This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.
The Savvy Reader—Clarifying

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# The Savvy Reader—Clarifying Level 5

**Student Edition**

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<th>Title</th>
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</table>
Clarifying Sticky Situations with the Strategy Spies

**DAY 1**

<table>
<thead>
<tr>
<th>Strategy Spies' Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hi!</td>
</tr>
<tr>
<td>Can you and your partner help us figure out how to say the underlined words in the sentences below? You’re lucky you have strategy cards to help you. Wish we did! Don’t forget to reread the sentences to check your thinking.</td>
</tr>
<tr>
<td>The Techno-Geeks,</td>
</tr>
<tr>
<td>Kate and Fred</td>
</tr>
</tbody>
</table>

### How do you say the underlined words?

1. Another word for spying is **espionage**.
2. The spies used an **ingenious** method of hiding their camera. They painted it green and hid it in a plant!
3. Some spy cameras are as small as a shirt button. Their size makes them **inconspicuous**.
DAY 2

Strategy Spies’ Challenge

Hi!

We’re really getting into the spy game. We found some very cool information about spies in another book, but we’re stuck on the meaning of a few words. Could you and your partner help us out? Take turns reading the sentences below. What do the underlined words mean? What strategies did you use to figure them out?

Thanks!
Kate and Fred

Years ago, before there were computers and other high-tech equipment, spies sent messages in invisible ink. That way, their messages went undetected. Using a toothpick as a pen and lemon juice as ink, a spy could include a secret message in a regular letter. The spy’s message was invisible until the letter was subjected to heat. The heat turned the lemon juice brown and revealed the clandestine message. Try it yourself!

It seems that spying has been going on for a very long time. More than 2,000 years ago, the Roman Emperor Julius Caesar invented a code for transmitting secret messages. Caesar’s code shifted the alphabet three places to create a new alphabet for covert messages. Using Caesar’s alphabet, see if you can decipher the message:

Message:
VLR XOB X DLLA PMV!

Standard alphabet:
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Caesar’s alphabet:
X Y Z A B C D E F G H I J K L M N O P Q R S T U V W

Clarifying Sticky Situations with the Strategy Spies
### DAY 3

#### Strategy Spies’ Challenge

Hi!

Looks like we all have the word, sentence, and paragraph clarifying strategies now. What a relief—no more skipping over words or sentences in reading class or whenever we read. So cool! Why don’t you and your partner put your clarifying skills to the test. Take turns reading the sentences below. Then retell them in your own words, or explain what the sentences mean to show that you understand them. You might have to clarify some of the words so you can figure out the sentences.

Good luck!
Kate and Fred

1. The U-2 spy plane can fly up to thirteen miles above the earth and requires a high-resolution camera to photograph images.

2. Years ago, spies used invisible ink to send secret messages. Now they can imbed those messages in e-mails or other data transmitted over the Internet. Of course, they still need to use a code.

3. The spy took a photograph of a train in a tunnel, but the image was dark and hard to see.
# Tyler Bradford Is the New Kid in School

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>faculty</td>
<td>chunk</td>
<td>group of teachers, instructors, and professors at a school</td>
<td>The <em>faculty</em> at Cumberland High School really loves their students.</td>
</tr>
<tr>
<td>glanced</td>
<td>base word + ending</td>
<td>looked at quickly</td>
<td>I <em>glanced</em> out the window at a dog running by.</td>
</tr>
<tr>
<td>sprinted</td>
<td>base word + ending</td>
<td>ran very fast</td>
<td>The horses <em>sprinted</em> out of the gate at the derby.</td>
</tr>
<tr>
<td>jotted</td>
<td>base word + ending</td>
<td>wrote down quickly</td>
<td>Molly <em>jotted</em> down Lisa’s number so she wouldn’t forget it.</td>
</tr>
<tr>
<td>glared</td>
<td>base word + ending</td>
<td>stared angrily</td>
<td>Talib <em>glared</em> at his brother when his brother barged into his room.</td>
</tr>
<tr>
<td>scheduled</td>
<td>sch = /sk/ base word + ending</td>
<td>planned, made time for in the future</td>
<td>The mayor <em>scheduled</em> the town meeting for next week, after the sheriff’s return.</td>
</tr>
<tr>
<td>previous</td>
<td>chunk</td>
<td>prior, earlier</td>
<td>I had bought a basketball the <em>previous</em> time I went to the mall, so I didn’t have to get one when I went with Jeffrey today.</td>
</tr>
<tr>
<td>obtain</td>
<td>chunk</td>
<td>get</td>
<td>The pilot had to <em>obtain</em> clearance from the tower before he was allowed to land.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fluency in Five</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
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</thead>
<tbody>
<tr>
<td>Page 17</td>
<td></td>
<td>Page 17 or 24 (paragraphs 1–7)</td>
<td>Page 17, 24 (paragraphs 1–7), or 28 (paragraphs 1 and 2)</td>
</tr>
</tbody>
</table>
**DAY 1**

1. Which definition best fits the word *expecting* on page 8?
   a. looking at
   b. watching out
   c. waiting for
   d. listening to
   Explain why.
2. What is Principal Wilkins talking about when she mentions Tyler's situation? How do you know?
3. How does Tyler feel after meeting Principal Wilkins? How can you tell?
4. Why do the kids in Room 111 laugh at Tyler?

**DAY 2**

1. How does Tyler feel differently after lunch than before it?
2. Why does Mrs. Yarborough say “that’s very welcoming of you” to Jerome?
3. Which definition best fits the word *pursuit* on page 16?
   a. chase
   b. lead
   c. obey
   d. command
   Explain why you think so.
4. How does Tyler’s dad feel about how Tyler did on his first day? How can you tell?

**DAY 3**

1. In one or two sentences, tell what happens on the bus ride home.
2. Which definition best fits the word *upbeat* on page 23?
   a. in confusion
   b. sad
   c. with wonder
   d. cheerful
   Explain why.
3. Is Jerome surprised by what happened between Tyler and Charlie? How can you tell?
4. Tyler’s dad seems worried about Tyler. How do his actions show this?
DAY 4

1. Why can’t Tyler and Jerome sit with each other at the assembly?
   a. They cause too much trouble when they sit together.
   b. They are in different classes.
   c. Their last names start with different letters.
   d. They had a fight on the way to school.

2. Which definition best fits the word erupted on page 28?
   a. spoke
   b. exploded
   c. vanished
   d. arrived
   Explain why. (Write-On)

3. What must the students do before they can try out for the football team?

4. Which boy is a more experienced football player, Tyler or Jerome? How can you tell?

DAY 6

Pretend that like Tyler, you have moved to a new city that is twelve hours away from your current home. That is a long distance! Write a letter to a friend back home, describing some of the things you miss about your old home, hometown, or your friends. Include at least two details that describe your new home. Include details about at least three things you miss. Be sure you 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, telling him or her about your new home. | 20 points |
| You provide at least two details about your new home. | 15 points each (30 points maximum) |
| You explain three things you miss about your old home, hometown, or friends, and provide details. | 15 points each (45 points maximum) |
| Your letter is in the proper format (a date, a greeting, the body, a closing, and a signature). | 5 points |
### Tyler Bradford Is the New Kid in School

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>exhaled</td>
<td>base word + ending</td>
<td>breathed out</td>
<td>The diver finally <em>exhaled</em> when he surfaced after thirty seconds.</td>
</tr>
<tr>
<td>recalling</td>
<td>prefix + base word + ending</td>
<td>remembering, calling up from memory</td>
<td>We met old friends and spent an evening <em>recalling</em> good times from the past.</td>
</tr>
<tr>
<td>famished</td>
<td>base word + ending</td>
<td>very hungry, almost starving</td>
<td>Jules felt <em>famished</em> after not eating all day.</td>
</tr>
<tr>
<td>gigantic</td>
<td>chunk</td>
<td>huge</td>
<td>Jenny was unsure she could finish the <em>gigantic</em> bowl of cereal she had poured herself.</td>
</tr>
<tr>
<td>drifted</td>
<td>base word + ending</td>
<td>floated</td>
<td>The clouds <em>drifted</em> by on the wind.</td>
</tr>
<tr>
<td>makeshift</td>
<td>compound word</td>
<td>thrown or put together at the last minute</td>
<td>When the rain began to pour, we made a <em>makeshift</em> tent out of twigs, branches, and leaves.</td>
</tr>
<tr>
<td>spiraled</td>
<td>base word + ending</td>
<td>spun while moving out</td>
<td>The boomerang <em>spiraled</em> through the air after Dudley threw it.</td>
</tr>
<tr>
<td>conflicting</td>
<td>base word + ending</td>
<td>opposing</td>
<td>Tabitha had <em>conflicting</em> feelings; she wanted to go to the mall, but she also wanted to see her cousins.</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 41 (paragraphs 1–5)</td>
<td>Page 41 (paragraphs 1–5) or 46 (paragraphs 1–4)</td>
<td>Page 41 (paragraphs 1–5), 46 (paragraphs 1–4), or 51 (paragraphs 3 and 4)</td>
</tr>
</tbody>
</table>
**DAY 1**

1. On page 36, the author writes that Tyler would see what his dad’s “two cents” were. What does that phrase mean? How did you figure that out? (Write-On)

2. How is Tyler’s dad’s story similar to what is happening between Jerome and Charlie?

3. In one or two sentences, tell how Tyler and his dad celebrate the end of the first week of school.

4. Not thinking about the divorce, Jerome, or Charlie Baker makes Tyler feel—
   a. calm.
   b. angry.
   c. sad.
   d. glad.

**DAY 2**

1. Describe how Jerome feels about the problem he has with Charlie Baker.

2. How does Jerome reach his decision about Charlie Baker?
   a. He thinks about Charlie’s side of the story.
   b. He flips a coin.
   c. He gets in a fight with Charlie on Sunday.
   d. He draws straws.

3. How does Tyler’s dad feel about Jerome and Tyler’s friendship?

4. On page 43, the author writes that Tyler “choked up a little bit.” What does that phrase mean? Explain how you figured that out. (Write-On)

**Skill Practice**

Write the words in your journal. Then write the prefix and base word. Write a definition for each word.

1. remake  
2. rebuild

<table>
<thead>
<tr>
<th>exhaled</th>
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<th>famished</th>
<th>gigantic</th>
</tr>
</thead>
<tbody>
<tr>
<td>drifted</td>
<td>makeshift</td>
<td>spiraled</td>
<td>conflicting</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.

   After hiking in the woods all day without eating, we were __________ by the time we made a campfire.
**DAY 3**

**Team Talk**

1. Tell how Tyler’s life at school has changed over the week.
2. Why is Sandra concerned with trying out for the football team?
3. On page 47, Jerome says that Sandra kicks the ball “like nobody’s business.” What does that mean? How did you figure that out? (Write-On)
4. Sandra and Vladimir hadn’t had their parents sign permission slips to try out for football. How does Tyler solve this problem?

**Write the words in your journal. Then write the prefix and base word. Write a definition for each word.**

1. reuse  
2. replay

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
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<td>makeshift</td>
<td>spiraled</td>
<td>conflicting</td>
</tr>
</tbody>
</table>

**Building Meaning**

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
4. A small feather drifted on top of the water on its way down the stream. Drifted means—
   a. swirled.
   b. tossed.
   c. floated.
   d. fluffed.

**DAY 4**

**Team Talk**

1. Describe the questions running through Tyler’s mind. What do they tell you about Tyler?
2. Do you think Tyler has a good chance of getting on the football team? How do you know?
3. On page 52, the author says Tyler focused on the “task at hand.” What does that phrase mean? Explain how you figured that out. (Write-On)
4. Describe how Jerome’s throw during his tryout is unlike any of his other throws. What does Tyler think about this?
Skill Practice

Write the words in your journal. Then write the prefix and base word. Write a definition for each word.

1. renew
2. review

Building Meaning

<table>
<thead>
<tr>
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<th>gigantic</th>
</tr>
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<tbody>
<tr>
<td>drifted</td>
<td>makeshift</td>
<td>spiraled</td>
<td>conflicting</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.
   Sonia __________ a sigh of relief when she found out she wouldn’t have to get up in front of the whole school to speak.

DAY 6

Tyler loves football so much, he would write an ode about it if he was asked. Write your own ode to your favorite sport, game, or hobby. As you write your ode, think about the things you enjoy about your favorite activity, such as how it feels to take part in it or how you feel when a game or project is done. Your ode should be at least fifteen lines long and should describe at least three things about your favorite activity in detail. Your ode should contain at least four examples of literary techniques and figurative language. Remember to give your ode a title.

Scoring Guide

You wrote an ode about your favorite sport, game, or hobby. 25 points

Your ode is at least fifteen lines long. 20 points

It describes at least three things about your favorite activity in detail. 10 points each (30 points maximum)

Your ode contains at least four examples of literary techniques and figurative language. 5 points each (20 points maximum)

Your ode has a title. 5 points
<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>commotion</td>
<td>chunk</td>
<td>noisy disturbance</td>
<td>“What is this commotion I hear when you’re supposed to be in bed?” Evan’s father asked.</td>
</tr>
<tr>
<td>inseparable</td>
<td>prefix + base word + ending</td>
<td>connected, united</td>
<td>Jody and his dog are inseparable from the time they wake up to the time they go to bed.</td>
</tr>
<tr>
<td>unpredictable</td>
<td>prefix + base word + ending</td>
<td>changeable</td>
<td>Butterflies are hard to catch because their flight pattern is so unpredictable.</td>
</tr>
<tr>
<td>prominent</td>
<td>chunk</td>
<td>important</td>
<td>The mayor is a prominent person in the city, and everyone always listens when he gives his opinion.</td>
</tr>
<tr>
<td>enticing</td>
<td>base word + ending</td>
<td>attractive</td>
<td>The enticing smell of the cake in the oven made Rory hungry for dessert.</td>
</tr>
<tr>
<td>refraining</td>
<td>base word + ending</td>
<td>doing without</td>
<td>Helen had a hard time refraining from biting her nails when she was nervous.</td>
</tr>
<tr>
<td>elaborate</td>
<td>chunk</td>
<td>detailed</td>
<td>Wendi’s elaborate ballet costumes always made her look beautiful on stage.</td>
</tr>
<tr>
<td>myriad</td>
<td>chunk</td>
<td>countless number</td>
<td>There are a myriad of things to do at an amusement park, so it’s hard to choose where to start.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fluency in Five</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pages 63 (paragraph 3) and 64 (ending with “...colorful, beautiful, fun costumes.”)</td>
<td>Pages 63 (paragraph 3) and 64 (ending with “...colorful, beautiful, fun costumes.”) or page 62 (paragraphs 2 and 3, ending with “...lettuce, tomato, and mayonnaise.”)</td>
<td>Pages 63 (paragraph 3) and 64 (ending with “...colorful, beautiful, fun costumes.”), page 62 (paragraphs 2 and 3, ending with “...lettuce, tomato, and mayonnaise.”), or 65 (paragraph 2, ending with “...more than one hundred years ago.”)</td>
<td></td>
</tr>
</tbody>
</table>
### DAY 1

1. To what does the author compare the sound of zydeco music?

2. How was jazz music born?

3. Why aren’t there jazz funerals and second-line parades in summer?
   - a. The weather is too hot.
   - b. People go on vacation.
   - c. It’s against the law then.
   - d. No one dies in summer.

4. Page 62 is mainly about—
   - a. who invented gumbo.
   - b. a recipe for beignets.
   - c. food in New Orleans.
   - d. catching crawfish.

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

### DAY 2

1. How can you tell the people of New Orleans are strong willed and like their traditions?

2. What conclusion can you draw about Mardi Gras based on the photographs on pages 63 and 64? Support your answer.

3. Page 65 is mainly about—
   - a. important sight-seeing spots.
   - b. porch railings.
   - c. how to play the calliope.
   - d. sailing on the Mississippi River.

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

4. What happens after the pipe organist presses one of the keys on the calliope?
   - a. The steamboat sounds a bell.
   - b. Steam shoots out of the pipe making the sound.
   - c. Fire shoots out of the pipe making the sound.
   - d. People listen for the music.

### Skill Practice

Write the words in your journal. Then write the base word and ending. Write a definition for each word.

1. expanding  2. expandable
### Building Meaning

<table>
<thead>
<tr>
<th>commotion</th>
<th>inseparable</th>
<th>unpredictable</th>
<th>prominent</th>
</tr>
</thead>
<tbody>
<tr>
<td>enticing</td>
<td>refraining</td>
<td>elaborate</td>
<td>myriad</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.

“When you were a baby, you and your blanket were ____________, and you cried if someone tried to take it from you!” Veronica’s mother said.

---

### DAY 3

1. How is jazz music different from other types of music?
2. The text box on page 61 tells—
   a. why clarinets are good at improvising.
   b. how to improvise a jazz funeral.
   c. how to improvise in jazz music.
   d. what the word *improvised* means.
3. Page 62 is mainly about foods in New Orleans. Which of the following is a detail that tells more about this main idea?
   a. Crawfish turn bright red when they are boiled.
   b. Beignets are usually rectangular in shape.
   c. Seafood is important to many New Orleans dishes.
   d. Gumbo is cooked in a large pot over fire.
   Tell two more details that support this main idea. (Write-On)
4. Do you think foods in New Orleans are usually spicy or bland? Why?

---

### Skill Practice

Write the words in your journal. Then write the base word and ending. Write a definition for each word.

1. obtainable  
2. exporting

---

### 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.

My grandma never made ___________ cakes covered in frosting swirls or decorations, but they were always delicious.
DAY 4

1. Owning a costume shop would be good in New Orleans because—
   a. everyone plays tricks on one another in costume.
   b. no one in New Orleans wears normal clothes every day.
   c. people need costumes for their costume parties.
   d. people buy masks and costumes for Mardi Gras each year.

2. Page 65 is mainly about important sight-seeing spots in New Orleans. Which of the following is a detail that tells more about this main idea?
   a. The tan and white houses reflect sunlight onto trees.
   b. New Orleans's historic mansions are on Charles Avenue.
   c. You cannot hear the calliope play on Sundays.
   d. The calliope's pipes light up when played.

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

3. Why do you think mansions in New Orleans have beautiful wrought-iron porch railings and spindles?

4. Summarize what you learned in *Big Fun in the Big Easy: A Sensory Tour of New Orleans*. Use your idea tree to help you identify main ideas and supporting details.

---

Write the words in your journal. Then write the base word and ending. Write a definition for each word.

1. consumable
2. snarling

---

Building Meaning

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<tr>
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</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.
   The smells coming from the chocolate shop were __________, but Manuel knew he couldn't stop to buy any candy that day.
DAY 6

Imagine that one of your classmates has been absent from school. He or she needs to catch up and needs information about New Orleans, Louisiana. Write a summary of one of the sections in *Big Fun in the Big Easy: A Sensory Tour of New Orleans*. The sections are: Introduction: A Rich Historical Culture, The Musical Landscape, Spicy Southern Appetite, Mardi Gras: A Neighborly Celebration, and The Must-See of the Big Easy. Your summary should mention at least four important facts or pieces of information from the section. Be sure to restate information in your own words. Your ideas should be written in complete sentences.

<table>
<thead>
<tr>
<th>Writing Prompt</th>
<th>Scoring Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>You wrote a summary of one of the following sections for an absent classmate: Introduction: A Rich Historical Culture, The Musical Landscape, Spicy Southern Appetite, Mardi Gras: A Neighborly Celebration, and The Must-See of the Big Easy.</td>
<td>20 points</td>
</tr>
<tr>
<td>Your summary mentions at least four important facts or pieces of information from the section.</td>
<td>15 points each (60 points maximum)</td>
</tr>
<tr>
<td>You restate information from the text in your own words.</td>
<td>15 points</td>
</tr>
<tr>
<td>The summary is written in complete sentences.</td>
<td>5 points</td>
</tr>
</tbody>
</table>
## Canada: A Visit to the Great White North

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>tandem</td>
<td>chunk</td>
<td>together, as a team</td>
<td>The partners worked in <em>tandem</em> to make sure all the work was completed quickly.</td>
</tr>
<tr>
<td>ensure</td>
<td>chunk</td>
<td>make sure of, guarantee</td>
<td>Studying hard will <em>ensure</em> that you do well in school.</td>
</tr>
<tr>
<td>operate</td>
<td>chunk</td>
<td>work in a certain way</td>
<td>The machine will <em>operate</em> if you turn it on and put a coin in it.</td>
</tr>
<tr>
<td>conflicts</td>
<td>base word + ending</td>
<td>disagreements</td>
<td>Jack and Joseph had too many <em>conflicts</em>, so the teacher tried to help the boys work them out.</td>
</tr>
<tr>
<td>appoints</td>
<td>base word + ending</td>
<td>picks for a certain position</td>
<td>The principal <em>appoints</em> his assistants instead of letting the students vote.</td>
</tr>
<tr>
<td>populous</td>
<td>chunk</td>
<td>full of people</td>
<td>The city was so <em>populous</em> and crowded that traffic was often really bad.</td>
</tr>
<tr>
<td>vibrant</td>
<td>chunk</td>
<td>doing well, succeeding</td>
<td>The <em>vibrant</em> business was making a lot of money.</td>
</tr>
<tr>
<td>relay</td>
<td>chunk</td>
<td>pass on, sent along</td>
<td>My job is to get messages from John and <em>relay</em> them to Lisa.</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 76 (paragraphs 2 and 3)</td>
<td>Page 76 (paragraphs 2 and 3) or 74</td>
<td>Page 76 (paragraphs 2 and 3), 74, or 78</td>
</tr>
</tbody>
</table>
DAY 1

1. What does Canada have in common with New Zealand and Australia?
2. How do we know Vikings lived in Canada?
3. Describe the order in which people settled Canada throughout history.
4. Which of the following means about the same as the word skirmishes on page 74?
   a. discussions
   b. battles
   c. dangers
   d. agreements

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

DAY 2

1. Which of the following means about the same as the word enact on page 76?
   a. make law
   b. break law
   c. change law
   d. veto law

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

2. Why are the territories governed differently from the provinces?
3. What is the purpose of the map on page 78?
4. Why do you think so many people choose to live in Toronto? Support your answer with information from the text.

The Latin root pop means people. Use this information to answer the following questions.

1. What does popular mean?
   a. approved by most people
   b. made for common people
   c. to keep secret from people
   d. created and made by people

2. What does population mean?
   a. the number of people who like the same things
   b. the method of counting people
   c. the number of people living in an area
   d. a group of people that have the same jobs
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.
   I don’t think it’s fair how my mom always _________ me to take out the trash just because I’m a boy.

**DAY 3**

1. Canada’s provinces and territories are similar to—
   a. English commonwealths.
   b. foreign countries.
   c. American states.
   d. European city-states.

2. Which of the following means about the same as the word *seafaring* on page 73?
   a. traveling in air
   b. traveling by horse
   c. traveling on water
   d. traveling by car

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

3. Why was Canada originally known as New France?

4. Explain how the troubles in Canada between England and France ended.

**Skill Practice**

1. The Latin root *centi* means hundred, the Latin root *bi* means two, and the Latin root *ennial* refers to years. Using this information, *bicentennial* means—
   a. one hundred years.
   b. two hundred days.
   c. one hundred months.
   d. two hundred years.

2. The Latin root *ped* means foot, and the Latin root *quad* means four. Using this information, *quadruped* means—
   a. rectangular.
   b. four-footed.
   c. box-like.
   d. square.
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

4. Renee’s lemonade stand was **vibrant** due to the hot weather and its good location near the park.  
**Vibrant** means—
   a. succeeding.  
   b. losing.  
   c. expanding.  
   d. failing.

**DAY 4**

1. What do you learn from the text box at the bottom of page 77? Why is this information important?

2. Which of the following means about the same as the word *dispersed* on page 78?
   a. spread  
   b. lost  
   c. jammed  
   d. thrown  
   How did you figure that out? (Write-On)

3. How is Ottawa similar to Washington, D.C., in the United States?

4. Use information from your graphic organizer to summarize what you learned in this cycle of *Canada: A Visit to the Great White North*.

**Skill Practice**

1. The Latin root *pre* means before, and the Latin root *natal* means birth. Using this information, *prenatal* means—
   a. before one’s birth.  
   b. before birthday celebrations.  
   c. before opening presents.  
   d. before one’s death.

2. The Latin root *ped* means foot. Using this information, *pedaling* means—
   a. sounding like a foot.  
   b. moving with the foot.  
   c. looking like a foot.  
   d. stopping with the foot.
Building Meaning

<table>
<thead>
<tr>
<th>tandem</th>
<th>ensure</th>
<th>operate</th>
<th>conflicts</th>
</tr>
</thead>
<tbody>
<tr>
<td>appoints</td>
<td>populous</td>
<td>vibrant</td>
<td>relay</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.
   Sometimes our teacher has to solve ___________ between disagreeing students on the playground.

DAY 6

Writing Prompt

Pretend that you work for your city or another interesting place and need to make a brochure to attract tourists. Create a brochure to tell potential visitors about what this place has to offer. Remember to fold your brochure into three parts and to use the front and back of the brochure for information. The front flap of your brochure should be catchy and attention-grabbing. Provide at least three facts or points of interest about this place. Remember to include details to make this place seem attractive to potential visitors. On the back flap, provide information that tells potential tourists where to find more information about this place. If you have time, draw or place pictures in your brochure. At the end of the lesson, your class will create a travel book of your brochures.

Scoring Guide

<table>
<thead>
<tr>
<th>you created a travel brochure for your city or another interesting place.</th>
<th>15 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>the front flap of your brochure has catchy and attention-grabbing text.</td>
<td>10 points</td>
</tr>
<tr>
<td>you provide at least three facts or points of interest about this place with good details to make it seem attractive to potential visitors.</td>
<td>20 points each (60 points maximum)</td>
</tr>
<tr>
<td>you provide information where potential tourists can learn more about this place.</td>
<td>10 points</td>
</tr>
<tr>
<td>your brochure is folded into three parts with information on the front and back.</td>
<td>5 points</td>
</tr>
</tbody>
</table>
## Canada: A Visit to the Great White North

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>consequence</td>
<td>chunk</td>
<td>result, effect</td>
<td>Falling asleep during class is a <em>consequence</em> of not getting enough sleep at night.</td>
</tr>
<tr>
<td>several</td>
<td>chunk</td>
<td>many, more than a few</td>
<td>Joe went away for <em>several</em> months, so we missed him.</td>
</tr>
<tr>
<td>mild</td>
<td>blend</td>
<td>pleasant, not too cold or warm</td>
<td>Papa Bear's porridge was too hot, Mama Bear's porridge was too cold, but Baby Bear's <em>mild</em> porridge was just right.</td>
</tr>
<tr>
<td>ancestry</td>
<td>chunk</td>
<td>family</td>
<td>Lorenzo's <em>ancestry</em> includes a long line of fishermen.</td>
</tr>
<tr>
<td>admiration</td>
<td>base word + ending</td>
<td>respect</td>
<td>President Smith won the <em>admiration</em> of the public by being wise and fair.</td>
</tr>
<tr>
<td>increase</td>
<td>chunk</td>
<td>growth</td>
<td>I noticed an <em>increase</em> in strength after exercising every day for a week.</td>
</tr>
<tr>
<td>premier</td>
<td>-mier = /meer/ chunk</td>
<td>leading, highest</td>
<td>My uncle is one of the <em>premier</em> heart surgeons in the country and is often asked to do risky surgeries.</td>
</tr>
<tr>
<td>costly</td>
<td>base word + ending</td>
<td>expensive</td>
<td>The new baseball glove was so <em>costly</em> that Matt had to save up a lot of money to buy it.</td>
</tr>
</tbody>
</table>

### Fluency in Five

<table>
<thead>
<tr>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 86 (ending with “...camping in the world.”)</td>
<td>Page 86 (ending with “...camping in the world.”) or 83 (paragraph 1)</td>
<td>Page 86 (ending with “...camping in the world.”), 83 (paragraph 1), or 87</td>
</tr>
</tbody>
</table>
DAY 1

1. On page 81, the author writes that Canada is called the “Great White North.” What does that mean? How did you figure that out? (Write-On)

2. How are the First Nations different from the Inuit?

3. According to the author, most Canadians are strong, proud, kind, and brave. Do you think this is a fact or an opinion? Why?

4. What is an effect of Canada being settled by the French before the English?
   a. English is the only official language in Canada.
   b. No one speaks English in Canada.
   c. French is one of two official languages in Canada.
   d. Canadians don’t understand Americans.

DAY 2

1. Which of the following is a difference between Canadian football and American football?
   a. American cities have teams.
   b. Canadian football has a championship.
   c. The players don’t wear helmets.
   d. The field is larger in Canadian football.

2. On page 87, the author uses the phrase “public universities.” What does that mean? How did you figure that out? (Write-On)

3. Do Canadians get good educations? How can you tell?

4. Why do you think so many people use the border crossing at Niagara Falls? Support your answer.

Write the words in your journal. Then write the base word and ending. Write a definition for each word.

1. procession 2. execution

<table>
<thead>
<tr>
<th>consequence</th>
<th>several</th>
<th>mild</th>
<th>ancestry</th>
</tr>
</thead>
<tbody>
<tr>
<td>admiration</td>
<td>increase</td>
<td>premier</td>
<td>costly</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.
   Terrel couldn’t believe that he would be meeting one of the _________ quarterbacks in professional football in just a few minutes.
Day 3

Team Talk

1. Large areas of Canada are cold because they are—
   a. filled with frozen rivers.
   b. inside the Arctic Circle.
   c. filled with polar bears.
   d. near the warm oceans.

2. Do you think the Inuit are people who continue to follow old customs and ways of doing things? Use evidence from the text to support your answer.

3. On page 83, the author writes that Canadians “take in” a lot of American movies and television. What does that mean? How did you figure that out? (Write-On)

4. How does the text help you better understand how to pronounce the name Quebec correctly?

Write the words in your journal. Then write the base word and ending. Write a definition for each word.

1. sensation
2. hesitation

Skill Practice

Build Meaning

<table>
<thead>
<tr>
<th>consequence</th>
<th>several</th>
<th>mild</th>
<th>ancestry</th>
</tr>
</thead>
<tbody>
<tr>
<td>admiration</td>
<td>increase</td>
<td>premier</td>
<td>costly</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.
   Getting a painful sunburn is a ________ of not wearing enough sun block when playing outside for a long time.

Day 4

Team Talk


2. Skiing is popular in Canada because—
   a. the Canadian Rockies provide good mountains.
   b. there is so much snow that people use skis to travel.
   c. skiing is the national sport of Canada.
   d. it is the only activity people do besides hockey.

3. On page 88, the author writes that Canada and the United States “share a border.” What does that mean? How did you figure that out? (Write-On)

4. Use your graphic organizer to summarize information from this cycle’s reading of Canada: A Visit to the Great White North.
Write the words in your journal. Then write the base word and ending. Write a definition for each word.

1. declaration
2. estimation

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

4. You can’t tell when you look at a Chihuahua, but its ancestry goes back to wolves that roamed around North America. Ancestry means—
   a. attitude.
   b. family.
   c. appearance.
   d. quality.

Day 6

Writing Prompt
You have learned a lot about Canada over the past two cycles. Now you want to write a letter to the prime minister to ask him for more information about his country. In your letter, explain what you found most interesting about Canada. Then ask the prime minister three questions you still have about Canada, and why you are interested in the answers. Be sure to include the parts of a business letter (heading, inside address, greeting, body, closing, and signature).

Scoring Guide

| You wrote a letter to Canada’s prime minister. | 20 points |
| You explain what you found most interesting about Canada. | 15 points |
| You ask the prime minister three questions you still have about Canada and why you are interested in the answers. | 20 points each (60 points maximum) |
| Your letter is written in the business letter format (heading, inside address, greeting, body, closing, and signature). | 5 points |
12. A visit to Canada was being sent to my room without dessert.  
   a. replaceable  
   b. inviting  
   c. expensive  
   d. cheap  
   Cosy means—

11. I was very careful with my music player because I knew it was costly and I couldn’t afford to lose it.  
   a. like  
   b. unique  
   c. sporty  
   d. one  
   a. many  
   Port’s means—

10. The World Championship for soccer is where athletes gather together from around the world.  
   a. like  
   b. unique  
   c. sporty  
   d. one  
   a. many  
  Port’s means—

9. I could see several kittens with their mother when I followed the meowing sounds to the space under my porch.  
   a. many  
   b. one  
   c. spotted  
   d. lucky  
   Several means—

8. My ancestry can be traced back for hundreds of years because someone kept a very good record of births and marriages.  
   a. pleasant  
   b. chilly  
   c. miserable  
   d. sweet  
   Cozy means—

7. The first mild day of spring after a cold winter is always welcomed by people who dislike wearing heavy coats.  
   a. sweltering  
   b. miserable  
   c. chilly  
   d. pleasant  
   Mild means—

6. Forest rangers have noticed an increase in the number of deer in the forest since wolves have been removed from the area.  
   a. many  
   b. in the area  
   c. sweltering  
   d. like  
   Increase means—

5. My ancestry can be traced back for hundreds of years because someone kept a very good record of births and marriages.  
   a. cheap  
   b. expensive  
   c. thrifty  
   d. replaceable  
   Cosy means—

4. A consequence of my rudeness during dinner was being sent to my room without dessert.
Canada: A Visit to the Great White North / Cycle 2

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.

Lacrosse is a popular team sport in much of North America. It was originally played by American Indians living in Canada and on the East Coast of the United States. The game was often played between tribes to settle disputes. Instead of fighting wars, they played a game of lacrosse. The game was then played between tribes living in Canada and on the East Coast of the United States. Today, lacrosse is a popular sport in much of North America. It was originally played by American Indians.

Comprehension Questions

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

2. What is the intent of the author?

3. In the first paragraph, the author says tribes played lacrosse to "settle disputes." What does this mean? How do you know?

4. How do you know?
   a. to determine how to play lacrosse
   b. to persuade me to start a lacrosse team
   c. to inform me about the sport of lacrosse
   d. to compare lacrosse to other sports

   How do you know?
5. Write a meaningful sentence for the word **ensure**.

6. The two teachers work in helping each other teach the class.

7. The city became more and more populated as people moved there to live. **Population** means—
   a. crowded
   b. crowded
   c. empty of life
   d. dirty

8. Hector asked Kevon to **message** to his brother when he got home from school.

9. The car will **operate** better if you change the oil and take care of the engine. **Operate** means—
   a. work
   b. speed
   c. run
   d. sound

10. Each week, Dad **appoints** a new member of the family to record notes from the family meeting.

11. I avoid **conflicts** by trying to listen to people who might disagree with me. **Conflict** means—
   a. compromises
   b. solutions
   c. agreements
   d. disagreements

12. After a much-needed nap, Bill felt much more and ready to keep working on his school project.

   d. discrepancies
   c. agreements
   b. solutions
   a. compromises

**Vocabulary Building**

<table>
<thead>
<tr>
<th>relay</th>
<th>vibrant</th>
<th>populous</th>
<th>populous</th>
</tr>
</thead>
<tbody>
<tr>
<td>conflicts</td>
<td>operate</td>
<td>ensure</td>
<td>landmen</td>
</tr>
</tbody>
</table>
Skill Questions

Use your understanding of Latin roots to answer the following questions.

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

Word Power

1. The Latin root pop means people. Using this information, what does populace mean?
   a. common cold
   b. common voice
   c. common people
   d. common look

2. The Latin root quad means four, and the Latin root lateral means side. Which of the following would be a quadrilateral?
   a. a circle
   b. a square
   c. a triangle
   d. a globe

3. The Latin root pre means before. What does prepay mean?
   a. buy as a gift
   b. buy for someone
   c. buy after the fact
   d. buy in advance

4. The Latin root cent means hundred. What is a century?
   a. one thousand seconds
   b. one hundred years
   c. one hundred cents
   d. one thousand seconds

Canada: A Visit to the Great White North / Cycle 1

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The Savvy Reader—Clarifying
Student Test
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Test Passage

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

A War of Many Names

The French and Indian War was the first war in North America after European settlers arrived. It began when George Washington led troops to the Ohio territory to stop the French from building a fort. Washington lost two battles against the French, but the French agreed to let the British have the area. The French and Indian War was the first war in North America after European settlers arrived. It began when George Washington led troops to the Ohio territory to stop the French from building a fort.

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 tell the reader the best way to fight battles against the British
   b. to persuade the reader to side with the French cause during the war
   c. to entertain the reader with stories about George Washington
   d. to give the reader information about the French and Indian War

   How do you know?

3. What does the word campmouflage mean in the first paragraph of the passage? How did you figure that out?

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

Skill Questions

5. Write a meaningful sentence for the word prominent.

6. The class had a ___________ of questions for the visiting author, but she only had time to answer a few.

7. At first, Ledy thought the two pieces of metal were inseparable, but then he realized they were held together with a screw. Inseparable means—

a. unrelated.  
b. twisted.  
c. rusted.  
d. connected.

8. Elsa heard a ___________ and rushed outside to see her dog barking at a raccoon on the trash can. Elaborate means—

a. detailed.  
b. sloppy.  
c. muscled.  
d. dingy.

9. My favorite dress is the one with the elaborate beadwork flowers all along the bottom edge of the dress. Elaborate means—

a. detailed.  
b. sloppy.  
c. muscled.  
d. dingy.

10. My car's moods are ___________, and you can never tell when he wants to cuddle or when he wants to be left alone.

a. unpredictable.  
b. straightforward.  
c. everything.  
d. nothing.

11. June is trying to eat healthier, so she is refraining from eating potato chips and French fries at lunch. Refraining means—

a. continuing.  
b. doing without.  
c. doing everything.  
d. dispatching.

12. Randi's bed looked very ___________ after a long day of playing in the volleyball tournament.

a. disorganized.  
b. nothing.  
c. everything.  
d. organized.

Building Meaning

Write the words on your paper. Then write the base word and ending.

<table>
<thead>
<tr>
<th>Word</th>
<th>Base Word</th>
<th>Ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>waddling</td>
<td>waddle</td>
<td>-ing</td>
</tr>
<tr>
<td>laughable</td>
<td>laugh</td>
<td>-able</td>
</tr>
<tr>
<td>manageable</td>
<td>manage</td>
<td>-able</td>
</tr>
<tr>
<td>residing</td>
<td>reside</td>
<td>-ing</td>
</tr>
<tr>
<td>prominent</td>
<td>prom</td>
<td>-ent</td>
</tr>
<tr>
<td>unpredictable</td>
<td>un</td>
<td>-predictable</td>
</tr>
<tr>
<td>uncontrollable</td>
<td>un</td>
<td>-trollable</td>
</tr>
</tbody>
</table>

Write the words on your paper. Then write the base word and ending.
**Comprehension Questions**

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

**2.** What is the intent of the author?
   - a. to inform the reader about the French Quarter
   - b. to show the reader what French designs look like
   - c. to persuade the reader to learn French or Spanish
   - d. to explain what a Creole person looks like

   *How do you know?*

**3.** What details support the idea that French Quarter Creoles had a blended culture?

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

---

<table>
<thead>
<tr>
<th>Ideas to Your Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas...</td>
</tr>
</tbody>
</table>

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*TEST*

**The Savvy Reader—Clarifying/Student Test**

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1. **Big Fun in the Big Easy: A Sensory Tour of New Orleans**

   - The French Quarter in New Orleans is the oldest part of the city. New Orleans is located near the mouth of the Mississippi River. The French chose to build there so they could control trade up and down the river. The grid of streets now called the French Quarter or Vieux Carré ("Old Square") was planned in 1722. The city grew slowly until it came under Spanish control. Then New Orleans became the biggest port in the Gulf of Mexico. Two fires destroyed the city in the late 1700s, but the Spanish rebuilt it. Many buildings have Spanish and French designs. The French Quarter was mainly populated with people who called themselves Creoles. They were the wealthy class in New Orleans, and their riches helped in the old part of the city.

   - The French Quarter was mainly populated with people who called themselves Creoles. They were the wealthy class in New Orleans, and their riches helped in the old part of the city.

2. **Use Your Graphic Organizer to answer the following questions.**

   - The French Quarter was mainly populated with people who called themselves Creoles. They were the wealthy class in New Orleans, and their riches helped in the old part of the city.

3. **Summarize the text using information from your graphic organizer.**

   - The French Quarter was mainly populated with people who called themselves Creoles. They were the wealthy class in New Orleans, and their riches helped in the old part of the city.
5. Write a meaningful sentence for the word ___________.
6. We ___________ in the canoe because we got tired of paddling.
7. Dad was ___________ after mowing the lawn and working in the yard all day without eating lunch.
8. When I threw the paper airplane, it ___________ through the air and landed under the table.
9. There was a gigantic hot air balloon in the field behind Josh’s house.
10. Jed had trouble ___________ the exact date of his troop’s camping trip.
11. The weather man gave ___________ reports about whether or not it was going to rain over the weekend.
12. Jed had trouble ___________ the exact date of his troop’s camping trip.

Exhaled means—

a. breathed out.
b. sank below.
c. breathed easy.
d. pushed hard.

Famished means—

a. very excited.
b. very hungry.
c. very thirsty.
d. very grumpy.

d. expert.
c. opposite.
b. hopeful.
a. similar.

Gigantic means—

a. odd.
b. full.
c. tall.
d. huge.

d. pushed hard.
c. breathed easy.
b. sank below.
a. breathed out.

Conflict means—

a. similar.
b. hopeful.
c. opposing.
d. expert.

Building Meaning

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Comprehension Questions

Read pages 54 and 55 of Tyler Bradford is the New Kid in School and answer the following questions.

1. Which of the following best describes Jerome’s thoughts over the weekend?
   a. Jerome needs Tyler to tell him what to do about his problem with Charlie Baker.
   b. Jerome doesn’t want to think about his problem with Charlie Baker all weekend.
   c. Jerome doesn’t know what he will do about his problem with Charlie Baker.
   d. Jerome knows exactly what he will do about his problem with Charlie Baker.

2. Having a group of friends makes Tyler feel—
   a. happy.
   b. confused.
   c. like he is homesick.
   d. like he wants to leave.

3. How could you tell that Tyler did well during his tryout?

4. On page 54, Tyler learns that he is the first-string wide receiver. What does the phrase “first string” mean? Explain how you figured that out.

5. What happens because Jerome throws badly during tryouts?

6. Do you think Tyler will do well at Ames Elementary? Support your prediction.

Skill Questions

Write the words in your journal. Then write the prefix and base word. Write a definition for each word.

1. relive
2. replant
3. rethink
4. retest

Word Power

Try out the words in a sentence. Then write the prefix and base word. Write a definition for each word.

1. Does it mean?
   a. happy
   b. confused
   c. like he is homesick
   d. like he wants to leave

2. If you could tell that Tyler did well during his tryout, what would you look for?
   a. Jerome knows exactly what he will do about his problem with Charlie Baker.
   b. Jerome doesn’t want to think about his problem with Charlie Baker all weekend.
   c. Jerome doesn’t know what he will do about his problem with Charlie Baker.
   d. Jerome needs Tyler to tell him what to do about his problem with Charlie Baker.

3. Which of the following best describes Jerome’s thoughts over the weekend?
Comprehension Questions

Read pages 31 and 32 of *Tyler Bradford is the New Kid in School*, and answer the following questions:

1. How is the afternoon of Tyler's first day at school different from the morning?

2. What has to be done before Tyler can play football?

3. Which definition best fits the word *perused* on page 31?
   - a. followed
   - b. misplaced
   - c. glanced
   - d. studied
   Explain why.

4. Does Tyler's dad want him to play football? How can you tell?

5. Which of the following predictions is the best one to make at this point in the story?
   - a. Only Tyler will try out for the team.
   - b. Only Jerome will try out for the team.
   - c. Tyler and Jerome will both try out for the team.
   - d. Neither Tyler nor Jerome will try out for the team.

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4. “A mummy is a dead body that has been well preserved so it will not decay over time.” The word preserved means—

a. found in sand.
b. kept from decaying.
c. cold.
d. hidden.

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

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

5. “The body was washed with wine and the cavities packed with natron, a natural salt, and left for forty days.” The word natron means—

a. wine.
b. an internal organ.
c. a spice.
d. salt.

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

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

6. “After death, the person’s internal organs were removed and washed with wine.” The word internal means—

a. dried out.
b. inside.
c. special.
d. old.

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

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?
The Savvy Reader—Clarifying © 2011 Success for All Foundation

Comprehension Questions

Read the passage and answer the following questions:

A mummy is a dead body that has been well preserved so it will not decay over time. Some mummies have been preserved naturally. Cold, dry wind, and freezing temperatures can preserve a body. Also conditions that are acidic, dry, have little oxygen, or are very salty can produce mummies. Examples of naturally preserved mummies are ice mummies, mummies found buried in sand, and bog mummies.

Some mummies have been man-made by a method of embalming. The ancient Egyptians had a special way of preparing mummies. After death, the person's internal organs were removed and washed with wine and placed in jars. The brain was removed through the nose and thrown away. The body was washed with wine and the cavities were packed with natron, a natural salt, and left for forty days. After forty days, when the body was dried out, it was treated with oils, perfumes, and spices. The body was wrapped in yards of linen cloth, placed in a decorated casket, and buried in a tomb.

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 to pronounce it.
   c. break the word into parts and pronounce each part.
   d. mark a repeated word.

3. If a clarifying strategy does not work, you should—
   a. mark a word you don’t understand.
   b. ask your partner.
   c. tell the teacher.
   d. put a check on the sticky note.

Read the passage and answer the following question:

Read Mummies and answer the following questions.
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and last sections of this Targeted Treasure Hunt on an as-needed basis for classroom use.

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This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.