

Summarizing

Level 2

Student Edition

**Reading
Wings**<sup>4th
Edition</sup>

The Savvy Reader

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—Summarizing

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Summarizing at the Lukasa Storyteller’s Academy

DAY 1

Team Talk

1. What tools can help you learn to summarize?
2. On Mother Griot’s lukasa, beans, shells, and seeds represent the important events or ideas in a story. How does her lukasa help her to tell a story to someone else?
3. If you were to tell a friend the most-important thing about a lukasa, what would you say? (Write-On)

Griot’s Challenge

Mother Griot at the Lukasa Storyteller’s Academy has given us a challenge. She’s given us a story about Griot Kenyatta, one of the teachers at the academy. The story, *A Gift in the Storm*, is in your collection of readings. Mother Griot wants us to read and retell the story and to pick out the most-important events or ideas. I’ll bet the Summarizing Strategy Card will help us. I’ll go first.

DAY 2

Team Talk

1. What are the story elements?
2. What did you notice about the way Kayla, Diop, Matthew, and Heaven retold parts of the story?
3. How do you retell a story? How do you think retelling a story helps you to be a better reader? (Write-On)

Griot's Challenge

Mother Griot has another challenge for us. She wants us to practice identifying some of the story elements in *A Gift in the Storm*, the story about Griot Kenyatta that we read. I'd like you and your partner to take turns rereading the story. When you've finished, discuss what you think the main characters, setting, and story problem are. Knowing the story elements will help us summarize and remember the story. Your Summarizing Strategy Card will remind you of the story elements.

DAY 3

Team Talk

1. How do Kayla, Diop, Matthew, and Heaven know which events or ideas are important and which are less-important details? (Write-On)

Important Ideas and Events

Which events or ideas do you think are less important and could be taken off the list?

Here's a hint: Mother Griot said two of them are less important.

Important Ideas, pages 3 and 4

1. Leopard decides to eat Anansi.
2. Leopard goes to Anansi's house.
3. Anansi's house is made of banana leaves.
4. Anansi knows Leopard is waiting for him.
5. Leopard puts his nose in his paw.
6. Anansi goes home.

Griot's Challenge

Griot Kenyatta has a challenge for us! You have already read and retold the story, *A Gift in the Storm*, and identified the main characters, the setting and the story problem. You're well on your way to creating a summary! Today Griot Kenyatta would like you to look at the list we made of the events or ideas in the story, pick out the most-important ones, and eliminate the less-important ones. I'd like you to work on this challenge with your partner. Now we know that the most-important events or ideas usually have to do with the story elements, so use your strategy card to remind you of the story elements. Griot Kenyatta may think she can stump you, but I don't think she can!

DAY 4

Team Talk

1. The students listed many events or ideas for the story. How does Griot Kenyatta help the students cut down their list of important events or ideas to just a few?
2. How will putting information on a story map help the students at the academy become better storytellers? (Write-On)

Griot's Challenge

Griot Kenyatta has challenged us to complete a story map for *A Gift in the Storm*. Here's what you'll need for the challenge: the story and a story map. Here's the list we made of the main characters, setting, and story problem and our list of important events and ideas. I would like you to complete the story map with your partner. Remember how Griot Kenyatta helped the students at the academy cut down their list of important events or ideas to just a few? I'll bet you and your partner can do that too!

DAY 5

Team Talk

1. How does your summary compare with that of the students on the video?
2. What was the hardest part of writing a summary? What was the easiest part? (Write-On)

Griot's Challenge

Griot Kenyatta has another challenge for us. She wants you to write a summary of the story *A Gift in the Storm*. You will use the story map you completed to write it. I'd like you to write the summary as a team. Talk about what you plan to write first. Then, I'd like (students selected) to write the first sentence. The rest of the team can take turns adding sentences until you finish the summary. See if you can cut down your list of events or ideas to just a few very important ones, and keep it short! I'm sure Griot Kenyatta will be very impressed with your summary!

DAY 6

Team Talk

1. What are the three steps to summarizing?
2. What helps you figure out what is important in the story?
3. What are the story elements?
4. How does the story problem help you find the important events or ideas in a story? (Write-On)

DAY 7

Team Talk

1. What is one question you had before you began reading?
2. On your story map, write the important events from paragraph 4.
3. Use the information you have written on your story map to write a brief summary of paragraph 9. (Write-On)

Serena's Simple Shoes

Word	Identification Strategy	Definition	Sentence
prepare	chunk	get ready	To <i>prepare</i> to bake cookies, wash your hands first.
precise	-c = /s/ chunk	exact	I don't know the <i>precise</i> number of students in class, but I guess there are about twenty.
aisle	-ais = /i/ blend	open area between sections of seats	The bride walked down the <i>aisle</i> and looked at the people sitting around her.
drenched	base word + ending	very wet, soaking	I was <i>drenched</i> after playing in the rain without a raincoat.
strolled	base word + ending	walked slowly and without a care	The shoppers <i>strolled</i> through the store, not really looking for anything.
entered	base word + ending	went in	Teresa said, "Go in first," so John <i>entered</i> the building.
practical	chunk	useful	Jeans are much more <i>practical</i> than a dress if you're working outside.
argue	chunk	have a disagreement	The brothers would <i>argue</i> when they couldn't decide which game to play.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 24 (paragraphs 1–3)	Page 24 (paragraphs 1–3) or 26 (paragraphs 1–3)	Page 24 (paragraphs 1–3), 26 (paragraphs 1–3), or 28 (paragraphs 1–4)

DAY 1

Team Talk

1. Use sequence words to tell how Serena gets ready to go outside.
2. What conclusion can you draw about what galoshes do?
 - a. They help to keep old shoes in one piece.
 - b. They make your shoes look nicer.
 - c. They protect your shoes from getting wet.
 - d. They keep your shoes from flapping.
3. Why can't Serena's mom find her umbrella?
4. Read the following list of important events that happen in the story. Then write a short summary about this part of the story. (Write-On)

It is raining outside.

Serena puts on her rain slicker, rain hat, and galoshes.

Serena tells Mom where to find her umbrella.

DAY 2

Team Talk

1. What do you think the bus driver means when he says, "It's a wet one out there"?
2. How is riding the bus different for Serena than it is for her mom?
3. Why does a man walking outside get wet from a puddle?
 - a. He is stomping through the puddle.
 - b. Someone pushes him into the puddle.
 - c. A car drives through the puddle.
 - d. He trips and falls in the puddle.
4. Read the following list of important events that happen in the story. Then write a short summary about this part of the story. (Write-On)

Serena and Mom get on the bus.

They find two seats.

Serena watches out the window.

Write a synonym for each of the following words.

1. coat 2. paste 3. step 4. herd

prepare

precise

aisle

drenched

strolled

entered

practical

argue

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
6. Draw a picture to show your understanding of the word *drenched*.

DAY 3

1. How is the weather different when Serena and Mom get off the bus from when they got on?
2. What is the effect of ringing the bell?
 - a. The bus pulls over and stops.
 - b. The bus speeds up.
 - c. The bus riders win prizes.
 - d. The bus driver changes radio stations.
3. What words does Serena rhyme together when she sings on this page?
4. Read the following list of important events that happen in the story. Then write a short summary about this part of the story. (Write-On)

Mom rings the bell.

Serena and Mom get off the bus.

They walk to Frank's Fancy Footwear.

Skill Practice	<p>Write a synonym for each of the following words.</p> <p>1. hidden 2. cover 3. ring 4. duty</p>
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Building Meaning	prepare	precise	aisle	drenched
	strolled	entered	practical	argue
	<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>6. Choose the word that best fits in the blank. As we _____ the store, we were greeted by an employee who asked if we needed help with finding anything.</p>			

Practice Lists	Group 1		
	muck	duck	luck
	tuck	suck	buck
	truck	yuck	stuck
	Group 2		
yuck	today	buck	
your	luck	cut	
stuck	bring	muck	

DAY 4

Team Talk

1. Look at the drawing on the page. What do you think the tags on the shoes mean? Support your answer.
2. How does Mom think the simple brown shoes are different from the fancy boots?
3. Which of the following do you think Serena will most likely do?
 - a. choose to buy the simple brown shoes
 - b. argue with her mom about the boots
 - c. choose to buy the fancy leather boots
 - d. leave the shoe store without new shoes
4. Read the following list of important events that happen in the story. Then write a short summary about this part of the story. (Write-On)

Serena likes the fancy leather boots.

Mom disagrees with Serena.

Mom shows Serena a pair of simple brown shoes.

Skill Practice

Write a synonym for each of the following words.

1. rag 2. super 3. strange 4. amount

Building Meaning

prepare	precise	aisle	drenched
strolled	entered	practical	argue

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
6. Belinda had to prepare to sing by practicing the song and making sure she knew all the words to it. *Prepare* means—
 - a. wait.
 - b. get ready.
 - c. delay.
 - d. get nervous.

On My Own	duck muck today	truck your cut	bring luck tuck
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DAY 6

Writing Prompt	<p>Think of a familiar story that a young child would like to hear. Identify the most-important parts of the story, and list them on a story map. List the characters, main problem in the story, most-important events, and how the story ends. Use the story map to write a summary of the story. Your summary will tell the story in a short way. When you have finished, read your story summary aloud to your partner to find out whether you have included the most-important information, left out the less-important information, and made your summary short.</p>
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Scoring Guide	The summary includes all the important elements, and it makes sense.	35 points
	The summary leaves out less-important events and details.	35 points
	The summary is short enough to tell to a young child.	20 points
	The summary is written in complete sentences.	10 points

Serena's Simple Shoes

Word	Identification Strategy	Definition	Sentence
cheered	base word + ending	yelled loudly and happily	The crowd <i>cheered</i> when their team scored.
leapt	ea = /eh/ blend	jumped	The deer <i>leapt</i> over the log to avoid tripping as it ran.
outrun	compound word	run faster than	A rabbit can <i>outrun</i> a turtle.
feared	base word + ending	worried, was scared	When I broke the window, I <i>feared</i> what Dad would say.
ruined	base word + ending	wrecked, destroyed	Johan's white shirt was ruined when he spilled ketchup on it.
scrubbed	base word + ending	cleaned hard	Marcie <i>scrubbed</i> as hard as she could, but she couldn't get the ink stain out.
spun	blend	twisted, turned around fast	The toy top <i>spun</i> around on the floor.
exchanged	chunk	traded, swapped	My dad <i>exchanged</i> his old car for a new one yesterday.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 33 (paragraphs 1–3)	Page 33 (paragraphs 1–3) or 35 (paragraphs 1–3)	Page 33 (paragraphs 1–3), 35 (paragraphs 1–3), or 37 (paragraphs 1–7)

DAY 1

Team Talk

1. Which of the following best describes Serena in the morning at school?
 - a. eager to play soccer at recess
 - b. in love with her simple shoes
 - c. jealous of Monique's fancy boots
 - d. proud of her soccer kicking skills

Tell why you chose your answer.

2. What happens when the soccer ball rolls near Serena?
3. Why do you think Serena wonders if Monique's fancy boots are good for kicking balls? Support your answer.
4. Summarize this part of the story, telling at least one important event from the reading. (Write-On)

DAY 2

Team Talk

1. What does the sentence, "Serena ran as fast as lightning," mean?
 - a. She ran very quickly.
 - b. She shocked Monique.
 - c. She made it thunder.
 - d. She looked very bright.
2. Why does Monique have to take off her boots?
3. Do you think Serena feels bad that Monique's feet hurt and that Monique lost the race? Why or why not?
4. Summarize this part of the story, telling at least one important event from the reading. (Write-On)

Skill Practice

Write each compound word in your journal. Then write the two words that make up each compound word. Draw a sailboat if you need help.

1. babysitter
2. toothpick
3. seashore
4. moonlight

Building Meaning	cheered	leapt	outrun	feared
	ruined	scrubbed	spun	exchanged
<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</p> <p>6. Which of the following is something you might get <u>cheered</u> at for doing?</p> <ol style="list-style-type: none"> spilling milk losing your homework winning a ball game stealing a lunch 				

DAY 3

Team Talk	1. Why do you think Serena takes off her shoes before she walks into the house? Support your answer.
	2. Use sequence words to tell how Serena cleans her shoe.
	3. When the shoe cleans easily, Serena is—
	<ol style="list-style-type: none"> surprised. confused. angry. excited.
4. Summarize this part of the story, telling at least one important event from the reading. (Write-On)	

Skill Practice	<p>Write each compound word in your journal. Then write the two words that make up each compound word. Draw a sailboat if you need help.</p>
	<p>1. plaything 2. schoolhouse 3. grandparent 4. northeast</p>

Building Meaning	cheered	leapt	outrun	feared
	ruined	scrubbed	spun	exchanged
	<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>6. Which of the following is not something you might get <u>cheered</u> at for doing?</p> <ul style="list-style-type: none"> a. winning a science fair b. getting a perfect score c. appearing in a play d. losing a spelling bee 			

Practice Lists	Group 1		
	firefighter	pancake	carpool
	blackbird	teamwork	caveman
	doughnut	eyesight	forehead
	Group 2		
caveman	sure	eyesight	
handed	firefighter	few	
pancake	makes	teamwork	

DAY 4

Team Talk	<ol style="list-style-type: none"> Which of the following most likely made Monique want the same simple shoes that Serena has? <ol style="list-style-type: none"> She thinks Serena has better taste in clothes. She wants the simple shoes anyway. She thinks brown shoes are more attractive. She wants to race Serena without her feet hurting. What are the rhyming words in the song Serena sings? How do you think Serena and Monique's race will end today? Why? Summarize this part of the story, telling at least one important event from the reading. (Write-On)
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Skill Practice	<p>Write each compound word in your journal. Then write the two words that make up each compound word. Draw a sailboat if you need help.</p> <p>1. shoelace 2. underground 3. bookworm 4. lifeboat</p>
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Building Meaning	cheered	leapt	outrun	feared
	ruined	scrubbed	spun	exchanged
	<ol style="list-style-type: none"> Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. Choose the word that best fits in the blank. José _____ his bike with an old toothbrush and soapy water until it shone like new. 			

On My Own	<p>makes</p> <p>forehead</p> <p>carpool</p>	<p>doughnut</p> <p>handed</p> <p>blackbird</p>	<p>few</p> <p>sure</p> <p>firefighter</p>
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DAY 6

Writing Prompt

Imagine that you are Serena, and you want to write an entry in your journal that tells about what happens after you wear your simple shoes to school. You will write a journal entry using Serena's favorite way of talking: a song. Think about how Serena might summarize what happens to her after she wears her new simple shoes to school. Your song should be at least three verses long, with four lines in each verse. In your song, you should tell at least three important events that happen to Serena in the text. Your song should have the rhyme pattern *abcb*, with two rhyming words in each verse. Your song will be the body of a journal entry. Your journal entry should have a date, a greeting, the song in the body, a closing, and a signature.

Scoring Guide

You summarize what happens to Serena after she wears her simple shoes to school in song in a journal entry.

25 points

Your song is at least three verses long, with four lines in each verse.

25 points

You tell at least three important events that happen to Serena after she wears her simple shoes to school.

**10 points each
(30 points maximum)**

Your song has the rhyme pattern *abcb*, with two rhyming words in each verse.

20 points

Run! Jump! Throw! The World of Track and Field

Word	Identification Strategy	Definition	Sentence
speedy	base word + ending	fast	I like riding the <i>speedy</i> train that gets me to faraway places quickly.
length	blend	distance	Kangaroos can jump a <i>length</i> of twenty-five feet when they are moving at full speed.
usually	base word + ending	normally	I <i>usually</i> get up at seven o'clock, but today I slept in and got up later.
hands	base word + ending	gives to	Every afternoon, our teacher <i>hands</i> us our homework assignments.
attempts	base word + ending	tries	It took three <i>attempts</i> , but I finally memorized my lines and could say my part without stopping.
clear	blend	go over, get past	My dog can run, jump, and <i>clear</i> a four-foot-tall fence with no problems.
raised	base word + ending	made higher	Kendra <i>raised</i> her hand because she knew the correct answer to the question.
shoves	base word + ending	pushes hard	Margaret <i>shoves</i> her laundry into a bag when she needs to wash it in the laundry room.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 49 (paragraph 1)	Page 49 (paragraph 1) or 46 (ending with "...one after another.")	Page 49 (paragraph 1), 46 (ending with "...one after another."), or 51 (ending with "...down the track.")

DAY 1

Team Talk

1. Choose the important idea from page 44 from the following list. Then tell why you think this is an important idea. (Write-On)

Runners line up at a starting line.

Sprints are measured in meters.

Sprinters run as fast as they can to win.
2. Why do long-distance runners need stamina?
3. What does the first runner in a relay do with the baton **before** he or she stops running?
4. Hurdle races are different from other races because—
 - a. you pass batons to others while running.
 - b. you sprint around something while running.
 - c. you crawl under something while running.
 - d. you jump over something while running.

DAY 2

Team Talk

1. Use sequence words to describe the triple jump.
2. Choose the important idea from page 50 from the following list. Then tell why you think this is an important idea. (Write-On)

Jumpers jump onto a soft mat.

The highest jump over the bar wins.

Jumpers get two tries to clear the bar.
3. What happens when a pole-vault jumper shoves the pole into a hole in the track?
4. Which of the following statements is an opinion?
 - a. “The runner has a long pole in her hands.”
 - b. “This one is the neatest of them all.”
 - c. “If she clears it, they raise the bar.”
 - d. “Pole-vault jumpers can go as high as 20 feet into the air!”

Write a synonym for each of the following words.

1. throw 2. rattle 3. stream 4. field

speedy

length

usually

hands

attempts

clear

raised

shoves

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
6. Name two things that could be described as speedy.

DAY 3

1. The main idea of page 44 was that sprinters need to run as fast as they can to win. Use the following details to write a summary of the page. (Write-On)

Runners line up at a starting line.

They run as fast as they can to the finish line.

Sprint races come in many lengths.

2. What do you learn from the fact box on the bottom of page 44?
3. What do you think a relay runner would have to do to win the race if he or she dropped the baton? Support your answer.
4. Which of the following is the best way to win a hurdle race?
- Run quickly, but run into every hurdle on the track.
 - Run quickly without knocking down any hurdles.
 - Run more slowly without knocking down any hurdles.
 - Run more slowly and around the hurdles on the track.

Skill Practice	<p>Write a synonym for each of the following words.</p> <p>1. bind 2. rusty 3. equal 4. jog</p>			
Building Meaning	speedy	length	usually	hands
	attempts	clear	raised	shoves
	<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>6. Name two things that could not be described as <u>speedy</u>.</p>			
Practice Lists	Group 1			
	strike	straw	string	
	stride	strong	stroll	
	street	straight	strap	
Practice Lists	Group 2			
	strong	winter	stride	
	count	strap	dawn	
	string	family	straight	

DAY 4

Team Talk

1. Describe how the triple jump is different from the long jump.
2. What happens when a high jumper or pole-vault jumper hits the bar and knocks it off?
 - a. The jumper is taken out of the competition right away.
 - b. The jumper has to start all over again at a lower height.
 - c. The jumper loses a turn to another competitor.
 - d. The jumper gets two more tries to clear the bar.
3. Why do you think there are soft mats for the high jumpers and pole-vault jumper? Support your answer.
4. Use the following list of important details and information from your idea tree to write a summary of this cycle of *Run! Jump! Throw! The World of Track and Field*. (Write-On)

Athletes can run and jump in track and field.

There are sprints and long-distance races on the track.

Jumpers have to jump as far or high as they can in events.

Skill Practice

Write a synonym for each of the following words.

1. jumped 2. stay 3. rug 4. trouble

	speedy	length	usually	hands
	attempts	clear	raised	shoves
Building Meaning	<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>6. Donata <u>raised</u> her plate a few inches so her dog couldn't jump up and steal her snack from it. <i>Raised</i> means—</p> <ol style="list-style-type: none"> moved lower. pushed aside. pulled closer. made higher. 			
On My Own	strap family winter	dawn string street	count straight strong	

DAY 6

Writing Prompt	<p>You read about three running events and three jumping events this cycle. These events have a lot of similarities and differences. Write a paragraph that compares and contrasts either the three running events or three jumping events. Begin your paragraph with a sentence that states what you are comparing and contrasting. Explain at least one thing all three events have in common. Then explain at least one way that each event is different. Your paragraph should end with a sentence that restates the main idea.</p>
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Scoring Guide	You write a compare-and-contrast paragraph about either three running events or three jumping events from the text.	25 points
	Your paragraph begins with a sentence that states what you are comparing and contrasting.	10 points
	You explain at least one thing all three events have in common.	15 points
	You explain at least one way that each event is different.	15 points each (45 points maximum)
	Your paragraph ends with a sentence that restates the main idea.	5 points

Run! Jump! Throw! The World of Track and Field

Word	Identification Strategy	Definition	Sentence
lightweight	compound word	not heavy	The cat looked huge because of its thick fur, but it was actually very <i>lightweight</i> .
spin	blend	twirl	The dancers <i>spin</i> so fast they look like blurs on the stage.
sails	base word + ending	flies	The ball <i>sails</i> through the air as the two children pass it to each other.
pounds	base word + ending	hits hard	The jackhammer <i>pounds</i> into the cement to break it into small pieces.
occur	chunk	happen	Two sporting events will <i>occur</i> today, so the school will be a busy place.
earn	blend	receive, as an award	Morgan will <i>earn</i> a star if she gets an A on her spelling test.
grandest	base word + ending	biggest, best	Julia is throwing her sister the <i>grandest</i> party anyone has ever seen.
compete	chunk	go up against someone, as in a game or contest	The two teams will <i>compete</i> for the trophy tomorrow.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 57	Page 57 or 55 (ending with “...lets go of the wire.”)	Page 57, 55 (ending with “...lets go of the wire.”), or 59 (paragraph 2)

DAY 1

Team Talk

1. According to the fact box on page 53, how were javelins used **before** they were used in competitions?
2. Which of the following is the most-important idea from the section “Watch out!”?
 - a. Javelin throwers try to throw a lightweight metal spear far.
 - b. Javelins have two pointy ends.
 - c. Javelins soar through the air farther than shot puts.
 - d. Javelin throwers run a few steps to throw.

Tell why you think this is the most-important idea. (Write-On)

3. Why are there nets around the places discus throwers throw from?
4. How is the hammer similar to the shot put? How is it different?

DAY 2

Team Talk

1. Team USA is made up of—
 - a. the best track-and-field athletes in the world.
 - b. track-and-field athletes from the biggest states.
 - c. track-and-field athletes from just one state.
 - d. the best track-and-field athletes in the United States.
2. Which of the following is the most-important idea from the section “Best in the Country?”
 - a. Some states do not send athletes to the track meets.
 - b. Athletes from all over the country compete against each other.
 - c. National champions are called Team USA.
 - d. The athletes earn medals for winning.

Tell why you think this is the most-important idea. (Write-On)

3. How are the world championships different from the Summer Olympics?
4. Why do you think the author warns readers to be careful where they throw things?

Skill Practice

Write each word in your journal. Then write the base word and ending of each word and what the word means. If necessary, draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

1. suffers 2. freshest

Building Meaning

lightweight	spin	sails	pounds
occur	earn	grandest	compete

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.

The carpenter _____ the nail into the wood with the hammer until the nail is in all the way.

DAY 3

Team Talk

1. Do you think you have to be as careful around the javelin event as you do the discus event? Explain.
2. The most-important idea in the section titled “Watch out!” was that javelin throwers try to throw a lightweight spear far. Which of the following is a less-important detail from the section?
 - a. The farthest throw in a javelin competition wins.
 - b. Officials measure the throw to where the javelin sticks in the ground.
 - c. The javelin is lightweight and flies further than the shot.
 - d. The Greeks made javelins lighter for throwing competitions.

Use the important details from the choices to write a summary of the section. (Write-On)

3. Which of the following best describes the main idea of the third paragraph on page 54?
 - a. what a discus looks like compared with a shot put
 - b. how to throw a discus
 - c. staying safe while throwing the discus
 - d. how to catch a flying discus
4. What do you learn from the fact box on page 55?

Skill Practice

Write each word in your journal. Then write the base word and ending of each word and what the word means. If necessary, draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

1. slides
2. wildest

Building Meaning	lightweight	spin	sails	pounds
	occur	earn	grandest	compete
	<p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>4. The scientists saved their <u>grandest</u> announcement for last so they could really amaze the crowd. <i>Grandest</i> means—</p> <ol style="list-style-type: none"> smallest. most unusual. most boring. biggest. 			

Practice Lists	Group 1		
	movies	brightest	crawls
	highest	forgets	youngest
	subtracts	sharpest	bravest
Group 2			
forgets	live	chalk	
bravest	its	movies	
youngest	him	crawls	

DAY 4

Team Talk	<ol style="list-style-type: none"> The world championships are different every year because— <ol style="list-style-type: none"> the athletes do different events. they are held in a different country. new events are added each year. different prizes are awarded to the winners. Why are many running, jumping, and throwing events done at the Summer Olympics every four years? Do you think the author wants you to take part in track and field? Support your answer. Use information from your idea tree to write a summary of this cycle of <i>Run! Jump! Throw! The World of Track and Field</i>. (Write-On)
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Skill Practice	<p>Write each word in your journal. Then write the base word and ending of each word and what the word means. If necessary, draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.</p> <p>1. coolest 2. glows</p>
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Building Meaning	lightweight	spin	sails	pounds
	occur	earn	grandest	compete
	<ol style="list-style-type: none"> Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. Choose the word that best fits in the blank. I like to sit in my dad’s big office chair and _____ quickly to get dizzy. 			

On My Own	its subtracts sharpest	chalk him highest	brightest forgets live
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DAY 6

Writing Prompt	<p>You read about a lot of levels of competition in track and field. You can compete locally, nationally, and against people from all over the world. Winners at national- and world-championship track meets are called champions. A lot of other sports have champions too. Write a paragraph that explains two characteristics of a champion athlete. Begin your paragraph with a sentence that introduces the two characteristics you think a champion has. In your paragraph, provide at least two details for each characteristic of a champion. Your details should be descriptive. You should end your paragraph with a sentence that restates the main idea.</p>	
Scoring Guide	You write a paragraph that describes a champion athlete.	25 points
	Your paragraph begins with a sentence that introduces the two characteristics you think a champion has.	20 points
	You provide at least two descriptive details about each characteristic.	10 points each (40 points maximum)
	Your paragraph ends with a sentence that restates the main idea.	15 points

7. “Watch as a bird sails through the air, and you’ll understand why people wanted to have wings too,” Grandpa said. *Sails* means—
- flies.
 - sinks.
 - swims.
 - falls.
8. The box looked big and bulky, but it was _____ because nothing was in it.
9. Lunar eclipses occur every year, but not everyone can see them all the time. *Occur* means—
- disappear.
 - skip.
 - forget.
 - happen.
10. Some think the Fourth of July fireworks in Washington, D.C. are the _____ display you can see in the country.
11. The spoiled little boy pounds his hands against the floor whenever he doesn’t get his way. *Pounds* means—
- lightly taps.
 - brushes.
 - hits hard.
 - pets.
12. I used to love riding the teacups at the amusement park and would _____ my cup as fast as I could.

6. My dad would like me to _____ in hockey, but I'd rather play basketball instead.
5. Write a meaningful sentence for the word *earn*.

occur	earn	grandest	compete
lightweight	spin	sails	pounds

Building Meaning

1. fakest 2. orders 3. loudest 4. rubs

Write each word on your paper. Then write the base word and ending of each word and what the word means. If necessary, draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

Skill Questions

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

Word Power

4. Which of the following is a less-important detail from the text "Playing Fair"?
- a. Judges watch runners, jumpers, and throwers.
 - b. Athletes need to follow the rules.
 - c. Judges make sure athletes do not cheat during events.
 - d. Track and field is like other sports.
- Use the important details from the choices and your idea tree to write a summary of the section.



Test Passage

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

Playing Fair

Just like any other sport, track and field has rules. Athletes need to follow the rules. This keeps the event fair for everyone. Track-and-field judges watch the athletes as they run, jump, and throw. The judges make sure that all the runners start the race at the same time. They make sure the runners follow the right path. Judges make sure the jumpers jump from the right places. They make sure throwers do not step out of their circles. Judges want everyone to play fair. Judges don't want athletes to cheat for faster times, better jumps, or longer throws.

Comprehension Questions

Use your graphic organizer to answer the following questions.

1. What is the topic of this text? How do you know?
2. What is the intent of the author? How do you know?
3. What do you think happens if a runner gets a head start or doesn't follow the running path? Support your answer.

7. Usually I don't like eating a lot of sweet things, but I always love my mom's peanut butter cookies. *Usually* means—
- normally.
 - strangely.
 - curiously.
 - totally.
8. My dog always _____ her dinner bowl into my hand to tell me when she's hungry.
9. Marco takes three attempts to get the right answer to a math problem before he asks someone for help. *Attempts* means—
- guesses.
 - notes.
 - tries.
 - winks.
10. The tortoise was not very _____ and took nearly twenty minutes to cross the road.
11. Willa raised her bed off the floor so she could store her winter clothes under it during the summer months. *Raised* means—
- made wider.
 - made higher.
 - made shorter.
 - made lower.
12. Fred knew the _____ to the goal was great, but he also knew he could kick the ball farther than it.

3. Do you think most people who run marathons are hoping to win the race? Explain your answer:

4. Choose the important detail from the text from the following list. Then explain why this is an important detail.

A marathon is about twenty-six miles long.

Many people walk during marathons.

Changing the running path makes a marathon more fun.

Word Power

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

Skill Questions

Write a synonym for each of the following words.

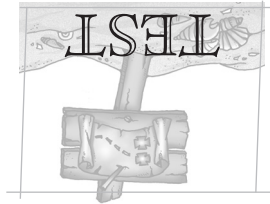
1. wise 2. touch 3. boom 4. choke

Building Meaning

speedy	length	clear	raised	shoves
attempts	usually	clear	raised	shoves

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

6. Mrs. Clausen _____ out star stickers to students who showed good teamwork throughout the week.



Test Passage

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

Running Long and Slow

One of the longest races is a marathon. The race is about twenty-six miles long. It is usually run on roads. Many cities around the world have these races. The cities often change the running paths each year. This keeps the races fun. Thousands of people run in them.

These races are hard to run. It takes a lot of work. People train by running very often. They practice running at a steady speed. The fastest runners finish after two hours. Most people take longer. Many people walk. It doesn't matter how fast you go. Finishing a marathon is great.

Sources www.soyouwana.com/soyouwana-run-marathon-1249.html
www.ingnycmarathon.org/index.htm
www.baa.org/races/boston-marathon.aspx

Comprehension Questions

Use your graphic organizer to answer the following questions.

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

- a. to explain how the reader can train for a marathon
 - b. to inform the reader about the longest running race
 - c. to persuade the reader to sign up for a marathon
 - d. to help the reader compare marathons with sprints
- How do you know?

9. I didn't want potato chips in my lunch, so I exchanged them for pretzels. *Exchanged* means—

a. traded.

b. threw away.

c. tossed.

d. trampled on.

10. Ike _____ that there wouldn't be any tickets left when we got to the stadium, but we still got good seats.

a. traded.

b. threw away.

c. tossed.

d. trampled on.

11. The greek wasn't very wide, so I just leapt across it instead of looking for a bridge. *Leapt* means—

a. waded.

b. trotted.

c. swam.

d. jumped.

12. The cat _____ her face with her paw after she stuck her nose into the sticky tree sap.

Word Power

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

Skill Questions

Write each compound word on your paper. Then write the two words that make up each compound word. Draw a sailboat if you need help.

1. backpack
2. snowman
3. uphill
4. rainbow

Building Meaning

chered	leapt	scrubbed	ruined
feared	outrun	spun	exchanged

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

6. It's difficult to _____ an alligator, so wildlife experts always advise that you stay far away from them.

7. At first, Georgio thought he had ruined his painting when he spilled water on it, but later he liked how it looked. *Ruined* means—

- a. improved.
- b. wrecked.
- c. fixed.
- d. created.

8. We all _____ loudly when my brother's name was announced as the winner of the prize.



Comprehension Questions

Read pages 38 and 39 of *Serena's Simple Shoes*, and answer the following questions.

1. How does Serena feel when she sees Monique wearing the fancy boots?
2. Why does Monique have to stop running?

- a. The boots hurt her feet.
- b. She steps in a mud puddle.
- c. She reaches the street first.
- d. The boots come untied.

3. Write a summary of the first part of the story. Tell at least three important events in your summary.

4. How does Monique run today compared with yesterday?
 - a. She runs more slowly than Serena even in new shoes.
 - b. She runs faster than Serena.
 - c. She runs more slowly because her feet still hurt.
 - d. She runs just as fast as Serena.
5. What lesson do Serena and Monique learn?

6. Write a summary of today's reading. Tell at least one important event in your summary.

7. Dad always said, "Don't argue with me," when he gave me a chore I didn't like to do. *Argue* means—
- make an arrangement.
 - agree.
 - apologize.
 - have a disagreement.
8. We walked down the _____ of the theater until we found two empty seats.
9. My gloves are full of holes and aren't very practical for playing in the snow. *Practical* means—
- expensive.
 - pretty.
 - useful.
 - useless.
10. To _____ to watch the movie, I made a big bowl of popcorn and sat in the most comfortable chair in the room.
11. Dr. Wallace, a scientist, is very precise and careful with everything he does. *Precise* means—
- exact.
 - dim.
 - foggy.
 - bland.
12. Mort _____ the lobby of the bank to escape from the cold temperatures and wind.

5. Which of the following is a conclusion you can draw about Serena's feelings about the fancy leather boots?
 - a. Serena likes the simple brown shoes much more than the boots.
 - b. Serena still wishes she could buy the fancy leather boots.
 - c. Serena thinks the simple brown shoes are fancier than the boots.
 - d. Serena has forgotten all about the fancy leather boots.

6. Read the following list of important events from today's reading. Then write a summary about this part of the story.

Serena tries on the simple brown shoes.

She walks around in the shoes.

She says they feel good.

Word Power

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

Skill Questions

Write a synonym for each of the following words.

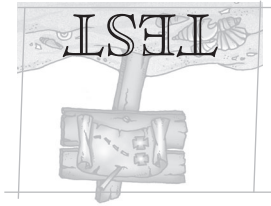
1. under
2. let
3. easy
4. whole

Building Meaning

prepare	precise	entered	stroled
drenched	aisle	practical	argue

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

6. We were in no hurry, so we _____ down the street after school.



Comprehension Questions

Read page 29 of *Serena's Simple Shoes*, and answer the following questions.

1. How is Serena's bus ride different from her mom's bus ride?
 - a. Mom has to stand because there aren't enough seats.
 - b. Mom rides for free because she is an adult.
 - c. Serena rides for free because she is a child.
 - d. Serena cannot ride the bus because children aren't allowed.
2. Why does Serena's mom like the simple brown shoes more than the fancy leather boots?
 3. Read the following list of important events from earlier in the story. Then write a summary about the first part of the story.

Serena and Mom go shoe shopping.

Serena and Mom ride the bus.

Mom rings the bell to stop the bus near the shoe store.

Serena likes a pair of fancy boots.

Mom likes a pair of simple brown shoes.
 4. What does Serena do **after** she puts on the simple brown shoes?

3. Which of the following best describes the main idea of paragraph 4?
- a. Donte is a little scared.
 - b. The basement is cold and damp.
 - c. There is a light in the basement.
 - d. Donte finds a box labeled "Dad's Things."
4. On your story map, write down the story's main problem and an important event from the story.
5. Which of the following best describes the main idea of paragraph 7?
- a. The boxes are Grandpa's.
 - b. Donte is going through the stack of boxes.
 - c. He can't wait to open the next box.
 - d. Donte can't think of a better activity for a rainy day.

6. Use the information you wrote on your story map to write a brief summary of paragraph 9.

6. Just then, Donte's mom came down to check on him. "So what did you find?" his mom asked. "Mom! Look at these pictures! Where did they come from?" Donte asked. His mom knelt down to the box. "Oh my," she said. "These are my father's pictures. We packed them up so quickly, and I forgot all about them. What a find!"

7. "Are all these boxes from Grandpa's house?" Donte asked. "Well, this stack here is," said his mom. "You can go through it if you want. Who knows what you'll find." Donte couldn't think of a better activity for a rainy summer day. He couldn't wait to open the next box. When he did, he realized that he was going to find a lot of memories in the boxes. Before long, he had a great idea.

8. He ran up to his room and got his art supply box. Construction paper, markers, scissors, glue, and tape were inside the box. He knew that he could do something special with the things he had found. He carried the box to the basement. He found his favorite pictures from Grandpa's first box. Then he looked to see what else he could find.

9. At dinner that night, Donte gave his mom what he had made. She looked at the booklet of bright paper and then at Donte. She opened the book slowly. It said "Mom's Memories" on the cover. Inside, she found crinkled pictures that had been flattened out and taped to the paper. Each picture was from a different time in her life. Donte had written little notes next to each picture. He had also glued other things that he had found in the boxes into the book—a piece of Mom's baby blanket, Grandmom's kerchief that Mom had used on her wedding day, and Donte's hospital bracelet from when he was born. As his mom looked through the book, tears sprang into her eyes. Donte knew he had found the best rainy-day project ever.

1. Which story elements help you predict the main idea of this story? Write one of the story elements on your story map.
2. What is one question you had about the main idea before you began reading the story?



Comprehension Questions

Read *The Memory Maker*, and answer the following questions.

The Memory Maker

1. Donte was bored. Rain had poured down for three days straight. It was summer, but Donte couldn't even go outside. He thought and thought about what he could do. He knew he couldn't spend one more day on the couch.
2. He decided to call Tayshaun. Maybe T would have an idea of what they could do. But T's mom said that T was taking a nap. Donte didn't want to sleep. It was summer! He wanted to have fun. So he thought he'd ask his older brother, Darnell, what to do.
3. Darnell didn't have any ideas either. So Donte asked his mom if he could go down to the basement. "What do you want to do in the dirty old basement?" Donte's mom asked. "It's better than watching television or taking a nap!" Donte told her. "I guess you're right. Go ahead," his mom agreed.
4. As he made his way downstairs, Donte got a little scared. The basement was cold and damp. But once he found the light, he felt better. With the light on, Donte could see lots of boxes. They were stacked to the ceiling in some corners. "Wow," Donte said to himself. "This can definitely keep me busy." He walked over to a short stack of boxes and opened up the first one. It was labeled "Dad's Things."
5. Donte couldn't believe what he saw in the box. There were hundreds of pictures! There were black-and-white pictures and pictures in color. But Donte could tell that they were from a long time ago. His mom was in some of the pictures. She looked younger, but he knew it was her. Why were all these pictures thrown in a box like this?

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The Savvy Reader—Summarizing

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The Savvy Reader

Reading
Wings^{4th Edition}

Student Test

Level 2

Summarizing

