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 Widzbor
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 5

Student Edition

Prairie Belle, Belle of the Prairie ................................................................. S-1
Predicto Gets a Clue! ................................................................................... S-5
Signing Off! American Sign Language ......................................................... S-11
### Prairie Belle, Belle of the Prairie

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>irritating</td>
<td>base word + ending</td>
<td>annoying, bothersome</td>
<td>The sound of the bulldozer was so irritating that I couldn’t concentrate on my book.</td>
</tr>
<tr>
<td>replenish</td>
<td>chunk</td>
<td>fill up again, get more of</td>
<td>Victoria went to the store to replenish her family’s milk supply after she drank it all.</td>
</tr>
<tr>
<td>shouldering</td>
<td>base word + ending</td>
<td>carrying on your shoulders</td>
<td>The hikers were shouldering heavy backpacks as they trudged through the desert.</td>
</tr>
<tr>
<td>burnished</td>
<td>chunk</td>
<td>shiny and polished</td>
<td>Edward’s burnished trophies shined in the sunlight.</td>
</tr>
<tr>
<td>goading</td>
<td>base word + ending</td>
<td>urging on, poking at, spurring to action</td>
<td>The boy was goading the toad gently with a stick to see if it would hop.</td>
</tr>
<tr>
<td>swath</td>
<td>-a = /ah/ blend</td>
<td>path, usually of a storm or something destructive</td>
<td>The hurricane left a swath of destruction as it ripped along the street.</td>
</tr>
<tr>
<td>collapsed</td>
<td>base word + ending</td>
<td>fell down with force</td>
<td>The old roof collapsed from the weight of the snow after the blizzard.</td>
</tr>
<tr>
<td>partial</td>
<td>-tial = /shul/ chunk</td>
<td>incomplete, not total</td>
<td>There was only partial light, so Andre couldn’t see well enough to read.</td>
</tr>
</tbody>
</table>

### Fluency in Five

<table>
<thead>
<tr>
<th></th>
<th><strong>DAY 2</strong></th>
<th><strong>DAY 3</strong></th>
<th><strong>DAY 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 10 (paragraphs 1 and 2) or 16 (paragraphs 1–4)</td>
<td>Page 10 (paragraphs 1 and 2)</td>
<td>Page 10 (paragraphs 1 and 2), 16 (paragraphs 1–4), or 21</td>
<td></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. What is unusual about the morning on which the story takes place?
3. How does making coffee remind Prairie Belle that she and Pa are running out of supplies?
4. Which definition best fits the word *stand* in the phrase “stand of dogwood trees” on page 6?
   a. tolerate
   b. lack
   c. cluster
   d. rise
   Explain why.

DAY 2

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On)
2. How does Prairie Belle feel when Pa leaves?
3. What is the first thing Prairie Belle does when her father leaves?
4. The mood at the end of this passage is—
   a. nervous.
   b. peaceful.
   c. worried.
   d. unhappy.

Write a synonym for each of the following words.
1. monarch
2. stomach
3. shuddering
4. bulge

irritating     replenish     shouldering     burnished

goading       swath         collapsed      partial

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
6. Which of the following is something you might find irritating?
   a. the smell of freshly washed clothes
   b. a cool pool on a hot day
   c. songbirds singing in trees
   d. a mosquito buzzing in your ear
DAY 3

Team Talk
1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On)
2. How does Prairie Belle use figurative language to describe the tornado?
3. How much damage does the tornado do?
4. How can you tell Prairie Belle is scared during the tornado?

Skill Practice
Write a synonym for each of the following words.
1. criminal  2. flee  3. glitter  4. mutt

Building Meaning
<table>
<thead>
<tr>
<th>irritating</th>
<th>replenish</th>
<th>shouldering</th>
<th>burnished</th>
</tr>
</thead>
<tbody>
<tr>
<td>goading</td>
<td>swath</td>
<td>collapsed</td>
<td>partial</td>
</tr>
</tbody>
</table>

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
6. Which of the following is not something you might find irritating?
   a. an icy cold shower
   b. the smell of cookies baking
   c. a pebble in your shoe
   d. a ringing in your ear

DAY 4

Team Talk
1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On)
2. What scares Prairie Belle even more than the tornado? How can you tell?
3. How are Prairie Belle’s tears different when she sees Pa?
   a. They are tears of sadness.
   b. They are tears of pain.
   c. They are tears of joy.
   d. They are tears from allergies.
4. Do you think Pa is relieved to see that Prairie Belle is okay after the tornado? How can you tell?

Skill Practice
Write a synonym for each of the following words.
1. stroll  2. eternal  3. jersey  4. assemble
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.

   Before people had glass mirrors, they used _________ pieces of silver or other metals as mirrors.

**DAY 6**

This cycle, you learned about life on a late-1800s prairie farm from Prairie Belle. Imagine that you live on a farm similar to Prairie Belle’s. What do you think your life would be like? What kinds of chores or work would you do on the farm? What would you do for fun? Write a journal entry about a typical day on the farm. Describe at least three chores or different jobs you did that day, and at least one thing you did for fun. Remember that your journal should use slang or language appropriate for the late 1800s. Your journal entry should be in the correct format (date, greeting, body, closing, and a signature).

### Scoring Guide

- **You wrote a journal entry as a child living on a prairie farm in the late 1800s.**
  - 25 points

- **You describe at least three chores or jobs you did on the farm that day, and at least one thing you did for fun.**
  - 15 points each (60 points maximum)

- **Your journal is written in language appropriate for the late 1800s.**
  - 10 points

- **The journal is written in the correct format (date, greeting, body, closing, and a signature).**
  - 5 points
# Predicto Gets a Clue!

## DAY 1

<table>
<thead>
<tr>
<th>Team Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why did their teacher suggest that Adam, Elinor, Amy, and Daniel read the brochures about the USS <em>Constellation</em> Museum and the Maryland Science Center?</td>
</tr>
<tr>
<td>2. Daniel said that reading informational texts can be hard. What is an informational text? Why do you think Daniel and other students find it hard to read informational texts?</td>
</tr>
<tr>
<td>3. Predicto’s predictions were just wild guesses. What could he have done to make his predictions more realistic?</td>
</tr>
<tr>
<td>4. It was lucky for the friends that Amy had some Predicting Strategy Cards. How do you think the strategy cards will help them make predictions? (Write-On)</td>
</tr>
</tbody>
</table>

## Predicto’s Challenge

Greetings, Ladies and Gentlemen,

By listening to Adam and his friends, I’ve learned that I should be using clues in the text to make my predictions. I wish I had one of those Predicting Strategy Cards so I could remember what the clues are. Anyway, I looked at the table of contents for *Outlaws of the Sea* and predicted what I think the topic of the text is.

- Look over the table of contents for *Outlaws of the Sea*, and make a prediction about the topic too.
- Compare predictions and clues with your partners.
- Write your predictions and clues in your journals.

Yours truly,
The Incredible Predicto

## DAY 2

<table>
<thead>
<tr>
<th>Team Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What text features did Elinor use to predict that the brochure would be mostly about what visitors to the USS <em>Constellation</em> Museum will learn about the ship and sailors?</td>
</tr>
<tr>
<td>2. Elinor said that the more clues you look for and think about, the better your predictions will be. Do you agree with her? Why or why not? (Write-On)</td>
</tr>
<tr>
<td>3. How will Adam and Elinor find out if their predictions come true?</td>
</tr>
</tbody>
</table>
### Predicto’s Challenge

Greetings, Ladies and Gentlemen,

Listening to Elinor and Adam helped me figure out how to use clues to predict what a text is mostly about. I think the topic of the text on page 26 is pirates. But what do you think we’ll learn about pirates?

- Using the clues, like the headings, illustrations, and captions, see if you can predict what the text will be mostly about—what you will learn about pirates.
- Compare predictions with your partners; then write the predictions and clues in your journals.

Good luck!

The Incredible Predicto

---

### DAY 3

<table>
<thead>
<tr>
<th>Team Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What clues did Amy use to predict that part 1 would be about what there is to see on each deck of the USS <em>Constellation</em>?</td>
</tr>
<tr>
<td>2. Why did Daniel say he predicted that part 1 would tell them what there is to do on the USS <em>Constellation</em>?</td>
</tr>
<tr>
<td>3. Did you confirm Amy’s or Daniel’s predictions? Share the notes you and your partner made during your discussion. (Write-On)</td>
</tr>
<tr>
<td>4. Amy made a mind movie of the USS <em>Constellation</em>. Do you have a mind movie of the ship based on what you’ve read about it? Describe your mind movie. How do mind movies help you understand what you’re reading?</td>
</tr>
</tbody>
</table>

### Predicto’s Challenge

Greetings, Ladies and Gentlemen,

Finally, my luck is turning! I have a Predicting Strategy Card of my own! Outstanding! I used it right away to help me predict the main ideas of each part of the article on pirates. Why don’t you try that too?

- Look for clues.
- Make predictions about the main ideas of each part.
- Discuss your predictions and clues with your partners.
- Write your predictions and clues in your journal.
- Take turns reading each part to see if your predictions come true.
- Check off confirmed predictions.

Good luck!

The Incredible Predicto
### DAY 4

**Team Talk**

1. Predicto is actually learning to use clues! What clues helped him to predict that *Ahoy, Matey!* would be about what the sailors did to relax?
2. Did Predicto’s prediction come true? Explain how you know.
3. Is it okay if a prediction doesn’t come true? Why do you think that? (Write-On)

---

**Predicto’s Challenge**

Greetings, Ladies and Gentlemen,

A customer at the fair paid me 25 cents to predict the main ideas of parts 1 and 2 of the article *Sunken Treasures*. Once again, it’s a nautical theme. But that’s the only hint I’m going to give you. Test your powers of prediction!

- Using the text features as clues, predict the main ideas of parts 1 and 2.
- Compare predictions and clues with your partners.
- Write the predictions and clues in your journals.
- Then take turns reading parts 1 and 2 to see if you can confirm your predictions.
- Check off confirmed predictions.

Good luck!
The Incredible Predicto

---

### DAY 5

**Team Talk**

1. What do you think Amy and Daniel did to be good partners for each other?
2. What clues did Elinor use to predict that part 1 would be about uncovering the mystery of why dinosaurs disappeared?
3. Did Elinor confirm her prediction? Did she learn anything that she didn’t predict? What was it? (Write-On)
4. Did you learn something about dinosaurs that you didn’t predict? What was it?
Greetings, Ladies and Gentlemen,
I just happen to know that there’s another exciting exhibit at the Maryland Science Center. It’s called the *Birth of Aviation*. What do you think that’s all about? Let’s predict!

- On your own, predict the main ideas of parts 1, 2, and 3 of the information on page 28.
- Discuss your predictions and clues with your partners.
- Write your predictions and clues in your journals.
- Take turns reading the paragraphs.
- Find the main ideas. Do they confirm your predictions? Why or why not?

Wishing I had a partner to work with, I remain,
The Incredible Predicto

---

**DAY 6**

**Team Talk**

1. Daniel said that it was hard to predict what *Your Body: The Inside Story* was about because there weren’t many clues. What clues did he use to come up with the prediction that it’s about how to stay healthy?

2. How did you use your background knowledge to predict what *Your Body: The Inside Story* was about? (Write-On)

3. Based on what you read in both brochures, would you have voted to go to the USS *Constellation* Museum or the Maryland Science Center? What did you learn that made you choose this destination? Is this the place you would have chosen before reading the brochures? Why or why not?

---

Greetings, Ladies and Gentlemen,
Now that I know how to use clues, my powers of prediction have expanded so much that my turban no longer fits on my head. I’d like to test my powers out on you.

I’ve discovered yet another amazing exhibit at the Maryland Science Center. There’s some information about it on page 29 in your copy of *A Collection of Readings*. I’ve predicted what I think are the main ideas of each part.

I’d like you to find out if my predictions come true!

- With your partners, take turns reading parts 1, 2, and 3.
- Find the main ideas.
- Compare the main ideas to my predictions.
- Write down which of my predictions came true, which didn’t, and why.

With fingers crossed,
The Incredible Predicto
**DAY 7**

1. What did you predict before reading the text? 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 are firefighters and police officers similar?

4. The word *appreciation* means—
   a. disapproval.
   b. gratitude.
   c. embarrassment.
   d. frustration.
# Signing Off! American Sign Language

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>incapable</td>
<td>prefix + base word</td>
<td>unable</td>
<td>Tori was <em>incapable</em> of answering the phone because she was sick and lost her voice.</td>
</tr>
<tr>
<td>translated</td>
<td>base word + ending</td>
<td>reworded from one language to another</td>
<td>Pablo’s grandmother couldn’t understand English, so he <em>translated</em> my question into Spanish.</td>
</tr>
<tr>
<td>nonverbal</td>
<td>chunk</td>
<td>not spoken</td>
<td>The conductor gave a <em>nonverbal</em> signal to the orchestra to begin playing.</td>
</tr>
<tr>
<td>restored</td>
<td>prefix + base word + ending</td>
<td>renewed, fixed</td>
<td>Noel’s grandfather <em>restored</em> the old bike he found at the junkyard and made it look new.</td>
</tr>
<tr>
<td>transfixed</td>
<td>chunk</td>
<td>motionless with surprise</td>
<td>The small children were <em>transfixed</em> when they walked into the museum and saw the giant skeleton of the <em>T. rex</em>.</td>
</tr>
<tr>
<td>influenced</td>
<td>base word + ending</td>
<td>affected</td>
<td>The bad weather has <em>influenced</em> our decision to have a party at home instead of in the park.</td>
</tr>
<tr>
<td>previously</td>
<td>base word + ending</td>
<td>earlier</td>
<td>The new movie reminded Gordon of a story he had read <em>previously</em>.</td>
</tr>
<tr>
<td>primarily</td>
<td>base word + ending</td>
<td>mostly</td>
<td>The purpose of playing games in gym is to <em>primarily</em> teach children how to exercise and work as a team.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fluency in Five</th>
<th><strong>DAY 2</strong></th>
<th><strong>DAY 3</strong></th>
<th><strong>DAY 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Page 49 (paragraphs 1 and 2)</td>
<td>Page 49 (paragraphs 1 and 2) or 46 (paragraphs 1 and 2)</td>
<td>Page 49 (paragraphs 1 and 2), 46 (paragraphs 1 and 2), or 54 (paragraphs 1 and 2)</td>
</tr>
</tbody>
</table>
**DAY 1**

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

2. Why were the deaf and hard of hearing treated poorly long ago?

3. How do the gestures for the letters J and Z differ from other letters?
   a. They are the easiest gestures to make.
   b. They require the speaker to move his or her hands more.
   c. They do not have gestures, and people have to write them.
   d. They look like the letters they represent.

4. How do ASL speakers make compound words?

**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. Helen had trouble learning to communicate because—
   a. she couldn't hear or see what Anne Sullivan was telling her.
   b. she couldn't figure out the gestures for letters.
   c. she couldn't pronounce the words she was spelling.
   d. she couldn't put spelled words together with real objects.

3. Why do you think Gallaudet University is selective about accepting hearing students?

4. What is the same as speaking with your mouth full in ASL? Why is it rude?

**Use the dictionary entry to answer the following question.**

<table>
<thead>
<tr>
<th>alert</th>
</tr>
</thead>
<tbody>
<tr>
<td>adj. 1 fully aware; wide awake; keen (an alert mind). 2 swift; agile; nimble. —n. 3 a warning or alarm, as for an attack or storm. 4 the time when a warning or alarm is in effect. —v. 5 to warn others to prepare for action (to alert the troops). 6 to warn of a coming storm, attack, raid, etc. (to alert residents to prepare for flooding). 7 to advise or warn (to alert gardeners to the dangers of pesticides).</td>
</tr>
</tbody>
</table>

Which dictionary entry gives the best definition for alert as it is used in the following sentences?

1. Residents living near the volcano were alerted that they would need to evacuate the area to escape an eruption.

2. As strong storms came closer to the town, a tornado alert was sounded.
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.
   Marnie was __________ when she first saw the snake on the path, but then she ran away as fast as she could.

DAY 3

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

2. Why was Thomas Hopkins Gallaudet interested in bringing sign language to the United States?
   a. He wanted to help the deaf daughter of a friend.
   b. He was deaf and wanted to talk to people.
   c. He wanted a way to educate the deaf community.
   d. He was tired of having to write for the deaf.

3. What is the purpose of the text box on the bottom of page 43?

4. What problem does someone who is deaf and blind have? What is the solution?

Skill Practice

Use the dictionary entry to answer the following question.

**gog-gle**

*n.* 1 protective eye coverings *(swim goggles).* 2 a bulging, wide-open look of the eyes; a stare. —v. 3 to stare with bulging or wide-open eyes. 4 to roll one’s eyes. 5 *(of the eyes)* to bulge and be wide open in a stare. 6 *(of the eyes)* to roll.

Which dictionary entry gives the best definition for *goggle* as it is used in the following sentences?

1. Mr. Eckert made sure all of his students were wearing safety *goggles* before they began sawing their blocks of wood.

2. “Don’t *goggle* your eyes at me,” Lance’s mom said after he made a face.
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

4. The starter's pistol is a loud, nonverbal signal to start a race. Nonverbal means—
   a. shouted aloud.
   b. silenced.
   c. rumbled.
   d. not spoken.

**DAY 4**

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

2. Tell at least one way ASL and BSL are different.

3. In the author's opinion, why is it a good idea to learn sign language?
   a. You can speak with signers from different countries.
   b. Learning Spanish or French is not as interesting as learning ASL.
   c. There are more than 11 million deaf or hard-of-hearing people in the U.S.
   d. Gallaudet is an excellent college that you should attend.

4. Use information from your idea tree to write a summary about *Signing Off! American Sign Language*.

### Use the dictionary entry to answer the following question.

**notch**

- **n.** 1 an angular or V-shaped cut in a surface or edge. 2 a cut or nick made in a stick for keeping record, such as a tally. 3 *(New England and upstate New York)* a deep, narrow opening or pass between mountains. 4 *(Informal)* a step or degree. *(This car is a notch better than that one.)* —**v.** 5 to cut or make a nick in. 6 record by making notches. 7 to score, as in a game *(he notched another basketball win)*.

Which dictionary entry gives the best definition for *notch* as it is used in the following sentences?

1. You can't pass through the notch in the mountains between November and May because of snow.
2. I need to notch this wooden board so I know where to cut it when I've finished measuring.
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.
   Harlan’s good behavior _________ his little brother to be polite as well.

DAY 6

You read about how the deaf and hard of hearing have to adapt the way they communicate with others. You also read how the blind have to learn to read. How do you think losing one of your senses would affect you? Begin your response with an introductory sentence that tells what sense you will discuss losing. Tell at least four ways you think losing this sense would affect you. Think about what you would miss without this sense or what you might have to do to accommodate for your missing sense. End your personal response with a closing sentence that tells whether you think you could learn to get along without this sense. Remember that you can use personal pronouns in your writing.

Scoring Guide

| You wrote a personal response about how losing one of your senses would affect you. | 20 points |
| Your personal response begins with an introductory sentence that tells what sense you will discuss losing. | 10 points |
| You describe at least four ways you think losing this sense would affect you. | 15 points each (60 points maximum) |
| You end your personal response with a closing sentence that tells whether you think you could learn to get along without this sense. | 10 points |
5. Write a meaningful sentence for the word translated.

6. My mother's frown was a ______ cue that she wasn't happy with my test score.

7. "If you remember from the book we read previously, sometimes characters have to make hard decisions."

8. Rhonda was ______ of moving when she heard her name announced as the winner of the prize.

9. The jeweler ______ the silver necklace by replacing the chain and cleaning it.

10. The stadium was ______ used for football games, but sometimes soccer games were played there.

11. Wanting to eat healthily always ______ Brandons opinion when he ordered dinner at restaurants.

12. The deer stood ______ in the road when the car's headlights shined on it.

- d. ignored
- c. affected
- b. bothered
- a. remained

Influenced means—

Previously means—

a. later.
- b. just now.
- c. next day.
- d. earlier.

Incapable means—

a. unable.
- b. willing.
- c. quick.
- d. afraid.

Influenced means—

a. remained.
- b. bothered.
- c. affected.
- d. ignored.

Influenced by replacing the chain and cleaning it.
The woman often overlooked her dog's bad behavior because she thought he was too cute to punish.

2. Which dictionary entry gives the best definition for overlook as it is used in the following sentences?

1. "I'm going to overlook your argument with me because I know you're upset about losing the contest," Principal Donner said to Deshawn.
2. The toymaker overlooked the fact the doll was missing a mouth when he put it on display in the window.
3. Tall mountains begin to overlook the flat plains in the distance as you drive west through the
4. The toymaker overlooked the fact the doll was missing a mouth when he put it on display in the window.
5. The office overlooks the harbor as you near the

How do you know?

Word Power

Summarize the text using information from your graphic organizer:


Skill Questions

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

Use the dictionary entry to answer the following questions:

little shares
3. Tall mountains begin to overlook the flat plains in the distance as you drive west through the
2. The toymaker overlooked the fact the doll was missing a mouth when he put it on display in the window.
1. "I'm going to overlook your argument with me because I know you're upset about losing the contest."

Which dictionary entry gives the best definition for overlook as it is used in the following sentences?

1. "I'm going to overlook your argument with me because I know you're upset about losing the contest," Principal Donner said to Deshawn.
2. The toymaker overlooked the fact the doll was missing a mouth when he put it on display in the window.
3. Tall mountains begin to overlook the flat plains in the distance as you drive west through the
4. The toymaker overlooked the fact the doll was missing a mouth when he put it on display in the window.
5. The office overlooks the harbor as you near the

How do you know?

What was the influence of the author?

2. What is the intent of the author?

a. to explain how Braille writing was invented
b. to tell me how to write Braille on special typewriters
c. to compare using Braille with ASL and the AMA
d. to persuade me to learn to read in Braille

How do you know?
Preview the test passage, and answer the following question.

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

Test Passage

Before 1826, there was no good way for the blind to read. Some books were published with embossed letters that the blind could feel. However, these books were large and very expensive. Most blind children never learned to read. William Allen, a captain in the French army, invented the Braille system. The system was made so that the blind could read a book just as easily as someone who could.
Comprehension Questions

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

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

3. Is the amount of food you eat from the food pyramid the same for everyone? Why or why not?

4. Which of the following clues helped you make a prediction about this reading?
   a. pictures and diagrams
   b. text boxes
   c. bold text
   d. all the above

5. Which of the following is not a group on the food pyramid?
   a. meats and beans
   b. milk
   c. sugars and sweets
   d. vegetables

6. Which is the main idea of paragraph 1? How do you know?
   a. vegetables
   b. sugars and sweets
   c. text boxes
   d. all the above
Skill Questions

Write a synonym for each of the following words.

<table>
<thead>
<tr>
<th>Word</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>partial</td>
<td>collapsed</td>
</tr>
<tr>
<td>collapsed</td>
<td>swarth</td>
</tr>
<tr>
<td>swarth</td>
<td>repulsed</td>
</tr>
<tr>
<td>repulsed</td>
<td>burnished</td>
</tr>
</tbody>
</table>

Building Meaning

1. The moth was really __________ me because it was making the light flicker as it flitted around it.
   - a. gray
   - b. nudley
   - c. polished
   - d. dull

II. The burnished candlesticks reflected the soft glow of the candles on the table. *Burnished means—*

   a. dull
   b. path
   c. shouldering
   d. polished

10. **The house of cards__** when a slight breeze blew by it.
   - a. fell
   - b. stood
   - c. collected
   - d. collapsed

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

6. “If you keep __________ that old dog, he might growl at you,” Mr. Rafferty warned.

7. Mrs. Ahern suffers from partial blindness, so while she can see really large objects, she needs a cane to feel for small ones in her path. *Partial means—*
   - a. complete.
   - b. total.
   - c. incomplete.
   - d. whole.

8. The strong farmers were used to __________ large bags of seeds to bring them out to the fields.
   - a. whole
   - b. incomplete
   - c. incompelete
   - d. collapsed

9. The twin boys left a swath of destruction through the house when they came in from playing outside. *Swath means—*
   - a. cloth
   - b. hole
   - c. path
   - d. path

11. The burnished candlesticks reflected the soft glow of the candles on the table. *Burnished means—*

   a. dull
   b. path
   c. shouldering
   d. polished

12. The moth was really __________ me because it was making the light flicker as it flitted around it.
   - a. gray
   - b. nudley
   - c. polished
   - d. dull

Skill Questions

Write a synonym for each of the following words.

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.
Read page 22 of Prairie Belle, Belle of the Prairie, and answer the following questions.

Comprehension Questions

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

2. The thought that scares Prairie Belle the most is—
   a. losing her father to the tornado.
   b. the tornado returning to the cabin.
   c. having to repair the barn.
   d. being by herself on the farm.

3. What did Pa do when he saw where the tornado was traveling?
   a. He turned around and raced home.
   b. He raced to Mr. Ford's farm for help.
   c. He hid until the storm was over.
   d. He sat down and cried in fear.

4. Why do you think Pa says the most important thing after their ordeal?

5. Why do you think Pa will take Prairie Belle with him when he goes to get the new dairy cow?

6. Why do you think Pa will take Prairie Belle with him when he goes to get the new dairy cow? Explain how you know.

Read the following passage, which is from another Prairie Belle story. Make a prediction about what will happen next. Explain the clues you used to make your prediction.

One November, I awoke to a beautiful snowy morning. But this pleases the cabin. High as the windows, I jumped out of bed and put on my warmest clothes. I found my mittens, scarf, and coat and put them on. I raced to the kitchen door.
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

Level 5

Predicting

Student Test