



Summarizing

Level 4

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 *S.H.O.R.T. School News*

DAY 1

Team Talk

1. What is the problem with the review the students submitted?
2. What is a summary?
3. What are the story elements?
4. What tools does the *S.H.O.R.T. School News* staff use to create a summary? How are they used? (Write-On)

Editor's Challenge

Mingo, Alicia, Elinor, and Lee had trouble picking out what was important for their book review. Maybe they thought that everything was important, and that's why they included too much information. Mica and Radford want to see how skilled you are at identifying what is important. Radford recently went to his friend Edgardo's birthday party. He has written about the party. I'd like you and your partner to take turns reading the story and then make a list of the things you think would be important to tell one of your friends about the party.

DAY 2

Team Talk

1. What was the most difficult part of retelling page 2? Why?
2. How does your retell compare with Elinor and Lee's?
3. What did your partner do to help you with steps 1, 2, and 3 on your strategy card? (Write-On)

Editor's Challenge

Mica and Radford have given us a challenge to see if you're getting the hang of retelling. They know that sorting what's important from what's not important takes judgment. They would like you and your partner to read the story *Making the Team* and use your judgment to decide what should be included and what could be left out of your retell. There are two parts to the story, so you can both practice retelling. List the important events or ideas in your journal. Remember to use your strategy card to guide you!

DAY 3

Team Talk

1. How does Lee determine who the main characters are?
2. How do the S.H.O.R.T. School team members resolve a disagreement about whether an idea is important or not?
3. You read and retold pages 3 and 4 of the story with your partner. Did you and your partner agree on the important events or ideas? What did you disagree on? How did you resolve your differences? (Write-On)

Editor's Challenge

During your retell of *Making the Team*, you identified what you thought was important to the story. Today I would like you and your partner to use your Summarizing Strategy Card as a guide and identify the story elements in *Making the Team*. You'll also need the list your team made of important events or ideas.

DAY 4

Team Talk

1. Do your team's notes look similar to those of the S.H.O.R.T. School team? Do you think there are any important events or ideas they did not include? If so, what are they?
2. Mingo helped clarify for the team what the phrase the "bell of the trumpet" means. Why is it important to continue to clarify before you summarize?
3. What strategies are you learning that help you to summarize when you read silently? (Write-On)

DAY 5

Team Talk

1. What is the purpose of a story map?
2. Why can an event or idea seem important at the beginning of a story but less important after you read the whole story?
3. What were the challenges of filling in a story map? Did you eliminate any events or ideas that were in your notes? (Write-On)

Editor's Challenge

Mica and Radford think that their "success story" might be featured in a *S.H.O.R.T. School News* column about students who are proud of making a team. They're thinking about calling this column Students Make the Team and Teams Make the Students. But they need your help to write the first article. The first step will be for you and your partner to review the notes your team made on the story elements in *Making the Team*. Would you change anything on the list—add anything or eliminate anything? Use your judgment to decide.

DAY 6

Team Talk

1. How did your story map compare with the map that the S.H.O.R.T. School students created?
2. Do you think filling in a story map made writing the summary easier? Why or why not?
3. What was the hardest part about writing the summary? What advice do you have for students who are writing their first summary? (Write-On)

DAY 7

Team Talk

1. How would you compare and contrast your summary with the summary that Mingo, Alicia, Elinor, and Lee wrote?
2. Evaluate the summary written by Mingo, Alicia, Elinor, and Lee. Is it longer or shorter than you think it should be? Does it include the important information? Are there any less-important details included?
3. How can working with a team help you write a summary? (Write-On)

Editor's Challenge

Radford and Mica are excited to find out how well you can summarize *Making the Team* for their column, *Students Make the Team and Teams Make the Students*. They've even sent a blank page from the *S.H.O.R.T. School News* just for your summary! You'll need your story map for *Making the Team*. With your partner, review the story map, and decide if you would make any changes and why.

DAY 8

Team Talk

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

Aaron Burr and the Stable Boy

Word	Identification Strategy	Definition	Sentence
caressed	base word + ending	lightly touched, patted	I softly <i>caressed</i> the fur of the sleeping puppy.
resided	base word + ending	lived in	Last year, I <i>resided</i> in Utah, but I moved to Arizona in June.
gingerly	gin- = /jin/ -ger- = /jer/ base word + ending	softly, with great care	The thief walked <i>gingerly</i> past the sleeping guard.
displeasure	prefix + base word	anger	Ming knew she'd see <i>displeasure</i> on her dad's face when he saw the broken window.
spectacular	chunk	amazing, great	The fireworks show was so <i>spectacular</i> that Jung was talking about it for days.
asset	chunk	a good thing to have	Strength is an <i>asset</i> if you want to be a good bodybuilder.
options	base word + ending	choices	Getting a good education gives you more <i>options</i> for careers.
present	pre- = /pree/ chunk	show, give	Imbal couldn't wait to <i>present</i> her straight-A report card to her parents.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 26 (paragraphs 4–6)	Page 26 (paragraphs 4–6) or 30 (paragraphs 1–5)	Page 26 (paragraphs 4–6), 30 (paragraphs 1–5), or 34 (paragraphs 1–3)

DAY 1

Team Talk

1. Which of the following best describes where Mr. Burr is located?
 - a. on his way to the stables to visit John
 - b. on his way to be vice president in Washington, D.C.
 - c. on the road to being elected president
 - d. on the road between Washington, D.C. and his home
2. How can you tell that John respects his employer, Aaron Burr?
3. Why does John prefer to stay in the stable instead of the house?
4. Choose the best list of important events for pages 23 and 24 of the story.

List A

- a. John works in the stable.
- b. He enjoys his life.
- c. Mr. Burr will arrive soon.
- d. John has a lot of work to do.

List B

- a. The sun creeps through the window.
- b. John works in the stable.
- c. The horses' names are Chickasaw and Mohican.
- d. John eats breakfast.

Tell why you chose the list you did. Why is the other list not the best choice? (Write-On)

DAY 2

Team Talk

1. Why does Mohican jerk his foreleg away?
2. How can John tell that Mohican's leg is better? Support your answer.
3. How does the mood of the section change from the beginning to the end?
4. Choose the best list of important events for pages 26 and 27 of the story.

List A

- a. John roots through the pantry.
- b. He fills the pail with water.
- c. He cleans and bandages Mohican's wound.
- d. Mohican snorts.

List B

- a. John gathers supplies.
- b. He cleans and bandages Mohican's wound.
- c. He tests Mohican's leg.
- d. Mohican gets better.

Tell why you chose the list you did. Why is the other list not the best choice? (Write-On)

Skill Practice

1. Read the following sentence.
 Although it can be hot during the day in the desert, it can get very cold at night.
 Which of the following sentences uses *desert* the same way?

- Roni deserted his friends as soon as he heard a scary knocking.
- It is against the law to desert the army.
- The streets of the city were deserted after the mayor ordered people to stay inside for safety.
- Antarctica is actually a desert because it gets less than ten inches of water each year.

2. Read the following sentence.
 A good singer with a high-pitched voice can fragment a glass into tiny pieces.
 Which of the following sentences uses *fragment* the same way?

- A fragment of sand got into my camera, and it no longer works.
- The wrecking ball fragmented the concrete wall into small chunks of rock.
- Learning to add and subtract is only a fragment of the skills students learn in math.
- Fragments of the skeleton were missing, so scientists had to guess how the bones fit together.

Building Meaning

caressed	resided	gingerly	displeasure
spectacular	asset	options	present

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.
 Having an open mind is an _____ if you want to solve difficult problems.

DAY 3

Team Talk

1. Which of the following means about the same as *modest* on page 30?
 - a. angry
 - b. kind
 - c. proud
 - d. humble

What evidence do you have to support your answer?

2. Explain why Mr. Cherrybond offers John a new job.
3. Do you think John will take the new job? Support your prediction with evidence from the story.
4. Choose the best list of important events for pages 30 and 31 of the story.

List A

- a. Mr. Cherrybond is impressed by John's work.
- b. He tells John that he thinks John is very loyal.
- c. He offers John a promotion.
- d. John is excited.

List B

- a. John ties Mr. Cherrybond's horse to a hitching post.
- b. The two go into the stable.
- c. Mr. Cherrybond offers John a promotion.
- d. John asks, "Indeed, sir?"

Tell why you chose the list you did. Why is the other list not the best choice? (Write-On)

Skill Practice

1. Read the following sentence.

I heard a loud snap as a tree branch fell off the tree because of the heavy snow.

Which of the following sentences uses *snap* the same way?

- a. The lion tamer snapped the whip to get the lion to jump on the podium.
- b. We liked the restaurant because it had snappy service, even on busy nights.
- c. The carrot was so fresh you could hear a snap when it was bent slightly.
- d. The toddler was too small to snap the buttons on her coat.

2. Read the following sentence.

The deer cleared the fence with an easy, graceful bound.

Which of the following sentences uses *bound* the same way?

- a. The nurse bound my finger with gauze and tape after I cut it.
- b. The evil villain bound the hero's love with rope when he kidnapped her.
- c. The squirrel bounded through the trees as it looked for nuts to eat.
- d. A day off from school is bound to happen if we get several inches of snow.

Building Meaning	caressed	resided	gingerly	displeasure
	spectacular	asset	options	present
<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. Marco felt <u>displeasure</u> when he saw that someone had scratched his car. <i>Displeasure</i> means—</p> <ol style="list-style-type: none"> pleasure. anger. happiness. fear. 				

DAY 4

Team Talk	<ol style="list-style-type: none"> Why do you think John decides to take the new job? Why do you think Mr. Cherrybond waits until after John's decision to tell John that he can call him Wicks? What is the last thing John has to do as a stable boy? Choose the best list of important events for pages 34 and 35 of the story. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>List A</p> <ol style="list-style-type: none"> Mr. Cherrybond stands in the doorway of the stable. John tells Mr. Cherrybond he'll take the job. Mr. Cherrybond shouts in joy. Mr. Cherrybond holds out his hand. </td> <td style="width: 50%; vertical-align: top;"> <p>List B</p> <ol style="list-style-type: none"> John tells Mr. Cherrybond he'll take the job. John has one last job as a stable boy. Mr. Burr arrives. John runs out to meet Mr. Burr. </td> </tr> </table> 		<p>List A</p> <ol style="list-style-type: none"> Mr. Cherrybond stands in the doorway of the stable. John tells Mr. Cherrybond he'll take the job. Mr. Cherrybond shouts in joy. Mr. Cherrybond holds out his hand. 	<p>List B</p> <ol style="list-style-type: none"> John tells Mr. Cherrybond he'll take the job. John has one last job as a stable boy. Mr. Burr arrives. John runs out to meet Mr. Burr.
	<p>List A</p> <ol style="list-style-type: none"> Mr. Cherrybond stands in the doorway of the stable. John tells Mr. Cherrybond he'll take the job. Mr. Cherrybond shouts in joy. Mr. Cherrybond holds out his hand. 	<p>List B</p> <ol style="list-style-type: none"> John tells Mr. Cherrybond he'll take the job. John has one last job as a stable boy. Mr. Burr arrives. John runs out to meet Mr. Burr. 		
<p>Tell why you chose the list you did. Why is the other list not the best choice? (Write-On)</p>				

Skill Practice	<p>1. Read the following sentence.</p> <p>The bird scratched and picked in the <u>soil</u> to find a fat worm to eat.</p> <p>Which of the following sentences uses <i>soil</i> the same way?</p> <ol style="list-style-type: none"> If you want to garden, you will need some good soil for planting seeds. The little boy soiled his good pants by dropping chocolate ice cream on them. The tablecloth was soiled when a glass of soda was spilled on it. Ink and paint soiled Marsha’s hands after she worked on her art project. <p>2. Read the following sentence.</p> <p>“Can I <u>pin</u> this lost pet sign to your door?” the girl asked the store owner.</p> <p>Which of the following sentences uses <i>pin</i> the same way?</p> <ol style="list-style-type: none"> I had to find a pin to hold the pieces of fabric together. I knocked down all the bowling pins with my lucky bowling ball. My mom’s favorite pin has tiny pearls on it. The scoutmaster will pin the badge on my uniform for everyone to see.
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Building Meaning	caressed	resided	gingerly	displeasure
	spectacular	asset	options	present
	<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. Choose the word that best fits in the blank.</p> <p>I knew I’d never forget the _____ day I had at the park, playing all of my favorite games.</p>			

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 if you have included the most-important information, left out the less-important information, and made your story short.</p>
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Scoring Guide	The story includes all the important elements, and it makes sense.	35 points
	The story leaves out less-important events and details.	35 points
	The story is short enough to tell to a young child.	20 points
	The story is written in complete sentences.	10 points

Aaron Burr and the Stable Boy

Word	Identification Strategy	Definition	Sentence
potential	chunk	possibility	“There is the <i>potential</i> for rain,” said the weatherman, “so you should carry an umbrella just in case.”
slightest	base word + ending	least, smallest	I hadn’t the <i>slightest</i> idea what the correct answer was, so I had no choice but to guess.
remedy	chunk	fix, solve	We had a problem, and nobody knew how to <i>remedy</i> it.
confidence	chunk	with full trust	Joe told Joanna something in <i>confidence</i> , so he was angry when she told someone else.
publicly	base word + ending	out in the open, not in secret	People often get embarrassed when strangers lose their tempers <i>publicly</i> .
competent	chunk	able, skilled	Everyone trusted the <i>competent</i> leader, who never made mistakes.
dissuade	chunk	change someone else’s mind, convince not to do something	Janie didn’t think skipping school was a good idea, so she tried to <i>dissuade</i> Betsy from doing it.
regretfully	base word + endings	sadly, with sorrow	I <i>regretfully</i> said good-bye to my friends when I moved away.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 44 (paragraphs 1–3)	Page 44 (paragraphs 1–3) or 48 (paragraphs 1–5)	Page 44 (paragraphs 1–3), 48 (paragraphs 1–5), or 51 (paragraphs 2 and 3)

DAY 1

Team Talk	<ol style="list-style-type: none"> 1. Why doesn't John understand Alexander Hamilton's opinion of Mr. Burr? 2. According to Mr. Newton, how can you tell Mr. Burr has a bad temper? 3. Which of the following will likely be a problem in this story? <ol style="list-style-type: none"> a. smudged silverware b. disagreements with Alexander Hamilton c. unpolished riding boots d. staff not doing their jobs properly 4. Write a summary of pages 40 and 41 using at least three important events from the story. (Write-On)
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DAY 2

Team Talk	<ol style="list-style-type: none"> 1. Do you think Mr. Burr wants to be angry and treat his staff unfairly? How can you tell? 2. Do you think things will keep getting better between Mr. Burr and his staff? Support your prediction with evidence. 3. The last sentence in chapter 4 is an example of which literary technique? <ol style="list-style-type: none"> a. simile b. foreshadowing c. metaphor d. rhyme pattern 4. Write a summary of pages 44 and 45 using at least three important events from the story. (Write-On)
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Skill Practice	<p>Write each word in your journal. Then write the base word and ending. Cross out any extra letters. Write a definition for each word.</p> <ol style="list-style-type: none"> 1. mildly 2. fiercest
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Building Meaning	potential	slightest	remedy	confidence
	publicly	competent	dissuade	regretfully
	<ol style="list-style-type: none"> 3. Choose a word from the vocabulary list, and write a meaningful sentence for that word. 4. Our soccer coach was extremely <u>competent</u> and could tell who was best for each position on the field. <i>Competent</i> means— <ol style="list-style-type: none"> a. unskilled. b. lazy. c. ignorant. d. able. 			

DAY 3

Team Talk	<ol style="list-style-type: none"> How do Mr. Burr’s actions show that he is angry? Which of the following best describes how John feels at the end of the section? <ol style="list-style-type: none"> worried excited pleased energetic Use your knowledge of the story to make a prediction about how Mr. Burr will make Mr. Hamilton pay for his insult. Write a summary of page 48 using at least three important events from the story. (Write-On)
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Skill Practice	<p>Write each word in your journal. Then write the base word and ending. Cross out any extra letters. Write a definition for each word.</p> <ol style="list-style-type: none"> slenderest boastful
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Building Meaning	potential	slightest	remedy	confidence
	publicly	competent	dissuade	regretfully
	<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. On television, the politician <u>publicly</u> announced that he wanted to run for president. <i>Publicly</i> means— <ol style="list-style-type: none"> behind closed doors. out in the open. in secret. only to his family. 			

DAY 4

Team Talk	<ol style="list-style-type: none"> Why doesn’t John think he can keep working for Mr. Burr? <ol style="list-style-type: none"> He doesn’t want to go back to New York so soon. He doesn’t think he’s a very good personal assistant. He doesn’t like taking care of Mr. Burr’s finances. He doesn’t know if he can trust someone who would duel. How can you tell that John’s father was very important to him? What can you tell about Mr. Burr from his response when John quits? Write a summary of pages 51 and 52 using at least three important events from the story. (Write-On)
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Skill Practice	<p>Write each word in your journal. Then write the base word and ending. Cross out any extra letters. Write a definition for each word.</p> <p>1. shameful 2. roughest</p>
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Building Meaning	potential	slightest	remedy	confidence
	publicly	competent	dissuade	regretfully
	<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. Choose the word that best fits in the blank.</p> <p>My dog always barked at the _____ noise, so we had to train her to be quiet.</p>			

DAY 6

Writing Prompt	<p>Pretend that you are John, and write a journal entry that summarizes your experiences as Aaron Burr’s personal assistant in Washington, D.C. Mr. Burr has kept you very busy, so you have not had time to write in your journal. Summarize at least five of the most-important events that have happened during your time in Washington, D.C. Think of the main ideas from this cycle’s reading. With your partner, decide on four or five of the less-important ideas that should be left out of the journal entry. Remember that your journal entry should make sense when you remove the less-important details. Also make sure that you use the form of a journal entry, which includes a date, greeting, body, and signature.</p>
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Scoring Guide	The journal entry includes at least five of the most-important ideas.	40 points
	The journal entry leaves out less-important ideas.	20 points
	The important ideas make sense when they are written together.	20 points
	The journal entry is in the correct format, which includes a date, greeting, body, and signature.	20 points

Summarizing Saves the Animals: Samburu

DAY 1

Team Talk

1. What text features did you find in the article that helped you identify the topic?
 2. Adam had a different opinion about the topic of the article. What did Adam think the topic was? Why did he think that?
 3. Adam, Tori, Rachel, and Zach have to summarize Dr. Nick’s article. To develop the summary, which of the following questions should they ask themselves?
 - a. What do leopards do at night?
 - b. What is the most-important information about leopards?
 - c. Do leopards eat at night?
 - d. Why don’t leopards sleep at night?
- Why did you pick that question? (Write-On)

Bakiri’s Challenge

Bakiri is writing a book of his own, called *Animals of Samburu*. He has sent us chapter 1. He’s wondering if you can identify the topic of chapter 1, “There’s a Wild Thing in My Bedroom!” just by surveying the text features. I want you to work with your partner to identify the topic.

DAY 2

Team Talk

1. What was the most difficult part of restating page 2? Why?
2. Adam told his teammates to look for Dr. Nick’s most-important events or ideas, not just things that interest them in the article. Do you agree with him? Why?
3. What clues helped you find the main idea of the section “What’s for Dinner?” Was there one sentence that told you the main idea? Or did you have to read the section and think about what Dr. Nick was mostly saying? Or did you use a combination of the two?
4. How did the Summarizing Strategy Card help you find the main idea? (Write-On)

Bakiri’s Challenge

Bakiri wants you to find the important events or ideas and supporting details in chapter 1 of his book, *Animals of Samburu*. With your partners, read and restate “There’s a Wild Thing in My Bedroom!” and identify the important events or ideas and supporting details. Record these on an idea tree. Remember, sometimes the main idea is easy to find. It might be in the first sentence of a section. But sometimes you have to read the whole passage to find the main idea.

DAY 3

Team Talk

1. Tori suggested that her team combine two ideas: “Leopards need protection from people who cut down forests,” and “Leopards need protection from people who build on the land leopards live on,” into one statement. Do you remember how Tori combined them? Do you think that was a good suggestion? Why or why not?
2. Bakiri said that when you fill in the idea tree, it’s okay to put ideas and details in your own words. When you compared your idea tree for pages 3 and 4 with the one in the video, did you find that you picked out some of the same ideas and details, but put them in different words? Which ideas and details? Did you use more or fewer words than the students at Samburu? (Write-On)

Bakiri’s Challenge

Some time ago, when Rachel, Zach, Tori, and Adam first arrived in Samburu, Bakiri asked them to read and restate chapter 1 of his book, *Animals of Samburu*. They did as Bakiri asked and filled in an idea tree for the chapter “There’s a Wild Thing in My Bedroom!” With your team, compare your idea tree for the text with the one filled in by Rachel, Zach, Tori, and Adam. Discuss the differences. Would you change anything on your idea tree now? Explain why.

DAY 4

Team Talk

1. How does your written summary compare with that of Rachel, Zach, Tori, and Adam? Is your summary longer or shorter? Is it as clear as theirs or clearer? Does it have fewer or more details? (Write-On)
2. How did your partner’s feedback help you improve your summary?
3. Did Dr. Nick answer your questions about leopards? What did you learn? If he didn’t answer your questions, what’s one interesting fact that you learned about leopards?

Bakiri’s Challenge

Because you’ve become so good at summarizing, Bakiri would like you and your partner to select a branch or two of the idea tree you filled in for “There’s a Wild Thing in My Bedroom!” and to write a summary of it. First, talk about what to write. Then, write your summary on every other line of a piece of paper. Use the blank lines underneath to revise it.

DAY 5

Team Talk

1. What is one question you had before you began reading?
2. On your idea tree, write the main idea and important supporting details from the section titled “Breeding Giant Pandas.”
3. Use the information you have written on your idea tree to write a brief summary of the section titled “Panda Cubs.” (Write-On)

Beyond the Sky: The Solar System, Deeper Space, and the Scientists

Word	Identification Strategy	Definition	Sentence
limits	base word + ending	outer edges	The <i>limits</i> of the yard are marked with a bright fence.
core	blend	center	The <i>core</i> of the apple has seeds, and the skin is shiny and green.
survive	chunk	live	A camel can <i>survive</i> for days without water.
proceed	-c = /s/ chunk	continue with, keep going	After the interruption, we decided to <i>proceed</i> with the meeting so we could finish our work.
dwarf	blend	small	<i>Dwarf</i> rabbits make good pets because they are tiny and can fit in a cage.
fitting	base word + ending	appropriate, apt	“Happy” is a <i>fitting</i> nickname for Jolene, who is in a good mood all the time.
notable	base word + ending	worthy of mention	Our town is <i>notable</i> in the history of our state because it was an important trading center.
determined	base word + ending	decided, figured out	We <i>determined</i> how to find our friend’s apartment by looking at the map.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 76 (paragraphs 1 and 2)	Page 76 (paragraphs 1 and 2) or 74 (paragraphs 1 and 2)	Page 76 (paragraphs 1 and 2), 74 (paragraphs 1 and 2), or 79 (paragraphs 1–3)

DAY 1

Team Talk

1. Which of the following is the most-important idea on page 72?
 - a. There are three dwarf planets in our solar system.
 - b. The sun is made up of gas, not crust or rock.
 - c. The heat and light of the sun come from its core.
 - d. The sun is the center of our solar system.

Tell why you chose the answer that you did. (Write-On)

2. Why is Mercury so hot?
 - a. It is like a miniature star.
 - b. It travels right through the sun.
 - c. It creates a lot of heat in its core.
 - d. It is the closest planet to the sun.
3. How are Venus and Earth similar? How are they different?
4. Why do you think the Romans chose to name Venus after their goddess of love?

DAY 2

Team Talk

1. Which of the following is the most-important idea on page 76?
 - a. Jupiter is the king of the planets.
 - b. The Great Red Spot is a storm.
 - c. It's 550 million kilometers from Earth.
 - d. It's the fastest-spinning planet.

Tell why you chose the answer you did. (Write-On)

2. According to the caption on page 77, what would happen if you put Saturn in a glass of water?
3. How do the caption and graphic of Uranus's poles and equator help you learn more about the planet?
4. What happened **after** *Voyager 2* flew by Uranus?
 - a. It flew by Neptune.
 - b. It returned to Earth.
 - c. It crashed into Pluto.
 - d. It stopped working.

contact | corporal

contest
n. **1** a struggle for victory.
—v. **2** to argue against something.

convince
v. to make someone go along with or believe.

core
n. **1** the central part of some fruits. **2** the central part of a heavenly body. **3** the basic or central part of something.
—v. **4** to remove the middle from something, such as fruit.

preach | project

preserve
n. **1** a fruit cooked into jam or jelly. **2** an area where fish or game are protected. *—v.* **3** to keep safe from injury or ruin. **4** to maintain or continue.

proceed
v. **1** to come from a source. **2** to go forward or onward, advance.

progress
n. **1** a movement toward a goal. **2** a gradual improvement.
—v. **3** to move toward a higher or more advanced stage.

Skill Practice

Use the sample dictionary pages to answer the following questions. Write the answers in your journal.

- What is the best definition of *contest* as it is used in the following sentence?
 Midge wanted to contest her grade with her teacher because she believed an answer was marked incorrectly.
- What are the guide words for the page where you would find the word *preserve*?

Building Meaning

limits	core	proceed	survive
fitting	dwarf	notable	determined

- Choose a word from the vocabulary list, and write a meaningful sentence for that word.
- Choose the word that best fits in the blank.
 Every day I did sit-ups to exercise my stomach muscles because the coach said my _____ had to be strong for me to be a strong runner.

DAY 3

Team Talk

1. What do you think would happen if Earth were slightly closer to the sun?
2. The main idea of page 72 is that the sun is the center of our solar system. Which of the following is not an important detail about the sun?
 - a. The sun is about 5 billion years old.
 - b. People argue about the age of the sun.
 - c. We feel the sun’s heat from more than 150 million kilometers away.
 - d. The sun produces energy and sends it into the solar system.

Use the important details from the choices to write a summary about this section. (Write-On)
3. Mercury is similar to our moon because—
 - a. it is very hot.
 - b. it orbits the sun.
 - c. it orbits Earth.
 - d. it has phases.
4. How does the picture at the bottom of page 73 help you understand Mercury’s size?

Skill Practice

Use the sample dictionary pages to answer the following questions. Write the answers in your journal.

1. What is the best definition of *preserve* as it is used in the following sentence?
 Museums try to preserve ancient artifacts and artwork for future generations.
2. Correct the mistake in this sentence: The spelling Contest will take place in the auditorium after school.

	limits	core	proceed	survive
	fitting	dwarf	notable	determined

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. There are some animals, such as penguins, that can survive in extremely cold temperatures on land and in the water. *Survive* means—
 - a. enjoy.
 - b. live.
 - c. perish.
 - d. collect.

DAY 4

Team Talk	<ol style="list-style-type: none"> 1. Why are Saturn’s rings the most noticeable of any other planet’s rings? 2. The author says there is something special about Uranus’s name. Do you think this is a fact or an opinion? Support your answer. 3. How was Neptune’s Great Dark Spot similar to Jupiter’s Great Red Spot? How was it different? 4. Use information from your idea tree to write a summary of this cycle of <i>Beyond the Sky: The Solar System, Deeper Space, and the Scientists</i>. (Write-On)
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Skill Practice	<p>Use the sample dictionary pages to answer the following questions. Write the answers in your journal.</p> <ol style="list-style-type: none"> 1. What are the guide words for the page where you would find the word <i>convince</i>? 2. What is the best definition of <i>core</i> as it is used in the following sentence? My mom liked <u>coring</u> apples and filling the hole with sweet granola cereal and raisins.
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Building Meaning	limits	core	proceed	survive
	fitting	dwarf	notable	determined
	<ol style="list-style-type: none"> 3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. 4. Choose the word that best fits in the blank. The teacher asked the students to _____ with reciting the pledge while she took attendance. 			

DAY 6

Writing Prompt	<p>Imagine that NASA has created the technology that would allow humans to land on other planets in our solar system. Now that NASA has this technology, they need to hire more people who are willing to train to be astronauts and explore these planets. Write a job listing seeking astronauts to explore one of the planets you read about this cycle. Begin your job listing with a heading that will grab the attention of job seekers. In your job listing, provide at least two details about what people will do as the first visitors to that planet. Then provide at least three details about the requirements or traits a person who wants to be a NASA astronaut needs. Remember to provide contact information for the job.</p>
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Scoring Guide	You write a job listing for NASA’s trip to explore one of the planets you read about this cycle.	25 points
	Your listing begins with an attention-grabbing heading.	15 points
	You provide at least two details about what people will do as the first visitors to the planet.	10 points each (20 points maximum)
	You provide at least three details about the requirements or traits a person who wants to be a NASA astronaut needs.	10 points each (30 points maximum)
	You provide contact information for the job.	10 points

Beyond the Sky: The Solar System, Deeper Space, and the Scientists

Word	Identification Strategy	Definition	Sentence
assembly	base word + ending	group, collection	The <i>assembly</i> of lawyers was a good place to talk to someone about working in a law office.
appears	base word + ending	seems	“It <i>appears</i> that Joe isn’t coming, but we can wait a bit longer,” Sara said.
transmit	chunk	send	The radio station will <i>transmit</i> the sound, and your radio will pick it up.
steady	chunk	even, constant	In the movie, people rowed the boat to a <i>steady</i> drumbeat.
modern	chunk	up-to-date, new	We drive cars in <i>modern</i> days, but long ago people rode in horse-drawn buggies.
advances	base word + ending	improvements	Holly made great <i>advances</i> in her study skills by practicing.
traverse	chunk	cross	The hikers had to <i>traverse</i> the entire desert before they found water.
makeup	compound word	what something is made of	The <i>makeup</i> of the group is friends and relatives, so we will know everyone.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 85 (paragraphs 2 and 3)	Page 85 (paragraphs 2 and 3) or 83 (paragraphs 1 and 2)	Page 85 (paragraphs 2 and 3), 83 (paragraphs 1 and 2), or 87 (paragraph 2)

DAY 1

Team Talk	<ol style="list-style-type: none"> 1. What is the main idea from the section titled “A Milky Way?” Why do you think this is the main idea? (Write-On) 2. When we see stars in the sky, are we seeing them as they really look? Explain. 3. How does the picture on page 82 help you understand what happens when a star explodes in a supernova? 4. Which of the following isn’t a way that quasars are different from stars? <ol style="list-style-type: none"> a. They give off light. b. They are older. c. They give off more energy. d. They are farther away.
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DAY 2

Team Talk	<ol style="list-style-type: none"> 1. What is the main idea of the section titled “Early Stargazers”? Why do you think this is the main idea? (Write-On) 2. The Soviet Union won the space race by— <ol style="list-style-type: none"> a. sending Yuri Gagarin into space. b. launching <i>Sputnik</i> into space. c. sending a dog into space. d. launching the Hubble Space Telescope. 3. What is the main idea of the first paragraph on page 86? How can you tell? 4. Why do you think astronauts wanted the American flag to look like it was blowing in the wind?
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Skill Practice	<p>Write each word in your journal. For each word, write the two words that make up the contraction, draw a line through the extra letters, and draw a patch to add the apostrophe. Draw a sailboat if you need help.</p> <p>1. where’s 2. she’s 3. how’s 4. when’s</p>
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Building Meaning	assembly	appears	transmit	steady
	modern	advances	traverse	makeup
	<ol style="list-style-type: none"> 5. Choose a word from the vocabulary list, and write a meaningful sentence for that word. 6. Choose the word that best fits in the blank. The big speakers can _____ sound all the way across the empty room. 			

DAY 3

Team Talk	<ol style="list-style-type: none"> 1. Explain how our galaxy got its name. 2. The main idea of the section titled “A Milky Way?” is our Milky Way galaxy. Use supporting details from your idea tree to write a summary about this section. (Write-On) 3. The author compares the size of a neutron star to the size of a— <ol style="list-style-type: none"> a. supergiant. b. city. c. pulsar. d. core. 4. Why are scientists interested in learning more about quasars?
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Skill Practice	<p>Write each word in your journal. For each word, write the two words that make up the contraction, draw a line through the extra letters, and draw a patch to add the apostrophe. Draw a sailboat if you need help.</p> <p>1. they’ll 2. can’t 3. you’ve 4. we’ll</p>
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Building Meaning	assembly	appears	transmit	steady
	modern	advances	traverse	makeup
	<ol style="list-style-type: none"> 5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. 6. The <u>assembly</u> of teachers included people from all across the country. <i>Assembly</i> means— <ol style="list-style-type: none"> a. mission. b. herd. c. presentation. d. group. 			

DAY 4

Team Talk	<ol style="list-style-type: none"> 1. What do you think Neil Armstrong meant when he said, “That’s one small step for a man, one giant leap for mankind”? 2. How are unmanned spacecraft different from manned spacecraft? 3. Which of the following is a question the author wants answered by scientists? <ol style="list-style-type: none"> a. Is there life elsewhere out there? b. How do you use a telescope to study space? c. When can regular people take a trip into space? d. Will we ever land on Venus? 4. Use information from your idea tree to write a summary of this cycle of <i>Beyond the Sky: The Solar System, Deeper Space, and the Scientists</i>. (Write-On)
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Skill Practice	<p>Write each word in your journal. For each word, write the two words that make up the contraction, draw a line through the extra letters, and draw a patch to add the apostrophe. Draw a sailboat if you need help.</p> <p>1. I've 2. it'll 3. what'll 4. aren't</p>
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Building Meaning	assembly	appears	transmit	steady
	modern	advances	traverse	makeup
	<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.</p> <p>The cruise ship will _____ the ocean for its passengers' vacation pleasure.</p>			

DAY 6

Writing Prompt	<p>What if someone discovered a new planet today? Write a brief newspaper article announcing the discovery. Your article must answer the 5 Ws and 1 H. Think about the following questions that your article should answer: Who discovered it? When was it discovered? Where is the planet, or where did the discovery take place? What is the planet called? Why is it called that? And how was it discovered? Provide at least two other details about the newly discovered planet. Remember to give your article an attention-grabbing headline and to use the correct newspaper article format (a date, a headline, a byline, a lead that answers the 5 Ws and 1 H, and short paragraphs).</p>
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Scoring Guide	Your article answers the 5 Ws and 1 H of the story.	10 points each (60 points maximum)
	You provide at least two other details about the new planet in your story.	10 points each (20 points maximum)
	Your article has an attention-grabbing headline.	10 points
	Your article is written in the correct format (a date, a headline, a byline, a lead that answers the 5 Ws and 1 H, and short paragraphs).	10 points

Word Power

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

Skill Questions

Write each word on your paper. For each word, write the two words that make up the contraction, draw a line through the extra letters, and draw a patch to add the apostrophe. Draw a sailboat if you need help.

1. couldn't
2. she'll
3. he's
4. hasn't

Building Meaning

assembly	modern	advances	traverse	makeup
appears	transmit	steady		

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

6. I wished the boat were _____, but waves rocked it back and forth violently.

7. There is a beautiful view from the top deck of the boat as you traverse the lake. *Traverse* means—

- a. dig.
- b. drain.
- c. cross.
- d. freeze.

8. The _____ of our soccer team is really interesting because the kids come from different parts of the city and even from all over the world.

9. That dog appears to be really unfriendly, but he's actually very sweet tempered. *Appears* means—

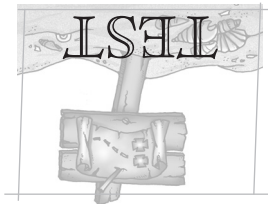
- a. acts.
- b. seems.
- c. pretends.
- d. barks.

10. An _____ of neighbors discussed the new traffic rules for driving through the streets.

11. Advances in cars make them safer and cleaner than ever to drive. *Advances* means—

- a. failures.
- b. improvements.
- c. disappointments.
- d. stops.

12. Instead of writing letters, campers today can _____ messages home using computers or cellular phones.



Test Passage

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

Space Rocks and Dirty Snowballs

Our solar system is made up of more than just the sun and planets. Two other objects in the solar system are asteroids and comets. These also orbit our sun, but in very different ways.

Asteroids are chunks of rock that may have formed when the solar system was being born. Most of these rocks exist in the asteroid belt between Mars and Jupiter. Most are too small to see with the naked eye. Giuseppe Piazzi spotted the first one in 1801 and named it Ceres. Ceres is so large that it's considered a dwarf planet.

Comets are balls of ice that orbit the sun. They come from a cloud of dust outside our solar system called the Oort cloud. As a comet gets close to the sun, melting ice and dust create a tail that flows away from the comet's center. Some comets fly by Earth regularly. Comet Halley has been recorded since 240 BCE. It returns about every seventy-six years. Meteor showers are caused by comets. They happen when Earth passes through the dust from a comet's tail.

Sources: starchild.gsfc.nasa.gov/docs/StarChild/solar_system_level2/comets.html

nineplanets.org/asteroids.html

nineplanets.org/comets.html

nineplanets.org/halley.html

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 author's intent?

a. to teach the reader how to identify comets in space

b. to persuade the reader to study more about asteroids

c. to inform the reader about two more objects in the solar system

d. to entertain the reader with stories about Greek and Roman gods

How do you know?

3. Why do you think it took until 1801 to spot an asteroid?

4. Summarize the text using at least three important details and information from your graphic organizer.

Building Meaning

limits	core	dwarf	notable	determined
survive	proceed			

5. Write a meaningful sentence for the word *limits*.
6. A camel can _____ for many days in the desert without drinking water.
7. “The Dizzy” was a fitting name for the roller coaster that was full of swooping loops. *Fitting* means—
 - a. strange.
 - b. inappropriate.
 - c. given.
 - d. appropriate.
8. Urike told Vickie to _____ with making notes while she made a snack for them.
 - a. small.
 - b. huge.
 - c. sick.
 - d. large.
9. I bought a dwarf palm tree so I could have a tropical tree in my house all year. *Dwarf* means—
 - a. small.
 - b. huge.
 - c. sick.
 - d. large.
10. The escape from the prison was _____ because no one had ever escaped from there before.
 - a. outside.
 - b. body.
 - c. center.
 - d. head.
11. The core of our planet is a solid mass of rock and metal surrounded by a layer of molten rock. *Core* means—
 - a. outside.
 - b. body.
 - c. center.
 - d. head.
12. Carly _____ who the chocolate thief was because her sister had fudge smears all over her face.

Word Power

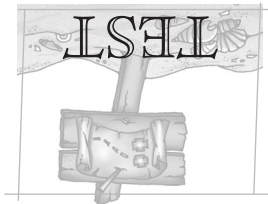
Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper:

Skill Questions

Use the sample dictionary pages to answer the following questions. Write the answers on your paper:

ere evergreen	error <i>n.</i> a failure to be correct. eternal <i>adj.</i> 1 lasting forever, having no beginning and no end. 2 continuing without interruption.
shift situation	signal <i>n.</i> 1 a sign, event, or word that starts an action. 2 a sound that gives a warning. 3 a radio wave.— <i>v.</i> 4 to notify or communicate by signals. simmer <i>v.</i> 1 to cook gently at, or just below, the boiling point. 2 to be on the point of bursting out in anger.

1. What is the best definition of *signal* as it is used in the following sentence?
I couldn't get a clear signal in the house, so music from my favorite station sounded fuzzy.
2. Should any of the words on these pages be capitalized? Why or why not?
3. What is the best definition of *eternal* as it is used in the following sentence?
A star's life is not eternal because the star will use up all of its energy some day.
4. What are the guide words for the page where you would find the definition of *error*?



Test Passage

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

Voyaging Where No Spacecraft Had Gone Before

Voyager 1 and *Voyager 2* were made to fly by Jupiter and Saturn. Scientists wanted to collect information about the planets and their moons. The spacecraft were launched in 1977.

Voyager 1 reached Jupiter in five years. It showed scientists volcanoes on one of Jupiter's moons.

Scientists did not know that volcanoes existed outside Earth. The craft also showed that Saturn's moons helped to shape its rings. After visiting Saturn, *Voyager 1* went far out into space.

Voyager 2 flew farther. It got to Uranus and Neptune after ten years. It collected the first information

about them. It found ten more moons and two new rings for Uranus. With the craft, scientists learned that Neptune has the strongest winds in the solar system. *Voyager 2* also found geysers there.

Now the spacecraft collect information about space beyond the planets. They still send data to Earth.

Scientists didn't think the spacecraft would last longer than ten years. There is a record on each craft. The record has greetings in many languages. It also has some music. Scientists thought aliens could find the craft and could learn about Earth.

Sources: voyager.jpl.nasa.gov/index.html

www.nasa.gov/mission_pages/voyager/index.html

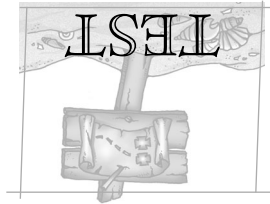
Comprehension Questions

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 author's intent?
 - a. to persuade the reader to build spacecraft
 - b. to entertain the reader with discoveries made by *Voyager*
 - c. to inform the reader about the *Voyager* missions
 - d. to tell the reader about aliens in deep space
- How do you know?
3. Why do you think scientists included greetings in many different languages on the *Voyager* spacecraft records? Support your answer.

4. Summarize the text using at least three important details and information from your graphic organizer.

1. What text features help you predict the topic of this article? Write the topic on your idea tree.
2. What is one question you had about the topic before you began reading the article?
3. What is the main idea of paragraph 3?
 - a. The rainforest hides prey from clouded leopards.
 - b. Clouded leopards are designed to live in trees.
 - c. Clouded leopards are better suited to live in grasslands with lions.
 - d. The trees give clouded leopards hiding places from larger predators.
4. On your idea tree, write the main idea and important supporting details from the section titled "Their Forest Home."
 - a. Many people feel unsafe because of clouded leopards.
 - b. Coats made from clouded leopard furs are valuable.
 - c. Forests are unimportant to the survival of clouded leopards.
 - d. Many things threaten the existence of clouded leopards.
5. What is the main idea of paragraph 5?
 - a. Many people feel unsafe because of clouded leopards.
 - b. Coats made from clouded leopard furs are valuable.
 - c. Forests are unimportant to the survival of clouded leopards.
 - d. Many things threaten the existence of clouded leopards.
6. Use the information you wrote on your idea tree to write a brief summary of the section titled "Conserving Clouded Leopards."



Comprehension Questions

Read “The Largest of the Small Cats: the Clouded Leopard,” and answer the following questions.

The Largest of the Small Cats: the Clouded Leopard

Range
Asia

Description of Clouded Leopards

Clouded leopards are an elusive member of the cat family. They are the largest of the small- to medium-sized cats, growing to be about as big as a Labrador retriever. Their fur ranges from pale yellow to brown and has darker splotches that look like clouds patterning it.

These cats have short legs for their body size, but large paws and sharp claws to aid them while climbing. Their tails are heavy and long to help with balance. Clouded leopards have the largest teeth relative to their body size of any living member of the cat family.

Their Forest Home

Clouded leopards call the rainforests of southern Asia home. They are nimble climbers who easily leap from tree to tree, and they are thought to be among the best of the climbing cats. Their large, broad paws help them keep their footing on tree branches. When climbing down from trees, these cats are able to descend headfirst like a squirrel. Most other climbing cats must climb down tail first.

Little is known about the clouded leopards' hunting habits because they are shy, but most scientists believe that the cats hunt small mammals, such as deer, on the ground or monkeys and birds in the trees. The cats may pounce on their prey from the trees.

Threats to Clouded Leopards

Due to their shyness, scientists are not sure how many clouded leopards actually live in the wild. These cats prefer to avoid humans. They are listed as vulnerable because as their habitat shrinks or contact with humans increases, clouded leopards could become extinct. Although it is illegal to hunt these cats, there is high demand for their fur. So the native people of southern Asia often hunt clouded leopards for their beautiful fur pelts, and their teeth and bones. Clouded leopards, especially those on Borneo and Sumatra, are also in danger of losing their homes to deforestation.

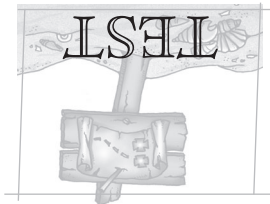
Conserving Clouded Leopards

Since clouded leopards are threatened, scientists are trying to develop breeding programs to increase their population. Unfortunately, like pandas, clouded leopards are difficult to breed. The cats live solitary lives, usually only coming together to mate. Clouded leopards that are paired together for breeding often do not respond to each other, or the male is too aggressive. Few cubs have been successfully born in captivity, and what scientists know about clouded leopard breeding has only been observed in captivity.

Building Meaning

potential	slightest	competent	publicly
confidence	remedy	dissuade	regretfully

5. Write a meaningful sentence for the word *potential*.
6. I tried to _____ my brother from skateboarding without his kneepads, but he didn't listen, and he scratched up his knees when he fell.
7. Leanna tried to remedy the problem between her two best friends, but they wouldn't speak to each other. *Remedy* means—
 - a. break.
 - b. worsen.
 - c. lose.
 - d. fix.
8. I told Rhona about my crush on Alan in _____, but she spread my secret anyway.
 - a. best.
 - b. least.
 - c. most.
 - d. worst.
9. Kent didn't understand the slightest thing about the math lesson that day, so he made sure to reread his math book that night. *Slightest* means—
10. The principal _____ announced that a news station was going to visit the school to interview students.
 - a. best.
 - b. least.
 - c. most.
 - d. worst.
11. Jorge regretfully apologized for lying about breaking his mother's favorite glass figure. *Regretfully* means—
 - a. happily.
 - b. gladly.
 - c. sadly.
 - d. quickly.
12. My grandfather was a _____ sculptor who could make anything out of clay.



Comprehension Questions

Read page 53 of *Aaron Burr and the Stable Boy*, and answer the following questions.

1. Why doesn't John agree with Mr. Hamilton's dislike of Mr. Burr?
 - a. He thinks Mr. Burr is a poor governor.
 - b. He thinks Mr. Burr is the best vice president.
 - c. He thinks Mr. Burr is short tempered.
 - d. He thinks Mr. Burr is kind and generous.

2. What makes John nervous about Mr. Burr's anger toward Mr. Hamilton?
 - a. He thinks Mr. Burr is a poor governor.
 - b. He thinks Mr. Burr is the best vice president.
 - c. He thinks Mr. Burr is short tempered.
 - d. He thinks Mr. Burr is kind and generous.
3. How does Mr. Burr's reaction to John quitting show you that he is understanding?
 - a. Never challenge people to duels to settle arguments.
 - b. Being an elected official is hard, stressful work.
 - c. Be honest and true, and take opportunities as they come.
 - d. Even stable boys can do great things in life.

6. Use your story map to write a summary of this cycle's reading. Include at least four important events in your summary.

Word Power

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

Skill Questions

Write each word on your paper. Then write the base word and ending. Cross out any extra letters. Write a definition for each word.

1. patiently
2. healthful
3. boldest
4. mournful

Building Meaning

caressed	resided	gingerly	displeasure
spectacular	asset	options	present

5. Write a meaningful sentence for the word *options*.
6. The soft cotton of my scarf _____ the skin on my neck.
7. The book I read last week was so spectacular that I'm not surprised to hear that it's very popular. *Spectacular* means—

a. dull.

b. amazing.

c. average.

d. uninteresting.

8. I reached out to pet the large dog's head _____ because I was a little scared of it.

a. lived in.

b. flew.

c. danced.

d. marched about.

10. Long-distance runners think stamina is an important _____ for winning races.

a. toss.

b. hide.

c. show.

d. remove.

11. Lola wanted to present her project first, so she volunteered to go at the start of class. *Present* means—
12. Jimmy hated sweet potatoes, so he couldn't hide his _____ when he smelled them baking in the oven.

2. Read the following sentence.

The ranchers wanted to fence in their cattle so they wouldn't wander off the property.

Which of the following sentences uses *fence* the same way?

- a. The children tried to fence in the mouse so they could catch it, but it escaped.
- b. We installed an electric fence that our dog cannot cross when she's outside.
- c. Dino was on the fence about whether he really wanted to go to the amusement park.
- d. The cemetery had a tall fence around it to keep people from trespassing there.

3. Read the following sentence.

The horse was taught how to stamp its foot in answer to a question.

Which of the following sentences uses *stamp* the same way?

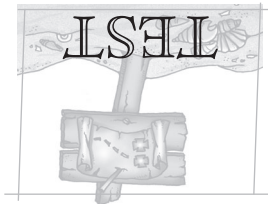
- a. You have to place a stamp on an envelope before you can mail it.
- b. Nicole used a rubber stamp to decorate her party invitations.
- c. The delicious dinner received Marcus's stamp of approval to be made again.
- d. The angry child stamped her foot on the floor when no one paid attention to her.

4. Read the following sentence.

"Can you point to the kind of cupcake you want from the case?" the baker asked the child.

Which of the following sentences uses *point* the same way?

- a. The pencil had such a sharp point on it that it poked a hole in my paper.
- b. The point of the story is that you should learn from your mistakes.
- c. When Mom asked who ripped the couch cushions, we all pointed at the dog.
- d. The end of a knife is very pointy, which is why young children shouldn't play with it.



Comprehension Questions

Read pages 36 and 37 of *Aaron Burr and the Stable Boy*, and answer the following questions.

1. Why is the mood of the story tense when John discovers that Mohican's leg is hurt?
2. What memory helps John make the decision to take the new job?
3. Which of the following is not a main idea in the story?
 - a. John sees the morning sun creep through the window.
 - b. John is a stable boy for Aaron Burr.
 - c. John bandages an injured horse's leg.
 - d. John takes a job as a personal assistant in Washington, D.C.
4. Why do you think Mr. Burr says John needs some new clothes?

5. Choose the best list of main ideas from pages 36 and 37 of the story.

- | | |
|--|---|
| <p>List A</p> <ol style="list-style-type: none"> a. Wicks tells Mr. Burr about John's good deed. b. Mr. Burr agrees with Wicks. c. John offers to care for Mr. Burr's horses one last time. d. John is now a personal assistant. | <p>List B</p> <ol style="list-style-type: none"> a. Mr. Burr has a sharp brow. b. Mr. Burr stretches his legs. c. Mr. Burr agrees with Wicks about John's good deeds. d. John will eat dinner at 4 o'clock. |
|--|---|
- Tell why you chose the list that you did. Why is the other list not the best one?

Word Power

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

Skill Questions

1. Read the following sentence.
 - a. To make pottery, you need to start with a good block of clay.
 - b. The police blocked the crowd from getting too close by holding out their arms.
 - c. Gabe enjoyed playing with his blocks by stacking them to make tall towers.
 - d. The grocery store is only a block from our house, so my mom lets me walk there.

Which of the following sentences uses *block* the same way?

My annoying little brother tried to block me from seeing the television by standing in front of it.

9. After a couple of months, Lena had enough money for her new bike. "I am so proud of you Lena," her mother said. "You've really learned how to earn money to get the things you want. What will you do about your bow business now that you have your bike?" "Well," answered Lena, "I made more money than the bike cost, so I also bought this." Lena pulled a big basket out of a bag. She had fastened bows all over the outside of the basket. "My bows helped me get my bike. Now my bike is going to help me sell my bows!" And off Lena went, out the door to sell more bows.

1. Which story elements helped you predict the main idea of this story? Write one of the story elements on your story map.

2. What is one question that you had about the main idea before you began reading the story?

3. Which of the following best describes the main idea of paragraph 5?

a. Lena cuts all the ribbon.

b. Lena ties all the ribbon into bows.

c. Lena glues the bows onto barrettes.

d. Lena makes many different barrettes.

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?

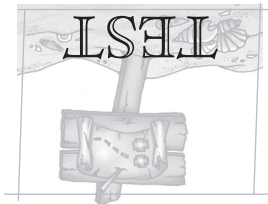
a. Lena takes her sisters for a ride in the wagon.

b. Lena and her sisters show off Lena's bows.

c. Lena walks up and down Wight Avenue.

d. Lena tells people she made the bows.

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



Comprehension Questions

Read *Bows for Betties*, and answer the following questions.

Bows for Betties

1. More than anything in the world, Lena wanted a new bike. To get a bike, Lena needed to make money. She decided that now was the time. So she started to think of ways to earn money to buy a bike.
2. As Lena was thinking, her twin sisters, Carly and Cameron, crawled into the room. They crawled right up to the foot of Lena's bed where she sat. They looked up at their sister with bright eyes and wide smiles. Lena looked down at their little heads and saw colorful bows in their hair.
3. Then Lena's mom walked in. "What are you up to, Lena?" her mom asked. "Mom, where did you get the bows for the girls' hair?" Lena asked in return. "I got them at my baby shower. I'd like to get the girls more, but they're so expensive for such little bows!" "Mom, that's about to change!" Lena exclaimed. "I'm going to start making and selling them to raise money for a new bike," Lena explained. "Well, that sounds like a great idea," Mom said.

4. Lena had always been good at crafts. And she loved going to the craft store, so that's where she went that afternoon. She used her birthday money from her grandmother to buy some ribbon and a couple of charms, along with glue and plain barrettes. She made sure to keep her receipt, and when she got home she wrote down exactly how much all of her supplies cost. Then she got started.
5. She cut all the ribbon first. She had purchased red ribbon, pink ribbon, and yellow ribbon. She cut each spool into even pieces. Next, she tied each piece into a perfect bow. She dabbed a bit of glue in the center of each bow to keep it tied. Then, she tied each bow onto one of the barrettes. This was a good start. But she couldn't wait to start finishing the barrettes with the charms.

6. She added flower charms to the pink and yellow bows. She added holiday charms to the red bows. She even had some snowflake charms that looked good on the red bows. "Perfect!" she thought. She ran to find her sisters. Carly had a red-and-white striped sweater on, so Lena put one of the red barrettes in her hair. Cameron wore purple, so Lena pushed her sister's bangs back and fastened them with a yellow barrette. Finally, Lena put a pink bow in her own hair to match her pink sneakers.
7. "Comon girls," Lena said. "We're going for a ride!" She gathered the girls and put them in their red wagon, next to a bag of bows. "Mom, we're going for a walk down the street." Lena pulled the girls up and down Wight Avenue. Soon enough, the girls were getting compliments on their bows. "I made them," Lena would say. "I'm selling them for three dollars apiece if you're interested." Before long, she had sold almost twenty bows.

8. By the end of the week, mothers and grandmothers were asking Lena and her mother about the business that Lena had decided to call Bows for Betties. Suggestions for new ideas and requests started coming in. Lena was happy to make people's bows to order. She made green bows with leaf charms, blue bows with rainbow charms, black bows with white charms. She even started making hair ties with beads for older girls. Her bow business was booming!

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The Savvy Reader—Summarizing

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The Savvy Reader

Reading
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Student Test

Level 4

Summarizing

