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
© 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—Clarifying Level 6

Student Edition

Clarifying Sticky Situations with the Strategy Spies ........................................ S-1
Anthony Johnson Leaves the Arcade .............................................................. S-5
All That Jazz! American Music, American Musicians .................................... S-13
Australia and New Zealand: The Crowns of Oceania .................................. S-19
# Clarifying Sticky Situations with the Strategy Spies

## DAY 1

### Strategy Spies’ Challenge

Hi!

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.

The Techno-Geeks,
Kate and Fred

<table>
<thead>
<tr>
<th>How do you say the underlined words?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Another word for spying is <strong>espionage</strong>.</td>
</tr>
<tr>
<td>2. The spies used an <strong>ingenious</strong> method of hiding their camera. They painted it green and hid it in a plant!</td>
</tr>
<tr>
<td>3. Some spy cameras are as small as a shirt button. Their size makes them <strong>inconspicuous</strong>.</td>
</tr>
</tbody>
</table>
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
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.
## Anthony Johnson Leaves the Arcade

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>amassed</td>
<td>base word + ending</td>
<td>stored up</td>
<td>The chipmunk <em>amassed</em> a huge pile of acorns to get him through the winter.</td>
</tr>
<tr>
<td>permission</td>
<td>chunk</td>
<td>freedom to do something</td>
<td>You should get <em>permission</em> from your brother before you go into his room.</td>
</tr>
<tr>
<td>technology</td>
<td>-ch = /k/ chunk</td>
<td>advances in science and machines</td>
<td>The Internet is one of the best parts of twentieth-century <em>technology</em>.</td>
</tr>
<tr>
<td>press</td>
<td>blend</td>
<td>magazines, newspapers, and other things people read for news; media</td>
<td>Some folks read the newspaper and other written <em>press</em> for news, but I prefer to watch television.</td>
</tr>
<tr>
<td>intact</td>
<td>chunk</td>
<td>in one piece</td>
<td>After Bill crashed his bike, he checked to make sure all of his bones were <em>intact</em> before he got up and rode away.</td>
</tr>
<tr>
<td>awesome</td>
<td>chunk</td>
<td>amazing, stunning</td>
<td>The <em>awesome</em> light show shocked us all into silence.</td>
</tr>
<tr>
<td>jovial</td>
<td>chunk</td>
<td>happy, easy to get along with</td>
<td>Charlie was so <em>jovial</em> that he had friends all over the place.</td>
</tr>
<tr>
<td>indignation</td>
<td>chunk</td>
<td>anger</td>
<td>Joe felt a lot of <em>indignation</em> at the way he was mistreated by others.</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 8</td>
<td>Page 8 or 10</td>
<td>Page 8, 10, or 12</td>
</tr>
</tbody>
</table>
DAY 1

1. Where does Anthony keep his bank? Why do you think he keeps it in there?

2. Which definition best fits the word *totaling* in the third paragraph?
   a. dividing
   b. subtracting
   c. adding
   d. following

   Explain how you figured that out.

3. What does Anthony’s dad think about Anthony taking all of his coins to the video arcade?

4. After Anthony talks to his dad, what is his plan? What does this tell you about Anthony?

DAY 2

1. Which of the following describes how Javon and Anthony feel when they walk into the arcade?
   a. awed
   b. bored
   c. frightened
   d. confused

2. Which of the following definitions fits the word *miniature* in the second paragraph?
   a. huge
   b. tiny
   c. loud
   d. quiet

   Explain how you figured that out.

3. Have the boys ever heard of *Mega-Baseball 2006*? How can you tell?

4. Explain Anthony’s reaction when he sees how much the baseball game costs to play. Why does he play anyway?

DAY 3

1. How do Anthony’s feelings about the arcade change from the time he goes inside until the time he comes back out?

2. Which of the following definitions best fits the word *pursuit* in paragraph 10?
   a. act of jumping
   b. act of chasing
   c. act of sleeping
   d. act of shouting

   Explain how you figured that out.

3. How would this chapter be different if Anthony had caught the bus in time?

4. Do you think Anthony would be a good softball player? Why or why not?
DAY 4

1. What do you think the author means when he says that the sign above the arcade went from “jovial and inviting” to “dull and silly”?

2. Which definition best fits the word *vacant* in the sixth paragraph?
   a. not working well
   b. very clean
   c. highly popular
   d. not in use
   Explain how you figured that out. (Write-On)

3. Do the boys play the game any better today than they did the day before?

4. Explain what causes Javon and Anthony to argue.

DAY 6

Anthony and Javon have different opinions about the new video arcade. They want to have a class debate to find out what their classmates think about the arcade. Choose one of the characters, and write a persuasive speech from his point of view. Think about why your character might have this opinion about the arcade and the kinds of reasons he would give to support his opinion. Your persuasive speech should provide at least three reasons in support of your character’s position. Be sure to provide at least one detail for each reason to support your character’s argument. Remember to keep your character’s audience in mind as you write your speech.

<table>
<thead>
<tr>
<th>Scoring Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>You wrote a persuasive speech from either Anthony’s or Javon’s point of view about the new video arcade.</td>
</tr>
<tr>
<td>You provide at least three reasons in support of your character’s argument.</td>
</tr>
<tr>
<td>You provide at least one detail for each reason to support your character’s argument.</td>
</tr>
<tr>
<td>You keep your character’s audience in mind as you write your speech.</td>
</tr>
</tbody>
</table>
Anthony Johnson Leaves the Arcade

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>frail</td>
<td>blend</td>
<td>weak</td>
<td>The <em>frail</em> baby lamb didn’t quite have enough strength to stand on its own yet.</td>
</tr>
<tr>
<td>routinely</td>
<td>base word + ending</td>
<td>normally, usually</td>
<td>It rains so seldom in our town that our grass <em>routinely</em> goes brown the day after we water it.</td>
</tr>
<tr>
<td>tolerable</td>
<td>chunk</td>
<td>decent, acceptable</td>
<td>Chocolate is a <em>tolerable</em> flavor, but I really love vanilla.</td>
</tr>
<tr>
<td>eventually</td>
<td>base word + ending</td>
<td>guaranteed to happen, after some time</td>
<td>Dad kept driving, knowing that <em>eventually</em> we’d find the street address we were looking for.</td>
</tr>
<tr>
<td>wasteland</td>
<td>compound word</td>
<td>place where nothing lives or grows</td>
<td>The empty town became a <em>wasteland</em> when all the people moved away.</td>
</tr>
<tr>
<td>asserted</td>
<td>base word + ending</td>
<td>promised, claimed</td>
<td>Gigi <em>asserted</em> that she hadn’t stolen the cookie, but nobody believed her.</td>
</tr>
<tr>
<td>determination</td>
<td>base word + ending</td>
<td>willpower</td>
<td>If you have enough <em>determination</em> to succeed, you can do anything.</td>
</tr>
<tr>
<td>conquer</td>
<td>-qu = /k/ chunk</td>
<td>beat, top, overcome, outdo</td>
<td>The knight knew he had to <em>conquer</em> the evil king to earn the maiden’s respect.</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>Pages 17 and 18 (chapter 13)</td>
<td>Pages 17 and 18 (chapter 13) or 19 and 20 (chapter 15)</td>
<td>Pages 17 and 18 (chapter 13), 19 and 20 (chapter 15), or page 22</td>
</tr>
</tbody>
</table>
DAY 1

1. What are batting cages? How can you tell?
2. Is Anthony surprised at how well Maggie can hit the ball? Support your answer.
3. On page 15, Terrell says that the field his team plays on is “often booked.” What does that phrase mean, and how do you know? (Write-On)
4. Terrell misses his first pitch in the cage. Anthony says, “Nice work, bro!” Do you think Anthony is trying to be mean? Were Terrell’s feelings hurt? Support your answer.

DAY 2

1. What does the term *rearview window* mean on page 17? Tell how you figured that out. (Write-On)
2. Why does Anthony offer to take the bus home?
   a. He doesn’t want to be a pest.
   b. He doesn’t like Terrell’s motorcycle.
   c. He doesn’t want to ride in the car.
   d. He doesn’t like Terrell’s friends.
3. On the ride home, Anthony and his brother give each other the thumbs up sign. What does that tell you about how they feel?
4. Why do you think Anthony and Terrell’s dad mouths, “Thank you” to Terrell?

Skill Practice

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

1. popcorn
2. seaweed
3. weekend
4. wildfire

Building Meaning

<table>
<thead>
<tr>
<th>frail</th>
<th>routinely</th>
<th>tolerable</th>
<th>eventually</th>
</tr>
</thead>
<tbody>
<tr>
<td>wasteland</td>
<td>asserted</td>
<td>determination</td>
<td>conquer</td>
</tr>
</tbody>
</table>

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
6. List two things that would be considered frail.
**DAY 3**

**Team Talk**

1. Describe how Anthony shows his anger.
2. What do you think Terrell and his dad talk about on the lawn? Support your answer.
3. What does the phrase “That would show Terrell” mean on page 20? How did you figure that out? (Write-On)
4. On page 20, Javon says he is “totally down” with Anthony’s plan. What does he mean? How can you tell?

**Skill Practice**

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

1. houseboat 2. flagpole 3. windstorm 4. caretaker

**Building Meaning**

frail  routinely  tolerable  eventually

wasteland  asserted  determination  conquer

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
6. List two things that would not be considered frail.

**DAY 4**

**Team Talk**

1. Why does Terrell take Anthony to the ballpark?
   a. to practice with the team
   b. to play an actual game
   c. to act as umpire for the game
   d. to keep score for the team
2. Will Anthony definitely be on the softball team? How does he feel about that?
3. The author writes that Anthony fired the ball over to Terrell on page 22. What does that mean? (Write-On)
4. Would Anthony make a good all-around softball player? Support your answer.

**Skill Practice**

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

1. sunglasses 2. surfboard 3. rowboat 4. watchdog
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

6. The dentist complimented Lisa for **routinely** flossing her teeth every night. *Routinely* means—
   a. happily.
   b. hardly.
   c. seldom.
   d. usually.

**DAY 6**

*Anthony Johnson Leaves the Arcade* leaves us wondering what happens next in the story. Does Anthony catch the ball? What does his softball career look like after this game? What does Javon do? Explain what happens in chapter 19, and create a new ending for the story. Describe at least three events that happen as a part of the falling action and resolution of the story. Include at least four lines of dialogue between the characters, and remember to write your ideas in complete sentences.

**Scoring Guide**

- You created a new story ending by writing chapter 19 of *Anthony Johnson Leaves the Arcade.* 25 points
- At least three events happen during the falling action and resolution of the story. 15 points each (45 points maximum)
- There are at least four lines of dialogue in your new chapter. 5 points each (20 points maximum)
- The new story ending is written in complete sentences. 10 points
## All That Jazz! American Music, American Musicians

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>cherished</td>
<td>base word + ending</td>
<td>beloved</td>
<td>The author’s wonderful children’s books were <em>cherished</em> by children all over the world.</td>
</tr>
<tr>
<td>spanned</td>
<td>base word + ending</td>
<td>crossed</td>
<td>The bridge <em>spanned</em> the river, allowing cars to cross it easily without a ferry.</td>
</tr>
<tr>
<td>accompanied</td>
<td>base word + ending</td>
<td>went along with</td>
<td>My teacher <em>accompanied</em> me on piano while I played the flute during my recital.</td>
</tr>
<tr>
<td>debut</td>
<td>chunk</td>
<td>first time</td>
<td>The pitcher’s <em>debut</em> in a major league game occurred when he was only twenty-three years old.</td>
</tr>
<tr>
<td>impressed</td>
<td>base word + ending</td>
<td>inspired, thrilled</td>
<td>The professional soccer players <em>impressed</em> Mona, making her want to join a team right away.</td>
</tr>
<tr>
<td>achievement</td>
<td>base word + ending</td>
<td>feat, accomplishment</td>
<td>The mountain climber’s best <em>achievement</em> occurred when he climbed the highest mountain in the world.</td>
</tr>
<tr>
<td>imitations</td>
<td>base word + endings</td>
<td>copies, impersonations</td>
<td>Original pieces of art are expensive and rare, but <em>imitations</em> are cheaper and often just as beautiful.</td>
</tr>
<tr>
<td>attire</td>
<td>chunk</td>
<td>clothing</td>
<td>A policeman’s <em>attire</em> is usually made up of a blue uniform and a hat.</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>Pages 42 and 43</td>
<td>Pages 42 and 43 or 36 and 37</td>
<td>Pages 42 and 43, 36 and 37, or 44 and 45</td>
</tr>
</tbody>
</table>
DAY 1

1. What are pages 32 and 33 mostly about?
   a. African American communities
   b. jazz instruments
   c. the history of jazz
   d. where all music comes from
   
   What clues led you to this main idea? (Write-On)

2. What major effect did Louis Armstrong have on jazz music?

3. Do you think “First Lady of Song” was a good nickname for Ella Fitzgerald? Why or why not?

4. In which way was Duke Ellington similar to Louis Armstrong and Ella Fitzgerald?
   a. He started playing piano at a very young age.
   b. He was helped by an older, more established musician.
   c. He played the cornet on street corners after school.
   d. He sang scat at the famous Apollo Theater.

DAY 2

1. How does a text box on page 41 help you learn more about Thelonious Monk's influence on other jazz musicians?

2. How is free jazz different from improvisation?

3. What is the main idea of pages 44 and 45?
   a. a trumpet-playing prince
   b. wearing suits and ties
   c. Miles Davis and his trumpet
   d. composing jazz music
   
   What clues led you to this main idea? (Write-On)

4. Have people forgotten about jazz music? How can you tell?

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

1. government
2. endangerment

<table>
<thead>
<tr>
<th>cherished</th>
<th>spanned</th>
<th>accompanied</th>
<th>debut</th>
</tr>
</thead>
<tbody>
<tr>
<td>impressed</td>
<td>achievement</td>
<td>imitations</td>
<td>attire</td>
</tr>
</tbody>
</table>

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

4. List two things that might be considered attire.
DAY 3

1. Pages 32 and 33 are mainly about the history of jazz. Which of the following is a detail that tells more about this main idea?
   a. People listened to jazz on the radio.
   b. Jazz sounds different in every city that plays it.
   c. Jazz is the ultimate American creation.
   d. Spirituals sung by slaves are one origin of jazz.

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

2. Where did Louis Armstrong’s nickname “Satchmo” come from?

3. Is it a fact or an opinion that Ella Fitzgerald was one of the most popular female jazz musicians in the twentieth century? Support your answer.

4. Why did President Richard Nixon award Duke Ellington the Presidential Medal of Freedom?
   a. He played piano in the house band for the Cotton Club.
   b. Ellington was one of the best American music composers.
   c. Ellington played the piano in the White House every year.
   d. He was the most famous African American in the world.

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

1. thriftily

2. involvement

<table>
<thead>
<tr>
<th>cherished</th>
<th>spanned</th>
<th>accompanied</th>
<th>debut</th>
</tr>
</thead>
<tbody>
<tr>
<td>impressed</td>
<td>achievement</td>
<td>imitations</td>
<td>attire</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. List two things that are not attire.
DAY 4

1. Why did John Coltrane turn to music and learn to play clarinet and saxophone?

2. Pages 44 and 45 are mainly about Miles Davis, a trumpet player. Which of the following is a detail that tells more about this main idea?
   a. A side man is a musician who plays in another person’s band.
   b. He learned the tricks to play jazz trumpet when he was sixteen.
   c. Tubas and French horns were unusual instruments in jazz bands.
   d. He preferred dressing well in suits and ties during music gigs.

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

3. Why does the author tell you that libraries often have books about jazz or records you can borrow?
   a. to inform the reader about how to locate jazz history books there
   b. to show the reader how to play jazz records
   c. to explain how to read jazz sheet music
   d. to persuade the reader to visit the library to read about or listen to jazz

4. Summarize what you learned in All That Jazz! American Music, American Musicians. Use your idea tree to help you identify main ideas and supporting details.

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

1. modified 2. containment

Build Meaning

<table>
<thead>
<tr>
<th>cherished</th>
<th>spanned</th>
<th>accompanied</th>
<th>debut</th>
</tr>
</thead>
<tbody>
<tr>
<td>impressed</td>
<td>achievement</td>
<td>imitations</td>
<td>attire</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 was really ___________ with Miki’s homemade brownies, so I asked her for the recipe.
DAY 6

Writing Prompt
You have been learning about jazz music and musicians. Write an informative paragraph about your favorite song or type of music. It can be a song from the radio, television, or something your family sings. Begin your paragraph with a sentence that introduces the song and the person who sings it or the type of music that you enjoy. Provide four reasons, with supporting details, that explain why you like this song or type of music. Think about what you like about the song or type of music—the lyrics, the rhythm, the meaning? Close your paragraph with a sentence that restates the main idea. You will share your paragraph with your classmates to make a book that shows the variety of music your class enjoys.

Scoring Guide
- You wrote an informative paragraph about your favorite song or type of music to share with your classmates. 20 points
- Your paragraph has an opening sentence that introduces the song and artist or type of music you enjoy. 10 points
- You provide four reasons, with supporting details, about why you enjoy this song or type of music. 15 points each (60 points maximum)
- Your paragraph ends with a sentence that restates the main idea. 10 points
# Australia and New Zealand: The Crowns of Oceania

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>arid</td>
<td>chunk</td>
<td>dry</td>
<td>A few hours in the <em>arid</em> desert without shade or a source of water could put your life in danger.</td>
</tr>
<tr>
<td>tolerating</td>
<td>base word + ending</td>
<td>enduring</td>
<td>My dog is very good at <em>tolerating</em> my cats, which enjoy pouncing on his tail and swatting his nose.</td>
</tr>
<tr>
<td>array</td>
<td>chunk</td>
<td>collection</td>
<td>I love playing dress-up at my aunt’s house because she has a wide <em>array</em> of hats and shoes to wear.</td>
</tr>
<tr>
<td>exotic</td>
<td>chunk</td>
<td>strange, unusual</td>
<td>The flower looked similar to a lily, but it had an <em>exotic</em> smell that made Zena think of the jungle.</td>
</tr>
<tr>
<td>prohibits</td>
<td>base word + ending</td>
<td>stops, prevents</td>
<td>The movie theater <em>prohibits</em> customers from sneaking their own snacks into their shows.</td>
</tr>
<tr>
<td>ingenious</td>
<td>chunk</td>
<td>very clever</td>
<td>Carlos’s <em>ingenious</em> invention cracked eggs without making a mess or getting eggshells in the food.</td>
</tr>
<tr>
<td>resilient</td>
<td>chunk</td>
<td>flexible</td>
<td>Palm trees are made to be <em>resilient</em> so they survive the strong winds of hurricanes.</td>
</tr>
<tr>
<td>vaulted</td>
<td>base word + ending</td>
<td>arched</td>
<td>The <em>vaulted</em> ceiling in the castle was so high, there was just darkness above Kylie’s head.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fluency in Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY 2</strong></td>
</tr>
<tr>
<td>Page 57</td>
</tr>
<tr>
<td><strong>DAY 3</strong></td>
</tr>
<tr>
<td>Page 57 or 53</td>
</tr>
<tr>
<td><strong>DAY 4</strong></td>
</tr>
<tr>
<td>Page 57, 53, or pages 58 and 59</td>
</tr>
</tbody>
</table>
# DAY 1

1. Prisoners were often shipped to Australia to live in penal colonies. Why do you think the British wanted criminals out of their homeland?

2. A growing coral reef is a sign of—
   a. pollution and waste.
   b. too many creatures.
   c. a healthy habitat.
   d. too little sunlight.

3. Which of the following means about the same as the word *marine* on page 53?
   a. mountain
   b. desert
   c. cave
   d. ocean
   How did you figure that out? (Write-On)

4. How does the Great Barrier Reef Marine Park Authority plan to preserve the Great Barrier Reef?

---

# DAY 2

1. Which of the following means about the same as the word *midflight* on page 57?
   a. start of a sea voyage
   b. halfway through a journey
   c. beginning of a vacation
   d. end of a trip
   How did you figure that out? (Write-On)

2. What effect has being a group of hunter-gatherers had on the Aborigines in Australia?

3. How is the Sydney Harbor Bridge different from other bridges in the world?

4. The text says Bondi Beach has reliable waves. What does this mean? Why do you think this makes it popular for surfers?

---

### Skill Practice

Write the two words in each list that are synonyms.

1. collect, give, gather, lose
2. gain, defeat, beat, collect
3. wilt, strong, simple, hardy
4. persuade, inform, bargain, convince
Australia and New Zealand: The Crowns of Oceania / Cycle 1

The Savvy Reader—Clarifying

Student Edition © 2011 Success for All Foundation

S-21

DAY 3

1. How does Australia’s climate change as you travel around the island?

2. The Great Barrier Reef is colorful because of—
   a. microscopic algae.
   b. an artist and paint.
   c. water acting like a prism.
   d. camouflage for hiding.

3. Which of the following means about the same as the word immune on page 54?
   a. in danger
   b. vulnerable
   c. in question
   d. protected

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


Write the two words in each list that are synonyms.

1. laughter, concern, tired, worry
2. hush, noise, table, quiet
3. answer, correct, right, write
4. grab, tight, grasp, loose

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

6. List two things that might not be resilient.
DAY 4

1. How has the Aborigine culture remained strong over thousands of years?

2. Which of the following means about the same as the word cater on page 59?
   a. take away
   b. provide
   c. exclude
   d. move apart

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

3. What fact does the text box on page 59 teach you about Bondi Beach?

4. Use information from your graphic organizer to summarize what you learned in this cycle of *Australia and New Zealand: The Crowns of Oceania*.

---

Write the two words in each list that are synonyms.

1. yell, discuss, blank, talk
2. turn, still, spin, move
3. work, story, tale, relax
4. pile, trash, heap, glide

---

<table>
<thead>
<tr>
<th>arid</th>
<th>tolerating</th>
<th>array</th>
<th>exotic</th>
</tr>
</thead>
<tbody>
<tr>
<td>prohibits</td>
<td>ingenious</td>
<td>resilient</td>
<td>vaulted</td>
</tr>
</tbody>
</table>

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

6. Choose the word that best fits in the blank.

   I never knew how many different kinds of cars there were until I saw my cousin’s [__________] of models lining the shelves in his room.
DAY 6

Writing Prompt
You learned some facts about two special areas in Australia this cycle, but the book cannot tell you everything about the activities or opportunities available to visitors of the Daintree Rainforest or Great Barrier Reef. Write a business letter to the director of Parks Australia to request more information about one of the national parks you read about. In your letter, explain something that you have learned about one of these parks. Tell the director that you would like to learn more about this national park, and ask four questions you still have about the park. Provide reasons why you are curious to know the answers to these questions. Remember to use the business letter format (a heading, inside address, greeting, body, closing, and signature).

Scoring Guide

You wrote a business letter to the director of Parks Australia to request more information about a national park. 20 points

You tell the director one thing you have learned about a national park. 15 points

You ask four questions about the park and provide reasons you want to know the answers. 15 points each (60 points maximum)

Your business letter is in the proper format (a heading, inside address, greeting, body, closing, and signature). 5 points
## Australia and New Zealand: The Crowns of Oceania

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>embark</td>
<td>chunk</td>
<td>begin, especially a journey</td>
<td>“As soon as everything is packed in the car, we’ll embark on our drive to Grandma’s house,” Julius’s dad said.</td>
</tr>
<tr>
<td>deforestation</td>
<td>prefix + base word + ending</td>
<td>removal of trees</td>
<td>Because of deforestation, deer and other creatures have fewer places to live and wander into our backyards for food instead.</td>
</tr>
<tr>
<td>durability</td>
<td>chunk</td>
<td>sturdiness, ability to last</td>
<td>Karl’s dad always says that modern bikes have no durability and are more likely to fall apart than older ones.</td>
</tr>
<tr>
<td>intimidating</td>
<td>base word + ending</td>
<td>frightening</td>
<td>Uncle Gino looks intimidating because of his great size, but in reality he is very gentle and kind.</td>
</tr>
<tr>
<td>expertise</td>
<td>base word + ending</td>
<td>special skill or knowledge</td>
<td>Gloria’s father is a doctor, and his expertise is in eyes and vision problems.</td>
</tr>
<tr>
<td>hub</td>
<td>blend</td>
<td>center, focal point</td>
<td>The school’s cafeteria is the hub of activity at the beginning, middle, and end of each day.</td>
</tr>
<tr>
<td>staple</td>
<td>chunk</td>
<td>important or principal item</td>
<td>Pasta is a staple of meals all across Italy.</td>
</tr>
<tr>
<td>exhilarating</td>
<td>base word + ending</td>
<td>thrilling</td>
<td>The ride on the roller coaster was exhilarating, and Jody couldn’t wait to go on it again.</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>Pages</td>
<td>63 (paragraph 3) and 64</td>
<td>63 (paragraph 3) and 64 or</td>
<td>63 (paragraph 3) and 64,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>page 61</td>
<td>page 61, or page 65 and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>66</td>
</tr>
</tbody>
</table>
**DAY 1**

1. On page 61, the author writes that the top of Mount Tongariro has a “dizzying height.” What does that mean? How did you figure that out? (Write-On)

2. Why is the Katetahi Hut Track one of the most popular attractions at Tongariro National Park?

3. The fish at the Poor Knights Marine Reserve do not fear humans because—
   a. they are bigger than any human.
   b. no one has fished there in thirty years.
   c. they can defend themselves well.
   d. no one ever visits the marine reserve.

4. People cannot go on the islands within the Poor Knights Marine Reserve. Why do you think people are prohibited from visiting the islands?

**DAY 2**

1. Why are the Maori expert wood carvers?

2. How does the text teach you the difference between a Maori taiaha and an Aboriginal spear?

3. On page 64, the author uses the phrase “aggressive display.” What does that mean? How did you figure that out? (Write-On)

4. How did Auckland get the nickname “City of Sails”?
   a. People enjoy sailing in the harbor.
   b. Stores in Auckland always offer discounts.
   c. Many buildings are made from canvas sails.
   d. Everyone takes boats to work.

**Skill Practice**

Choose the answer that means the closest to the underlined word in the sentence.

1. Make sure you **debone** the fish before you cook it for dinner. *Debone* means—
   a. break the bones.
   b. save the bones.
   c. use the bones.
   d. remove the bones.

2. My dad **disapproves** of eating too many sweets, so most of my snacks are fruits and vegetables. *Disapproves* means—
   a. doesn’t think well of something.
   b. wants to give more of something.
   c. doesn’t want to deny something.
   d. wants to agree more about something.
The Savvy Reader—Clarifying / Student Edition

Building Meaning

<table>
<thead>
<tr>
<th>embark</th>
<th>deforestation</th>
<th>durability</th>
<th>intimidating</th>
</tr>
</thead>
<tbody>
<tr>
<td>expertise</td>
<td>hub</td>
<td>staple</td>
<td>exhilarating</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.
   Reggie’s ___________ is in baking cakes, but he is always willing to cook dinner or bake delicious cookies.

**DAY 3**

1. What makes the Tongariro Alpine Crossing challenging?
2. Swimming in Blue Lake is forbidden because—
   a. it is full of deadly minerals.
   b. it is hot from the volcano.
   c. it is sacred to the Maori.
   d. it is freezing cold to touch.
3. Is the Poor Knights Marine Reserve the only place in New Zealand where you can swim peacefully with fish? How can you tell?
4. On page 62, the author writes that the Poor Knights Marine Reserve gave New Zealanders a new way to experience oceans and “the life they harbor.” What does that mean? How did you figure that out? (Write-On)

**Skill Practice**

Choose the answer that means the closest to the underlined word in the sentence.

1. As you blow up a balloon, its sides expand until you stop blowing or it pops. *Expand* means—
   a. shrink up.
   b. rub out.
   c. stretch out.
   d. fall in.
2. Lana’s dog has distaste for turkey and will only eat food and snacks made with beef. *Distaste* means—
   a. does not enjoy the flavor.
   b. does not like how it looks.
   c. does not love how it feels.
   d. does not approve of the smell.
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. Choose the word that best fits in the blank.

Mountains have a certain amount of ___________ because it takes millions of years to wear them down to rocks.

DAY 4

1. The New Zealand All Blacks keep Maori traditions by—
   a. tattooing their faces to scare other teams.
   b. performing a Haka before rugby games.
   c. bringing carved patus with them on the field.
   d. having taiaha fights on the field before games.

2. On page 65, the author writes that you can get a “360 degree view” from the top of the Sky Tower in Auckland. What does that mean? How did you figure that out? (Write-On)

3. What information do you learn from the text box on page 66? Why do you think the author provides this?

4. Use your graphic organizer to summarize information from this cycle of *Australia and New Zealand: The Crowns of Oceania*.

Skill Practice

Choose the answer that means the closest to the underlined word in the sentence.

1. We discouraged the cat from climbing the curtains by squirting him with water whenever we caught him. *Discouraged* means—
   a. make bold.
   b. stopped bravery.
   c. always allow.
   d. encourage freely.

2. The young prince dethroned his father and began ruling the country as a fair and just king. *Dethroned* means—
   a. threw out a chair.
   b. made a king a prince again.
   c. made a new throne.
   d. removed from power.
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.
   Arithmetic is a __________ of all grade school class plans, even if it’s not the favorite subject of many students.

**DAY 6**

Imagine that you are a student in New Zealand and your class has won a large amount of money. You think your class should go on a field trip to either Tongariro National Park or Poor Knights Marine Reserve. Write a proposal to the headmaster to provide details about what you propose. Your proposal should have a heading that provides the date, the name of the headmaster, your name, and the subject. Your proposal should have a beginning that introduces your idea. The middle should provide at least four details about how you will organize and schedule the trip. The ending should describe how the field trip will help students and ask for approval. Remember to use headings and write your ideas in complete sentences.

**Scoring Guide**

- You wrote a proposal for a class field trip to Tongariro National Park or Poor Knights Marine Reserve. 25 points
- You include a heading (the date, the name of the headmaster, your name, and the subject). 5 points each (20 points maximum)
- The beginning introduces the idea. 15 points
- The middle provides at least four details about organizing and scheduling the trip. 5 points each (20 points maximum)
- The ending describes how the trip will help students and will ask for approval. 15 points
- You use headings and write your ideas in complete sentences. 5 points
5. Write a meaningful sentence for the word exhilarating.

6. I think I'm a good all-around football player, but my __________ is in playing quarterback and throwing.

7. The kitchen is the __________ of activity in our house and everyone gathers there to relax and talk.

8. Many states declare certain places nature preserves so animals are protected from __________ and development of their homes.

9. As the prince was about to embark on his dangerous quest, the princess blew him a kiss for good luck.

10. A good woodworker makes sure there is __________ to his furniture by using high quality woods that are durable.

11. The new neighbors dog looked __________ at first, but proved to be very sweet once he met you.

12. Teamwork is the __________ of a good basketball team because all the players need to work together to

   - c. contribute
   - c. encourage
   - b. strengthen
   - a. influence

Building Meaning

<table>
<thead>
<tr>
<th>exhilarating</th>
<th>staple</th>
<th>hub</th>
<th>expertize</th>
</tr>
</thead>
<tbody>
<tr>
<td>intriguing</td>
<td>durable</td>
<td>destruction</td>
<td>embark</td>
</tr>
</tbody>
</table>
Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Choose the answer that means the closest to the underlined word in the sentence.

1. If you make a pile of old leaves, grass clippings, and vegetable peels in your backyard, it will decompose into rich dirt for your garden.

   a. come together in its original form.
   b. break down into smaller pieces.
   c. make into a newer and cleaner product.
   d. remove itself from your sight.

Discompose means—

4. One of my brothers distracted me while the other stole my cookies off my lunch place.

   a. make not seen.
   b. take away.
   c. show to everyone.
   d. make not heard.

Disappear means—

3. A magician can only make it seem like objects disappear with clever tricks and illusions.

   a. show to everyone.
   b. take away.
   c. make not seen.
   d. become在一起.

Disappear means—

2. We painted the exterior of our house blue so it would look different from all the other houses on the street.

   a. move itself from your sight.
   b. break down into smaller pieces.
   c. make into a newer and cleaner product.
   d. come together in its original form.

Exterior means—

Choose the answer that means the closest to the underlined word in the sentence.

WORD POWER
The kiwi is the national bird of New Zealand, its native habitat. This brown bird is about the size of a chicken, but its closest relatives are Australian emus and cassowaries and African ostriches. The kiwi is a strange-looking bird. Its feathers are long and loose and look more like hair. It cannot fly and almost has no wings at all. It makes use of its legs, which are strong and speed. Kiwis usually mate for life. The female lays an egg that is almost as large as she is. After it is laid, the male takes over incubating the egg. Baby kiwis look like miniature versions of their parents, and are ready to leave the nest after just twenty days.

For thousands of years, kiwis had no natural enemies in New Zealand. However, when European settlers arrived, they brought predators with them. They brought dogs, cats, weasels, and rats on ships with them, sometimes by accident. Now the kiwi is endangered. New Zealand has stepped up efforts to protect their national bird by caring for eggs and chicks until they are old enough to escape harm. People in New Zealand have also realized the need to help by controlling their pets and keeping them from attacking these fragile birds. People in New Zealand have also realized the need to help by controlling their pets and keeping them from attacking these fragile birds.

Summarize the text using information from your graphic organizer:

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 kiwis
   b. to entertain the reader with pictures of kiwis
   c. to compare kiwis to other birds
   d. to persuade the reader to get a pet

3. In the first paragraph, the author says male kiwis take over "incubating the egg." What does this mean? How did you figure this out?

4. Use your graphic organizer to answer the following questions.

Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.
11. I own an array of jackets so I can be prepared for any weather condition, such as cool and dry or freezing.

12. The Romans created a form of cement that allowed them to build strong bridges, buildings, and roads that still exist today.

   a. collection
   b. basket
   c. drawer full
   d. small amount

   —Array means—
Skill Questions

Write the two words in each list that are synonyms.

Build Meaning

Write a meaningful sentence for the word each.

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

Word Power

Australia and New Zealand: The Crowns of Oceania / Cycle 1

© 2011 Success for All Foundation

The Savvy Reader—Clarifying

T-10

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

Build Meaning

Write a meaningful sentence for the word each.

Skill Questions

Write the two words in each list that are synonyms.

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

Word Power

Australia and New Zealand: The Crowns of Oceania / Cycle 1

© 2011 Success for All Foundation

The Savvy Reader—Clarifying

T-10

1. Week after week of hot weather and sunny skies left the town looking like an ___________ desert instead.
   a. dense
   b. dense
   c. dense
   d. dense

2. The ____ bridge is tall enough that sailboats can pass under it without lowering their masts.
   a. long
   b. long
   c. long
   d. long

3. Tolerating means—
   a. demanding.
   b. removing.
   c. enjoying.
   d. enduring.

4. Human muscles are ___________, so even though they may be sore after a hard workout, they will feel
   a. durable
   b. durable
   c. durable
   d. durable

5. The shopping mall prohibits people from riding skateboards in the parking lot because someone could get
   a. allows.
   b. stops.
   c. encourages.
   d. deploys.

6. Human muscles are ___________, so even though they may be sore after a hard workout, they will feel
   a. durable
   b. durable
   c. durable
   d. durable

7. Our teacher is good at tolerating silly behavior before class, but he wants us to be quiet and respectful
   once the bell rings. Tolerating means—
   a. demanding.
   b. removing.
   c. enjoying.
   d. enduring.

8. Human muscles are ___________, so even though they may be sore after a hard workout, they will feel
   a. durable
   b. durable
   c. durable
   d. durable

9. The shopping mall prohibits people from riding skateboards in the parking lot because someone could get
   a. allows.
   b. stops.
   c. encourages.
   d. deploys.

10. Week after week of hot weather and sunny skies left the town looking like an ___________ desert instead.
    a. dense
    b. dense
    c. dense
    d. dense

11. The ____ bridge is tall enough that sailboats can pass under it without lowering their masts.
    a. long
    b. long
    c. long
    d. long

12. Tolerating means—
    a. demanding.
    b. removing.
    c. enjoying.
    d. enduring.

13. Human muscles are ___________, so even though they may be sore after a hard workout, they will feel
    a. durable
    b. durable
    c. durable
    d. durable

14. The shopping mall prohibits people from riding skateboards in the parking lot because someone could get
    a. allows.
    b. stops.
    c. encourages.
    d. deploys.
<table>
<thead>
<tr>
<th>Comprehension Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use your graphic organizer to answer the following questions.</td>
</tr>
</tbody>
</table>

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 Anangu stories
   - b. to persuade the reader to climb Uluru
   - c. to give the reader information about Uluru
   - d. to introduce the reader to Anangu culture

3. How do you know?
   - The word *inland* means ___.

4. Summarize the text using information from your graphic organizer.
   - Uluru is one of the largest pieces of exposed rock on Earth. It is the remains of a mountain range that stood in central Australia millions of years ago. At one time, the mountains were covered by a large body of water. As water disappeared from the inland ocean, the rock was exposed. It is 1,141 feet high and almost six miles around its base. Uluru is known to change colors in different kinds of light. When it rains, the rock appears gray. When it is dry, the rock in the rock rises, giving the rock a red color. It looks very red at sunrise and sunset.

5. Ideas to your organizer
   - Read the test passage, and complete a graphic organizer. Then reread the passage, and add more
Word Power

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

**Skill Questions**

1. Write the word on your paper. Then write the base word and ending. Write a definition for each word.

<table>
<thead>
<tr>
<th>Number</th>
<th>Word</th>
<th>Base Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>promotion</td>
<td>promote</td>
<td>act of advancing or moving forward</td>
</tr>
<tr>
<td>2</td>
<td>judgement</td>
<td>judge</td>
<td>act of making a decision or evaluation</td>
</tr>
<tr>
<td>3</td>
<td>identified</td>
<td>identify</td>
<td>to recognize or grow familiar with</td>
</tr>
<tr>
<td>4</td>
<td>typically</td>
<td>type</td>
<td>usually, commonly, or generally</td>
</tr>
</tbody>
</table>

2. Write a meaningful sentence for the word.

5. Jonah's bird **impressions** were so good that people thought they were hearing the real thing inside the classroom. **impressions** means—

- a. hated.  
- b. beloved.  
- c. greeted.  
- d. missed.

6. The students at Wilson High were sad to see their cherished Ms. Jackson retire after fifty years of teaching. **cherished** means—

- a. hated.  
- b. beloved.  
- c. greeted.  
- d. missed.

7. The students at Wilson High were sad to see their cherished Ms. Jackson retire after fifty years of teaching. **cherished** means—

- a. hated.  
- b. beloved.  
- c. greeted.  
- d. missed.

8. The students at Wilson High were sad to see their cherished Ms. Jackson retire after fifty years of teaching. **cherished** means—

- a. hated.  
- b. beloved.  
- c. greeted.  
- d. missed.

9. Ansel was **impressed** by the photographs he saw in the nature magazine and decided he wanted to be a nature photographer as well.

10. My older brother **accompanied** me on a tour of my new school so I wouldn't feel lost or alone.

11. The roof of the dome **spanned** the entire length of the football field, providing shelter for all the fans.

12. For our school's Revisit the Past party, we all dressed up in attire from the 1930s and 1940s.

**Building Meaning**

1. Promotion
2. Judgement
3. Identified
4. Typically
Read the test passage, and complete a graphic organizer. Then, read the passage again and add more ideas to your organizer.

Glenn Miller

One of the most recognizable forms of jazz music is Swing. Trombonist and bandleader Glenn Miller

had a big influence on American music. His types of music included swing dancing. Some critics said
did not like his improvisation, but his music was well planned. His music was so popular, including the solo's
he played in some of America's greatest types of music. It was different from other types of jazz. Miller

helped to become one of America's greatest jazz musicians. He was a captain and had permission to create a band. The job was to boost the mood of troops in Europe. The Army Air Force band performed for troops. The band played in the United States and Europe. The Army Air Force Band played twice a week over the radio. The band played in the United States and Europe. The band played twice a week over the radio. The band played in the United States and Europe.

Miller's music wasn't like jazz because of this. People loved the sound of the big bands anyway.

Glenn Miller

Why do you know?

c. To tell the reader how to solo in swing music
b. To explain to the reader how to join the Army Air Force Band
a. To inform the reader about jazz musician Glenn Miller

What is the main idea of the third paragraph in the passage? What details support this main idea?

1. Use your graphic organizer to answer the following questions.

Comprehension Questions

Source: www.glennmiller.com/about/bio.htm
8. The lawyer ___________ in court that his client was innocent of all charges.

9. We knew we’d get to the beach ___________ if we kept driving toward the ocean.

10. After the earthquake knocked down several buildings, the area looked like a wasteland.

Wasteland means—

a. place where nothing lives or grows.
b. place where everything will grow.
c. place where animals sleep at night.
d. place where trucks dump garbage.

11. The hero of the movie had to ___________ the space robots that were trying to take over the planet.

Determination means—

a. concept.
b. approval.
c. assistance.
d. willpower.

d. willpower.
Comprehension Questions

Read pages 24 and 25 of Anthony Johnson Leaves the Arcade, and answer the following questions.

1. What happens at the batting cages? What does Anthony learn there?
2. How do Anthony's feelings get hurt?
3. How has Javon changed since the beginning of this cycle's reading?
4. The umpire asks Anthony if he's "up for" playing the game on page 25. What does he mean?
5. Make a prediction. Will Anthony catch the ball? Use evidence from the text to make your prediction.

Word Power

- Make a prediction. Will Anthony catch the ball? Use evidence from the text to make your prediction.

<table>
<thead>
<tr>
<th>compound</th>
<th>determination</th>
<th>asserted</th>
<th>wasteland</th>
</tr>
</thead>
<tbody>
<tr>
<td>eventually</td>
<td>tolerable</td>
<td>routinely</td>
<td>fell</td>
</tr>
</tbody>
</table>

Building Meaning

1. motorboat
2. wallpaper
3. bedtime
4. sawdust

Skill Questions

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

1. motorboat
2. wallpaper
3. bedtime
4. sawdust

Skill Questions

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

Word Power

- Make a prediction. Will Anthony catch the ball? Use evidence from the text to make your prediction.

<table>
<thead>
<tr>
<th>compound</th>
<th>determination</th>
<th>asserted</th>
<th>wasteland</th>
</tr>
</thead>
<tbody>
<tr>
<td>eventually</td>
<td>tolerable</td>
<td>routinely</td>
<td>fell</td>
</tr>
</tbody>
</table>

Building Meaning

1. motorboat
2. wallpaper
3. bedtime
4. sawdust

Skill Questions

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

1. motorboat
2. wallpaper
3. bedtime
4. sawdust

Skill Questions

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

Word Power

- Make a prediction. Will Anthony catch the ball? Use evidence from the text to make your prediction.

<table>
<thead>
<tr>
<th>compound</th>
<th>determination</th>
<th>asserted</th>
<th>wasteland</th>
</tr>
</thead>
<tbody>
<tr>
<td>eventually</td>
<td>tolerable</td>
<td>routinely</td>
<td>fell</td>
</tr>
</tbody>
</table>

Building Meaning

1. motorboat
2. wallpaper
3. bedtime
4. sawdust

Skill Questions

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

1. motorboat
2. wallpaper
3. bedtime
4. sawdust

Skill Questions

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

Word Power

- Make a prediction. Will Anthony catch the ball? Use evidence from the text to make your prediction.

<table>
<thead>
<tr>
<th>compound</th>
<th>determination</th>
<th>asserted</th>
<th>wasteland</th>
</tr>
</thead>
<tbody>
<tr>
<td>eventually</td>
<td>tolerable</td>
<td>routinely</td>
<td>fell</td>
</tr>
</tbody>
</table>

Building Meaning

1. motorboat
2. wallpaper
3. bedtime
4. sawdust

Skill Questions

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

1. motorboat
2. wallpaper
3. bedtime
4. sawdust

Skill Questions

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

Word Power

- Make a prediction. Will Anthony catch the ball? Use evidence from the text to make your prediction.

<table>
<thead>
<tr>
<th>compound</th>
<th>determination</th>
<th>asserted</th>
<th>wasteland</th>
</tr>
</thead>
<tbody>
<tr>
<td>eventually</td>
<td>tolerable</td>
<td>routinely</td>
<td>fell</td>
</tr>
</tbody>
</table>

Building Meaning

1. motorboat
2. wallpaper
3. bedtime
4. sawdust

Skill Questions

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

1. motorboat
2. wallpaper
3. bedtime
4. sawdust

Skill Questions

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

Word Power

- Make a prediction. Will Anthony catch the ball? Use evidence from the text to make your prediction.

<table>
<thead>
<tr>
<th>compound</th>
<th>determination</th>
<th>asserted</th>
<th>wasteland</th>
</tr>
</thead>
<tbody>
<tr>
<td>eventually</td>
<td>tolerable</td>
<td>routinely</td>
<td>fell</td>
</tr>
</tbody>
</table>

Building Meaning

1. motorboat
2. wallpaper
3. bedtime
4. sawdust

Skill Questions

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

1. motorboat
2. wallpaper
3. bedtime
4. sawdust

Skill Questions

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

Word Power

- Make a prediction. Will Anthony catch the ball? Use evidence from the text to make your prediction.

<table>
<thead>
<tr>
<th>compound</th>
<th>determination</th>
<th>asserted</th>
<th>wasteland</th>
</tr>
</thead>
<tbody>
<tr>
<td>eventually</td>
<td>tolerable</td>
<td>routinely</td>
<td>fell</td>
</tr>
</tbody>
</table>

Building Meaning

1. motorboat
2. wallpaper
3. bedtime
4. sawdust

Skill Questions

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

1. motorboat
2. wallpaper
3. bedtime
4. sawdust

Skill Questions

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

Word Power

- Make a prediction. Will Anthony catch the ball? Use evidence from the text to make your prediction.

<table>
<thead>
<tr>
<th>compound</th>
<th>determination</th>
<th>asserted</th>
<th>wasteland</th>
</tr>
</thead>
<tbody>
<tr>
<td>eventually</td>
<td>tolerable</td>
<td>routinely</td>
<td>fell</td>
</tr>
</tbody>
</table>

Building Meaning

1. motorboat
2. wallpaper
3. bedtime
4. sawdust

Skill Questions

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

1. motorboat
2. wallpaper
3. bedtime
4. sawdust

Skill Questions

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

Word Power

- Make a prediction. Will Anthony catch the ball? Use evidence from the text to make your prediction.

<table>
<thead>
<tr>
<th>compound</th>
<th>determination</th>
<th>asserted</th>
<th>wasteland</th>
</tr>
</thead>
<tbody>
<tr>
<td>eventually</td>
<td>tolerable</td>
<td>routinely</td>
<td>fell</td>
</tr>
</tbody>
</table>

Building Meaning

1. motorboat
2. wallpaper
3. bedtime
4. sawdust

Skill Questions

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

1. motorboat
2. wallpaper
3. bedtime
4. sawdust

Skill Questions

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

Word Power

- Make a prediction. Will Anthony catch the ball? Use evidence from the text to make your prediction.
Comprehension Questions

Read page 13 of Anthony Johnson Leaves the Arcade, and answer the following questions.

1. Why is Anthony surprised at the end of this section?

2. What is the cause of Anthony and Javon's argument?

3. Which of the following definitions best fits the word appealing in the first paragraph?
   a. attractive
   b. ugly
   c. difficult
   d. easy

Explain how you figured that out.

4. If Anthony had the opportunity to choose a real softball game or a video game, which do you think he would choose? Why?

5. Why is Anthony surprised at the end of this section?
4. "Two men named Frederick Law Olmsted and Calvert Vaux designed the park in 1858." The word designed means—

a. thought of.
b. closed.
c. visited.
d. planned.

Circle the strategies you used to figure out the meaning of designed.

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

5. "But, it's had mostly good times since the Central Park Conservancy was started in 1980." Conservancy means—

c. an organization that preserves.
d. a place that keeps animals.
c. an organization that plans.
d. a park that has a restaurant.

Conservancy means—

Circle the strategies you used to figure out the meaning of Conservancy.

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

6. "You're bound to find something you'll like!" The word bound means—

a. unlikely.
b. certain.
c. doubtful.
d. only.

Circle the strategies you used to figure out the meaning of bound.

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?

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

Circle the strategies you used to figure out the meaning of bound.

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

8. How can rereading a confusing part help you understand it?
Central Park

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 over the word.
   b. ask your partner to pronounce it.
   c. break the word into parts and pronounce each part.
   d. put a check on the sticky note.

3. If a clarifying strategy does not work, you should—
   a. tell the teacher.
   b. ask your partner.
   c. tell another student.
   d. skip the word.

Central Park

You've been to the zoo, you've been to the oceanarium, but have you been to a park with a zoo in it? Yes, it's possible. Central Park is a huge park in the middle of New York City. It's not just a place to walk and relax, it's also home to a large and diverse collection of animals. From giraffes to zebras, you can see them all right here in Central Park.

In 1858, Frederick Law Olmsted and Calvert Vaux designed Central Park. It was originally meant to be a public park, but when it was completed in 1860, it was opened to the public. Today, it's one of the most visited parks in the United States and is a popular destination for both locals and tourists.

Central Park

Comprehension Questions

1. What is Central Park?
   - A large park in the middle of New York City.

2. Who designed Central Park?
   - Frederick Law Olmsted and Calvert Vaux.

3. When was Central Park completed?
   - 1860.

4. What is Central Park known for?
   - It is known for its diverse collection of animals and its beauty.

5. What is one of the most visited parks in the United States?
   - Central Park.
<table>
<thead>
<tr>
<th>Student Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Savvy Reader—Clarifying Level 6</td>
</tr>
</tbody>
</table>

Table of Contents

- Anthony Johnson Leaves the Arcade .............................................................. T-3
- Australia and New Zealand: The Crowns of Oceania ........................................ T-9
- All That Jazz! American Music, American Musicians ......................................... T-7
- Clarifying Sticky Situations with the Strategy Spies .......................................... T-1
and test sections of this targeted Treasure Hunt on an as-needed basis for classroom use.

The Success for All Foundation grants permission to reproduce the blackline masters and the student

The Savvy Reader—Clarifying

© 2011 Success for All Foundation. All rights reserved.
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.