>
</tr>
<tr>
<td>entire</td>
<td>chunk</td>
<td>whole</td>
<td>Bill told the <em>entire</em> story and didn’t leave anything out.</td>
</tr>
<tr>
<td>investigate</td>
<td>chunk</td>
<td>look into, check out</td>
<td>The police wanted to <em>investigate</em> the scene of the crime to look for clues.</td>
</tr>
<tr>
<td>chuckle</td>
<td>chunk</td>
<td>laugh softly</td>
<td>Willie heard his father <em>chuckle</em> under his breath during the funny movie.</td>
</tr>
<tr>
<td>politely</td>
<td>base word + ending</td>
<td>with good manners</td>
<td>At the fancy restaurant, Zakia <em>politely</em> asked the waiter for another glass of water.</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 33 (paragraphs 1 and 2)</td>
<td>Page 33 (paragraphs 1 and 2) or 37 (paragraphs 1–4)</td>
<td>Page 33 (paragraphs 1 and 2), 37 (paragraphs 1–4), or 41 (paragraphs 3 and 4)</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. Which of the following describes the setting in this part of the story?
   a. late summer
   b. a cool cloudy day
   c. a warm spring day
   d. early autumn
3. Tell why the kids’ fishing spot is a good place to fish.
4. Why does Frank bring raw bacon on the fishing trip?

DAY 2

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On)
2. What does the word *shinnied* mean on page 33?
   a. fell
   b. flew
   c. climbed
   d. chopped
3. How do the kids feel when they get to Tommy’s house? How can you tell?
4. Does Tommy’s dad believe the kids’ story? How can you tell?

Write each word in your journal. Then write the base word and ending. Define the base word and ending. Draw a sailboat if you need help.

1. graded  
2. announcing

<table>
<thead>
<tr>
<th>hissed</th>
<th>slung</th>
<th>deafening</th>
<th>anxious</th>
</tr>
</thead>
<tbody>
<tr>
<td>entire</td>
<td>investigate</td>
<td>chuckle</td>
<td>politely</td>
</tr>
</tbody>
</table>

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
4. Which of the following is something that is likely to make you *anxious*?
   a. reading a book before going to bed
   b. watching a funny movie
   c. swinging on a swing set
   d. giving a speech in front of the school
**DAY 3**

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

2. What does the Fish and Game Department want to do with the wild razorbacks? Why?

3. Which of the following best describes why Tommy’s eyes well up with tears for a second time?
   - a. He is still afraid the razorback will chase him.
   - b. He has to go trap the razorbacks himself.
   - c. He doesn’t like making important phone calls.
   - d. He feels guilty for bothering the razorbacks.

4. Why does Tommy change his mind about the razorbacks?

---

**Write each word in your journal. Then write the base word and ending. Define the base word and ending. Draw a sailboat if you need help.**

1. storming  
2. thickly

---

**Build Meaning**

1. hissed  
2. slung  
3. deafening  
4. anxious  
5. entire  
6. investigate  
7. chuckle  
8. politely

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

4. Which of the following is not something that is likely to make you anxious?
   - a. walking near the edge of a steep cliff
   - b. flying for the first time
   - c. playing with your best friend
   - d. meeting someone for the first time

---

**DAY 4**

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

2. How does Tommy feel when he’s on the phone with Mr. Louis? How does he act?

3. Which of the following best describes the problem Tommy faces?
   - a. He wants everyone to move so the razorbacks have more room.
   - b. He wants to save the razorbacks, but Fish and Game wants to protect the people.
   - c. He wants to remove the razorbacks, but Fish and Game wants to protect them.
   - d. He wants the razorbacks to go to a zoo, but no zoo wants them.

4. What does Mr. Louis think about Tommy’s argument? How can you tell?
**Skill Practice**

Write each word in your journal. Then write the base word and ending. Define the base word and ending. Draw a sailboat if you need help.

1. modernly  
2. erased

**Building Meaning**

<table>
<thead>
<tr>
<th>hissed</th>
<th>slung</th>
<th>deafening</th>
<th>anxious</th>
</tr>
</thead>
<tbody>
<tr>
<td>entire</td>
<td>investigate</td>
<td>chuckle</td>
<td>politely</td>
</tr>
</tbody>
</table>

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

4. Choose the word that best fits in the blank.
   
   I want to __________ my brother’s room to see if he took my missing baseball card.

---

**DAY 6**

**Writing Prompt**

Tommy and his friends have a terrifying experience by Sycamore Creek. Have you ever had a scary experience? Write a personal narrative to tell about your scary experience. Begin your narrative by explaining what happened that was scary. Provide at least three details that describe how the experience made you feel and why you felt that way. For example, what did you hear, feel, or see that scared you? Explain what you did to escape from the scary experience or how it ended. Tell whether you are still afraid of the thing that scared you. Remember to provide good details to help your classmates understand why the experience scared you.

**Scoring Guide**

You wrote a personal narrative about a scary experience that you had.  
25 points

Your narrative begins by explaining what happened that was scary.  
15 points

Your narrative includes at least three details that describe how the experience made you feel and why.  
10 points each (30 points maximum)

Your narrative explains what you did to escape from the scary experience or how it ended.  
15 points

You tell whether you are still afraid of the thing that scared you.  
15 points
# Sights and Sounds of the Orchestra

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>vibrate</td>
<td>chunk</td>
<td>quickly shake</td>
<td>The rattlesnake can <em>vibrate</em> its tail to make a noise that warns enemies it's nearby.</td>
</tr>
<tr>
<td>alter</td>
<td>chunk</td>
<td>change</td>
<td>You can <em>alter</em> the color of your clothes with dye and bleach.</td>
</tr>
<tr>
<td>hollowing</td>
<td>base word + ending</td>
<td>emptying out, making a hole</td>
<td>Some American Indians made boats by <em>hollowing</em> out tree trunks.</td>
</tr>
<tr>
<td>broad</td>
<td>blend</td>
<td>wide</td>
<td>The river was too <em>broad</em> and deep to cross on foot, so the settlers made a simple raft.</td>
</tr>
<tr>
<td>composed</td>
<td>base word + ending</td>
<td>made up</td>
<td>Our class is big and is <em>composed</em> of kids from every part of the city.</td>
</tr>
<tr>
<td>coiled</td>
<td>base word + ending</td>
<td>wrapped around</td>
<td>The snake was <em>coiled</em> around the tree limb, waiting to spot some food.</td>
</tr>
<tr>
<td>role</td>
<td>blend</td>
<td>part, responsibility</td>
<td>Every member of our team has an important <em>role</em> to play.</td>
</tr>
<tr>
<td>striking</td>
<td>base word + ending</td>
<td>hitting</td>
<td>You can ring the bell by <em>striking</em> it with a small hammer.</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 59 (paragraph 1)</td>
<td>Page 59 (paragraph 1) or 55 (paragraph 1)</td>
<td>Page 59 (paragraph 1), 55 (paragraph 1), or 64 (paragraph 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. How is the harp played differently from other stringed instruments in an orchestra?

3. How does blowing into a mouthpiece with a wooden reed affect the instrument?
   a. Blowing into the mouthpiece vibrates strings within the instrument.
   b. The wood vibrates and helps make sounds.
   c. Blowing into it keeps the mouthpiece clean from dust.
   d. The wood makes a whistling noise.

4. Why do you think the oboe's broad range of tones makes it useful in an orchestra?

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 do all the brass instruments have in common?
   a. They are all played with valves.
   b. They are all coiled the same way.
   c. They are all coiled brass tubes.
   d. They are all played with slides.

3. What happens when a timpani player uses the pedal on his or her drum?

4. What might happen if an orchestra had no conductor? Support your response.

Write each word in your journal. Then draw a triangle above the diphthong in each word.
1. joint 2. spoiled 3. appoint 4. hoist

Building Meaning

<table>
<thead>
<tr>
<th>vibrate</th>
<th>alter</th>
<th>hollowing</th>
<th>broad</th>
</tr>
</thead>
<tbody>
<tr>
<td>composed</td>
<td>coiled</td>
<td>role</td>
<td>striking</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.
   We may need to __________ our picnic plans since the weather may be rainy.
**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 prediction if it was confirmed. (Write-On)

2. What happens as the size of the stringed instrument increases?

3. What information does the text box on page 56 tell you?
   - how flutes were one of the earliest instruments
   - how to make your own flute from a tree branch
   - why early humans enjoyed making their own flutes
   - why pieces of wood were better than bone for flutes

4. How is the contra bassoon different from the bassoon?

**Write each word in your journal. Then draw a triangle above the diphthong in each word.**

1. voice  
2. moist  
3. loiter  
4. noisily

<table>
<thead>
<tr>
<th>vibrate</th>
<th>alter</th>
<th>hollowing</th>
<th>broad</th>
</tr>
</thead>
<tbody>
<tr>
<td>composed</td>
<td>coiled</td>
<td>role</td>
<td>striking</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. Draw a picture to show your understanding of the word *striking*.

**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 prediction if it was confirmed. (Write-On)

2. How does the size of the mouthpiece affect the notes a brass instrument makes?

3. Tubas are similar to percussion instruments because—
   - you play it by tapping it with a stick.
   - they help to keep the beat of the music.
   - it makes crashing and rumbling noises.
   - it changes notes with a pedal on its base.

4. Use information from your idea tree to write a summary about *Sights and Sounds of the Orchestra*.
**Skill Practice**

Write each word in your journal. Then draw a triangle above the diphthong in each word.

1. recoil  
2. coined  
3. soiled  
4. void

**Building Meaning**

<table>
<thead>
<tr>
<th>vibrate</th>
<th>alter</th>
<th>hollowing</th>
<th>broad</th>
</tr>
</thead>
<tbody>
<tr>
<td>composed</td>
<td>coiled</td>
<td>role</td>
<td>striking</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.
   Raindrops were ___________ the tin roof, making a pleasant rattling noise.

---

**DAY 6**

**Writing Prompt**

You have finished reading *Sights and Sounds of the Orchestra* and think the text could use a glossary. Choose four words from the text that you believe are difficult or important. Your glossary words should not be vocabulary words from earlier in the cycle. They should also not be words defined in text boxes in the text. Your definitions should match the word as it was used in the text. Each entry should include a meaningful sentence for the word. Remember to write your glossary entries in the correct format.

**Scoring Guide**

- You chose four words from *Sights and Sounds of the Orchestra* for a glossary. 
  - 15 points each (60 points maximum)
- Your definitions match the words as they were used in the text. 
  - 15 points
- Each entry includes a meaningful sentence. 
  - 15 points
- The glossary is in the correct format. 
  - 10 points
9. A banana split is composed of a few scoops of ice cream, a banana, whipped cream, chocolate sauce, and

10. Sometimes a nut is hard to open, so you have to crack it by ___________.

   a. take down
   b. crack
   c. lost
   d. organize

Alter means—

11. My sister’s old dress was a little big for me, so my mom had to ___________ it before I could wear it to the party.

   a. purchase
   b. remake
   c. change
   d. organize

12. We began ___________ the log to make a canoe.

   a. take down
   b. crack
   c. lost
   d. organize
Sights and Sounds of the Orchestra

2. What is the author's intent?
   a. to teach the reader how to write their own songs on a staff
   b. to explain how notes sound different as you play musical scales
   c. to tell how the way we learn to play and read music has changed
   d. to teach the reader how to play a song on the piano

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

4. Summarize the text using information from your Graphic Organizer.

Building Meaning

1. Write one word. Then draw a triangle above the diphthong in each word.

   Write your answers next to the matching numbers on your paper.

   Word Power

   1. poise
   2. foiled
   3. poinsettia
   4. oily

   Building Meaning

   5. Write a meaningful sentence for the word broad.

   6. The dog's snoring was so loud, it made the dog's whole body ___________ every time she breathed.

   7. Willa's role in the school play was small but very important to the story. Role means—

   a. part.
   b. line.
   c. costume.
   d. direction.

   8. The vine ___________ its stem around the tree's trunk as it climbed higher into the branches.

   a. direction
   b. line
   c. costume
   d. part

Skill Questions

5. What is the author's intent?
Sights and Sounds of the Orchestra

The Savvy Reader—Predicting

Student Test

© 2011 Success for All Foundation

Test Passage

Preview the test passage, and answer the following question.

1. What prediction can you make about the passage before reading? What clues helped you make this prediction?

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

Writing

Ideas to your organizer

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

Today, if you want to play music, you learn to read music. But written music hasn’t always been around.

The first written music named notes with Greek letters. Symbols above the letters told people how to play the notes. The notes were named after the first fifteen letters of the Greek alphabet. This was hard to read. The Romans named notes after the first eight letters of their alphabet. This was easier to read. The letters told people how to play the notes. The notes were named after the first fifteen letters of the Greek alphabet. This was hard to read. The Romans named notes after the first eight letters of their alphabet. This was easier to read.

Long ago, people learned to play songs by listening to other players. Songs sounded different depending on who was playing them because people would either forget what they had heard or change it.

Writing Music

Now it’s your turn to write music! Do you want to play music, you learn to read music. But written music hasn’t always been around.

Preview the test passage, and answer the following question.

1. What prediction can you make about the passage before reading? What clues helped you make this prediction?

Source: library.thinkquest.org/trio/TTQ03029/history.htm
5. Write a meaningful sentence for the word **entire**.

6. The rescuers **rocked away from the hole** until they could reach the person trapped inside.

7. You might **chuckle** if someone tells you an old familiar joke. **Chuckle** means—
   a. laugh softly.
   b. frown.
   c. cry.
   d. laugh loudly.

8. The sound of the low-flying airplane was **deafening** and drowned out the concert music.

9. Eva was **anxious** as she waited for her turn to see the dentist. **Anxious** means—
   a. happy.
   b. nervous.
   c. eager.
   d. comfortable.

10. The grumpy car **rumbled** loudly whenever he saw feet moving past the car he was hiding under.

11. Luke decided to **investigate** what was making a scratching noise outside his window. **Investigate** means—
   a. look into.
   b. ignore.
   c. avoid.
   d. read about.

12. When you want something at the dinner table, it's important to ask for it **politely** rather than grab it.

<table>
<thead>
<tr>
<th></th>
<th>politely</th>
<th>chuckle</th>
<th>investigate</th>
<th>entire</th>
</tr>
</thead>
<tbody>
<tr>
<td>anxious</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>deafening</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>swung</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hissed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Comprehension Questions

Read pages 43 and 44 of *The Razorbacks*, and answer the following questions.

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

2. Tommy's opinion about the razorbacks changes after—
   a. he sees the baby razorback playing.
   b. he learns they might be killed.
   c. he is chased up a tree by the sow.
   d. he calls the Fish and Game Department.

3. Why do you think Tommy wants to go check on the razorbacks when he doesn't hear back from Mr. Louis?

4. Does Tommy successfully convince the Fish and Game Department to save the razorbacks? How can you tell?

5. Why does Tommy still go to the place by the creek?
   a. to remember the lessons he learned long ago
   b. to see the new razorback family living there
   c. to repair the fence Fish and Game put up
   d. to repaint the sign hanging on the magnolia tree

6. Read this story. Make a prediction about what will happen next. Explain the clues you used to make your prediction.

Montel made sure his pencils were sharp before he sat down at his desk. He opened his notebook and read his notes carefully. When the bell rang, he closed his notebook. His teacher walked into the classroom with a stack of papers. Montel made sure his pencils were sharp before he sat down at his desk. He opened his notebook and read his notes carefully. When the bell rang, he closed his notebook. His teacher walked into the classroom with a stack of papers.

**Skill Questions**

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

**Word Power**

1. twisted
2. paddling
3. ideally
4. spreading
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. What is the setting of the story?

a. a building
b. a street
c. a park
d. a mountain

What clue(s) helped you answer the question?

a. all the above
c. characters’ feelings
b. events
da. title

Predicting with the Whales
Frank Flies South for the Winter

Frank frolicked in the park. He flew high, and then he flew low. He twirled and spun and truly enjoyed the beautiful day. It was so warm and sunny that Frank was surprised to see a flock of birds beginning a V formation. Frank knew that this meant the birds were flying south for the winter.

"What's the rush?" Frank asked the leader of the flock. "The weather is still warm."

"Don't be fooled by the weather, Frank. The ground is too cold."

Frank knew the ground was too cold. He wondered how far south they had traveled. Surely they had stopped to rest. Then Frank had a great idea. Maybe if he flew as fast as he possibly could, he could catch up.

By morning, Frank felt like he was nearly frozen stiff. He wrapped his cold wings and hid in a warm tree branch. The wind blew hard, and Frank couldn't find a warm spot to sit. He was as cold as a winter's night.

Frank decided to stick together and prepare to fly south. By the end of the day, Frank was the only bird left in the park. The other birds had gathered together and flown south. By the end of the day, Frank was the only bird left in the park. He couldn't imagine what would happen to him. All day long he watched the other birds as they prepared for the winter flight. He wondered if he could find a way to stop the cold weather.

Read Frank Flies South for the Winter, and answer the following questions.

1. Why does Frank think the other birds are foolish?
2. What do you predict about this reading? Explain the clues you used to make a prediction.
3. Was your prediction confirmed? Give two details from the story to support your answer.
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.