



Predicting

Level 6

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—Predicting

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The Strikers Have a New Goalie

Word	Identification Strategy	Definition	Sentence
readjusting	prefix + base word + ending	shifting, moving	By <i>readjusting</i> the way she stood in the batter's box, Malia became a much better baseball player.
tension	-sion = /shun/ chunk	tightness, pressure	If you create more <i>tension</i> on a string by pulling it, you can make a higher sound when you pluck it.
conceded	-cede = /seed/ base word + ending	gave in, admitted	Although I didn't want to, I <i>conceded</i> that I had lost the tennis match.
investigation	base word + ending	exploration, research	The scientists did an <i>investigation</i> to find out whether a gallon of milk was heavier than a gallon of water.
moping	base word + ending	acting sad, pouting	After losing the game, Joe was <i>moping</i> around all day.
dreadful	base word + ending	terrible, horrible	The <i>dreadful</i> movie villain made the audience angry when he kidnapped the hero.
honed	base word + ending	made better, sharpened, worked to make perfect	The carpenter <i>honed</i> his skills with years and years of practice making cabinets.
triumphant	base word + ending	victorious	Although the game lasted for hours, the better chess player finally emerged <i>triumphant</i> .

Fluency in Five	DAY 2	DAY 3	DAY 4
	Page 10	Page 10 or 15	Page 10, 15, or 18

DAY 1

Team Talk	<ol style="list-style-type: none"> 1. Predict what will happen in the story. What clues did you use to make this prediction? (Write-On) 2. Coach Carter and the team show up at Lisa’s house to— <ol style="list-style-type: none"> a. see how she is doing and cheer her up. b. kick her off the team for getting injured. c. take her to the doctor for an MRI. d. see when she’ll be able to play again. 3. Compare how Coach Carter feels with how Lisa’s dad feels about Lisa playing in the next soccer game. 4. Describe what you know about Lisa so far in the story. What kind of person is she?
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DAY 2

Team Talk	<ol style="list-style-type: none"> 1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On) 2. Why isn’t Dr. Paulson surprised that Lisa’s knee still hurts? 3. Which of the following describes Lisa during the MRI? <ol style="list-style-type: none"> a. confused b. scared c. excited d. unhappy <p>Support your answer.</p> 4. Why do you think Lisa wants to wait for the results of the MRI instead of going home?
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Skill Practice	<p>Write each word in your journal. Then write the base word and ending. Write a definition for each word. Cross out any letters that need to be scrubbed from the base word.</p> <ol style="list-style-type: none"> 1. combination 2. pouncing
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Building Meaning	readjusting	tension	conceded	investigation
	moping	dreadful	honed	triumphant
	<ol style="list-style-type: none"> 3. Choose a word from the vocabulary list, and write a meaningful sentence for that word. 4. List two things that might make you feel <u>triumphant</u>. 			

DAY 3

Team Talk	<ol style="list-style-type: none"> 1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On) 2. What does Lisa hope Julie will say? What does Julie really say? 3. How does Lisa hurt Julie's feelings? 4. How does Lisa feel about what she says to Julie? What does this tell you about her?
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Skill Practice	<p>Write each word in your journal. Then write the base word and ending. Write a definition for each word. Cross out any letters that need to be scrubbed from the base word.</p> <ol style="list-style-type: none"> 1. mirthful 2. dominant
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Building Meaning	readjusting	tension	conceded	investigation
	moping	dreadful	honed	triumphant
	<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. List two things that might not make you feel <u>triumphant</u>. 			

DAY 4

Team Talk	<ol style="list-style-type: none"> 1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On) 2. The word <i>nail-biter</i> on page 18 most closely means— <ol style="list-style-type: none"> a. relaxing. b. easy task. c. tense moment. d. painful. 3. How well does Julie do during the game? How does Lisa feel about it? How can you tell? 4. How does the author show suspense at the end of the chapter?
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Skill Practice	<p>Write each word in your journal. Then write the base word and ending. Write a definition for each word. Cross out any letters that need to be scrubbed from the base word.</p> <ol style="list-style-type: none"> 1. groomed 2. frightful
----------------	---

Building Meaning	readjusting	tension	conceded	investigation
	moping	dreadful	honed	triumphant
<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>Gloria felt absolutely _____ when she accidentally ripped her best friend’s shirt.</p>				

DAY 6

Writing Prompt	<p>Imagine that your class is going to put on a play for the school and has decided to do <i>The Strikers Have a New Goalie</i>. But first, the story has to be turned into a play. The story will be divided into two acts: Act I will include chapters 1–5 (scenes 1–5), and Act II will include chapters 6–9 (scenes 1–4). Each chapter will be a scene in the play. Write a script for your assigned scene. Your script should have at least ten lines of dialogue, either taken directly from the text or created for the play. You should include at least five stage directions in the script. Remember to include the following information in your script: the title of the play, the act and scene, and a description of the setting. Remember to format your script correctly. If there is time, you will compare your scene with those of your classmates and combine them to make a completed play.</p>
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Scoring Guide	You turn a chapter of the story into a scene for the play version of <i>The Strikers Have a New Goalie</i> .	20 points
	Your script has at least ten lines of dialogue, either taken from the story or created for the play.	5 points each (50 points maximum)
	Your script has at least five stage directions.	2 points each (10 points maximum)
	You include the title, the act and scene, and a description of the setting in your script.	10 points
	Your script is formatted correctly.	10 points

Predicto Gets a Clue!

DAY 1

Team Talk

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

Predicto's Challenge

Greetings, Ladies and Gentlemen,

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

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

Yours truly,
The Incredible Predicto

DAY 2

Team Talk

1. What text features did Elinor use to predict that the brochure would be mostly about what visitors to the USS *Constellation* Museum will learn about the ship and sailors?
2. Elinor said that the more clues you look for and think about, the better your predictions will be. Do you agree with her? Why or why not? (Write-On)
3. How will Adam and Elinor find out if their predictions come true?

Predicto's Challenge

Greetings, Ladies and Gentlemen,

Listening to Elinor and Adam helped me figure out how to use clues to predict what a text is mostly about. I think the topic of the text on page 24 is pirates. But what do you think we'll learn about pirates?

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

Good luck!

The Incredible Predicto

DAY 3

Team Talk

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

Predicto's Challenge

Greetings, Ladies and Gentlemen,

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

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

Good luck!

The Incredible Predicto

DAY 4

Team Talk

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

Predicto's Challenge

Greetings, Ladies and Gentlemen,

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

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

Good luck!

The Incredible Predicto

DAY 5

Team Talk

1. What do you think Amy and Daniel did to be good partners for each other?
2. What clues did Elinor use to predict that part 1 would be about uncovering the mystery of why dinosaurs disappeared?
3. Did Elinor confirm her prediction? Did she learn anything that she didn't predict? What was it? (Write-On)
4. Did you learn something about dinosaurs that you didn't predict? What was it?

Predicto's Challenge

Greetings, Ladies and Gentlemen,

I just happen to know that there's another exciting exhibit at the Maryland Science Center. It's called the *Birth of Aviation*. What do you think that's all about? Let's predict!

- On your own, predict the main ideas of parts 1, 2, and 3 of the information on page 26.
- Discuss your predictions and clues with your partners.
- Write your predictions and clues in your journals.
- Take turns reading the paragraphs.
- Find the main ideas. Do they confirm your predictions? Why or why not?

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

DAY 6

Team Talk

1. Daniel said that it was hard to predict what *Your Body: The Inside Story* was about because there weren't many clues. What clues did he use to come up with the prediction that it's about how to stay healthy?
2. How did you use your background knowledge to predict what *Your Body: The Inside Story* was about? (Write-On)
3. Based on what you read in both brochures, would you have voted to go to the USS *Constellation* Museum or the Maryland Science Center? What did you learn that made you choose this destination? Is this the place you would have chosen before reading the brochures? Why or why not?

Predicto's Challenge

Greetings, Ladies and Gentlemen,

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

I've discovered yet another amazing exhibit at the Maryland Science Center. There's some information about it on page 27 in your copy of *A Collection of Readings*. I've predicted what I think are the main ideas of each part.

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

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

With fingers crossed,
The Incredible Predicto

DAY 7

Team Talk

1. What did you predict before reading the text? What clues helped you make this prediction? (Write-On)
2. Was your prediction confirmed? Give two details from the story that support your answer.
3. Should people fear great white sharks? Why or why not?
4. The word *efficient* means—
 - a. unproductive.
 - b. useless.
 - c. effective.
 - d. hopeless.

Great Women of the Modern Era

Word	Identification Strategy	Definition	Sentence
contract	chunk	agreement	The young musician signed a <i>contract</i> with the record label so his music would be heard all over the world.
sabotage	tage = /tahj/ chunk	block, hinder	Carlos tried to <i>sabotage</i> the teacher's lesson by letting a mouse loose in the room.
graduated	base word + ending	received a degree, passed from one stage in school to another	Chloe <i>graduated</i> from high school and was ready to go to college to become a teacher.
puzzled	base word + ending	confused	The photograph <i>puzzled</i> Emmet because the object was fuzzy and too small to see clearly.
meddling	base word + ending	messing around with, mixing	I kept <i>meddling</i> with the paint colors until I created the perfect shade of blue for my sky.
durable	chunk	strong, lasting	The mountain bike was very <i>durable</i> and able to handle rain, mud, and rough terrain.
dedicate	chunk	focus, give one's time	After visiting the pound, Tanya decided to <i>dedicate</i> her life to helping animals get adopted.
emphatically	base word + endings	loudly, expressively	When asked who wanted milkshakes, all the kids answered <i>emphatically</i> that they would like one.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Pages 49 and 50 (ending at paragraph 1)	Pages 49 and 50 (ending at paragraph 1) or 45 and 46	Pages 49 and 50 (ending at paragraph 1), 45 and 46, or 52 and 53

DAY 1

Team Talk

1. What prediction can you make about the text before reading? What clues did you use to make this prediction? (Write-On)
 2. What is the purpose of the text box on page 42?
 3. What happened **after** Stephanie Kwolek told her interviewer at DuPont that she needed an answer as soon as possible?
 4. Elizabeth Blackwell was most likely influenced to be a leader for equality because—
 - a. her family encouraged her and supported her in her dreams.
 - b. she was always told that she should stay home.
 - c. her family believed women should just take care of their families.
 - d. she was tired of sewing and cooking all the time.
- What evidence from the text supports your conclusion?

DAY 2

Team Talk

1. What prediction can you make about the text before reading? What clues did you use to make this prediction? (Write-On)
2. What happened when Rosa Parks refused to get out of her seat?
 - a. She was allowed to stay seated.
 - b. She was arrested and found guilty.
 - c. She was banned from riding busses.
 - d. She was charged more money.
3. How were Sally Ride's flying experiences different from Amelia Earhart's?
4. Does the author of the text think only women can be inspired by the women discussed in the text? How can you tell?

1. Read the following sentence.

“My elder child is in sixth grade, and my youngest is in second grade,” Mr. Totten explained.

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

- a. The tribal elder was the one who decided when the tribe would move.
 - b. The elder tree in the backyard fell down, so we had to chop it up.
 - c. Since Graciela is the elder, she gets to stay up later at night.
 - d. Remember to mind your elders and betters because it’s polite.
2. Read the following sentence.
The plague killed many people during the Middle Ages because there was no medicine to treat it.
Which of the following sentences uses *plague* the same way?
- a. “Why must you plague me with so many questions?” Kyle’s mom asked.
 - b. Plagues rarely happen now because societies are healthier and cleaner.
 - c. Uninvited guests at a party are a plague to hosts who didn’t plan for them.
 - d. The annoying ants plagued the picnickers as they ate their meal.

contract

sabotage

graduated

puzzled

meddling

durable

dedicate

emphatically

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 family rocking chair was made from hardwood and was so _____ that it lasted for several generations.

DAY 3

1. What prediction did you make about the text on day 1? Does what you learned match your prediction? Support your answer. Put a check mark next to your predictions if they were confirmed. (Write-On)
2. How can you tell that Hedy Lamarr’s invention has had a lasting impact on the world?
3. Which of the following best describes Stephanie Kwolek?
 - a. cowardly and shy
 - b. uninterested and ditzy
 - c. lazy and unwilling
 - d. stubborn and curious

Explain why you chose the answer you did.

4. How was Elizabeth Blackwell’s medical school different from other medical schools in the country? How do you think this affected the students who attended it?

Skill Practice

1. Read the following sentence.

Alandra took a poll of the class and learned that most students preferred chicken nuggets to pizza.

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

- a. The poll asked people which stores in the mall they visited the most.
 - b. On election day, adults take a trip to the polls to vote for their candidates.
 - c. Yan’s mom polled the family to figure out what she should make for dinner.
 - d. The farmer polled his flock of sheep so he could sell the wool later.
2. Read the following sentence.
- Ophelia reeled and almost fell when she learned that her favorite singer would be having a concert nearby.
- Which of the following sentences uses *reel* the same way?
- a. “My fishing line is all tangled around my reel!” Zach exclaimed.
 - b. Rafi stood up too quickly and reeled from feeling dizzy.
 - c. Movies used to come on big reels of film that you put on a projector.
 - d. Silk workers have to reel the threads from tiny cocoons.

Building Meaning

contract

sabotage

graduated

puzzled

meddling

durable

dedicate

emphatically

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
4. Jeremy tried to sabotage Leslie’s presentation by stealing the index cards on which she had written all of her notes. *Sabotage* means—
- a. assist.
 - b. hinder.
 - c. support.
 - d. defend.

DAY 4

Team Talk

1. What prediction did you make about the text on day 2? Does what you learned match your prediction? Support your answer. Put a check mark next to your predictions if they were confirmed. (Write-On)
2. You can draw the conclusion that not everyone was pleased with Rosa Parks's stand for equal rights because—
 - a. she couldn't attend the same schools as white students.
 - b. she marched in a protest of the arrest of nine black teenagers.
 - c. she was a model for standing up for justice against all odds.
 - d. she lost her job after getting arrested and boycotting the busses.
3. Is it a fact or an opinion that Sally Ride continues to inspire children to be interested in science? Support your response.
4. Use information from your idea tree to write a summary about *Great Women of the Modern Era*.

Skill Practice

1. Read the following sentence.
Omar almost thought someone put a curse on him because of all the bad luck he'd had lately.
Which of the following sentences uses *curse* the same way?
 - a. Evan was punished by his mother because he cursed when he smashed his thumb.
 - b. People thought King Tutankhamen's tomb was cursed because bad things happened after it was found.
 - c. "Please don't curse in my classroom even if you are saying random or made up words," Ms. Hagman said.
 - d. The evil witch was jealous of the princess, so she conjured up a curse to make her ugly.
2. Read the following sentence.
It's an old wives' tale that drinking coffee at a young age will stunt your growth.
Which of the following sentences uses *stunt* the same way?
 - a. That puppy is a stunt because he didn't get enough nutrition right after being born.
 - b. The cold, dry weather stunted the sapling pine trees, leaving them shorter than usual.
 - c. The tricky halfpipe stunt made the crowd clap and cheer for the snowboarder.
 - d. If you want to do stunts in Hollywood, you have to be prepared to get injured.

Building Meaning

contract	sabotage	graduated	puzzled
meddling	durable	dedicate	emphatically

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 riddle really had Mazie _____ as she worked through the clues.

DAY 6

Writing Prompt	<p>Anyone can serve as a role model and an inspiration for young people around the world. Young people often get involved in an activity because they were inspired by an athlete, an actor, a political leader, a volunteer worker, or an educator. Write a short three-paragraph essay about what you believe makes someone a good role model and an inspiration. Begin your essay with an introductory paragraph that states the main idea of the essay. Write a sentence that states at least three traits a role model should have. In your second paragraph, explain how these traits make the person who inspires you a good role model. You should provide at least two supporting details for each trait. Your third paragraph should conclude your essay by restating your main idea.</p>	
	Scoring Guide	<p>You write a three-paragraph essay about what makes someone a good role model and an inspiration. 25 points</p>
	Scoring Guide	<p>Your essay begins with an introductory paragraph that includes a sentence that states at least three traits a role model should have. 20 points</p>
	Scoring Guide	<p>The second paragraph explains how these traits make the person who inspires you a good role model, providing at least two supporting details for each trait. 35 points</p>
Scoring Guide	<p>The final paragraph concludes the essay by restating your main idea. 20 points</p>	

4. Read the following sentence.

“I know you’re tired and grumpy, but please conduct yourself well in front of our guests,” Morris’s mom whispered.

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

- Didi thought she had conducted herself well at the party even though she wasn’t used to being so quiet.
- The conductor blew the train’s whistle to warn people that the train was coming close to the station.
- The man in front of the podium is conducting the orchestra so they know when to play and when to stop.
- Gold conducts electricity really well, but it is much more expensive than using copper for the same purpose.

Building Meaning

contract	sabotage	dedicate	emphatically
meddling	durable	dedicate	emphatically

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

6. Will kept _____ with the old wristwatch until he got it ticking again.

7. “Yes!” the students emphatically cried when their teacher asked if they’d like her to read a story. *Emphatically* means—

a. quietly.

b. loudly.

c. shyly.

d. angrily.

8. Gail knew what she wanted to do when she _____ from college even though she was only thirteen.

9. I wanted my clay pot to be durable, so I made sure I didn’t make the walls too thin or too tall. *Durable* means—

a. weak.

b. tiny.

c. strong.

d. breakable.

10. Kai really liked playing the piano, but he decided to _____ his musical talent to the violin.

11. Tasha was puzzled by the newspaper article until she reread and realized that she had missed a paragraph. *Puzzled* means—

a. pleased.

b. entertained.

c. thrilled.

d. confused.

12. My brother was able to _____ my efforts to steal his piggy bank by changing its hiding place every few days.

- Which of the following sentences uses *operate* the same way?
- I can tell that my engine isn't operating correctly because it is making odd noises.
 - The surgeon operated on the lion's leg so it could run and jump again.
 - My father used to operate the largest coal mine in the state, but he sold it so he could spend time with us.
 - The military operation was considered a success because the village was now safe from gunfire and bombs.

The doctor said he needed to operate on the young girl right away, or she might not recover.

3. Read the following sentence.

- Which of the following sentences uses *flake* the same way?
- The fisherman laid his catch on the flake so the fish could dry and be preserved for later.
 - The apple pie had a perfect flaky crust that melted in your mouth as you ate.
 - Some people would describe me as a flake because I'm silly, but I know that I'm just putting on an act.
 - Colored flakes fell from the ceiling as Nona's parents scraped at the paint so they could redecorate the room.

A single flake of snow signaled the start of the winter storm that would dump two feet of snow before it was finished.

2. Read the following sentence.

- Which of the following sentences uses *stub* the same way?
- I sharpened my pencil down to a stub before I got a new one from my supply box.
 - The new branch was just a stub sticking out from the larger branch on the tree.
 - Lonnie had to sit down and catch his breath after he stubbed his toe while walking.
 - The theater worker handed me my ticket stub so I could get into the movie.

If you keep your room clean and orderly, you are less likely to stub your toe on something.

1. Read the following sentence.

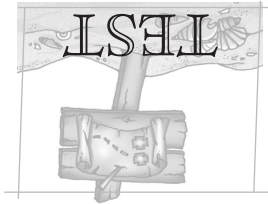
Skill Questions

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

Word Power

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

3. Does what you learned from the passage match your prediction? Support your answer.



Test Passage

Preview the test passage, and answer the following question.

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

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

Helping to Succeed: Eunice Kennedy Shriver

Every two years, sporting events are held for people with intellectual disabilities. The events are the Special Olympics World Summer and Winter Games. The disabled athletes compete in many of the same events as other Olympic athletes. But these athletes didn't always have this chance. The hard work of Eunice Kennedy Shriver made these games possible.

Eunice wanted disabled people to be welcomed in their communities. People often ignored them. There were no laws that protected them from abuse. She wanted that to change. She started Camp Shriver in her family's backyard. She invited disabled children to her home to learn to play sports and to exercise. She knew exercise could change their lives.

In 1967, she learned about a plan for a one-day track meet for disabled children in Chicago. Eunice liked the idea but wanted it to be bigger. She invited children from all over the country. About 1,000 children from the United States and Canada came. The Special Olympics were born. Now the Special Olympics are held all over the world. Athletes from more than 180 countries attend the games.

Eunice did more than create a sporting event for the disabled. The Special Olympics have made many countries, even the United States, change their laws for education and care of the disabled. Shriver helped to bring awareness to a group of people who were often ignored by society.

Sources: www.eunicekennedyshriver.org/bios/si

www.eunicekennedyshriver.org/bios/eks

www.specialolympics.org/What_We_Do.aspx

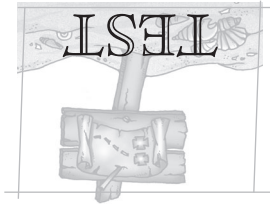
Comprehension Questions

Use your graphic organizer to answer the following questions.

2. What is the intent of the author?

- a. to compare the Special Olympics with the Olympic games
- b. to tell how Eunice Kennedy Shriver helped the disabled
- c. to persuade readers to volunteer with the Special Olympics
- d. to explain how the government made laws for the disabled

How do you know?



Comprehension Questions

Preview *The California Gold Rush* on page 36 of your copy of *A Collection of Readings*, and answer question #1. Then read *The California Gold Rush*, and answer the remaining questions.

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

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

3. Who was responsible for the start of the gold rush?

4. Which of the following clues helped you make a prediction about this reading?

- a. title
- b. pictures
- c. captions
- d. all the above

5. What negative effects did the gold rush have on California?

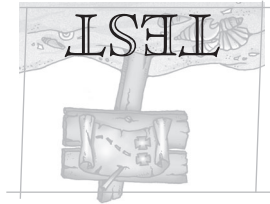
- a. Many people became wealthy.
- b. Many habitats were destroyed.
- c. Many states lost money as people moved.
- d. Many families flocked to California.

6. What is the main idea of paragraph 2? How do you know?

Building Meaning

readjusting	tension	conceded	investigation
moping	dreadful	honed	triumphant

5. Write a meaningful sentence for the word *investigation*.
6. I put ice on my shoulder to relieve the _____ in my sore muscle.
7. As everyone expected, the hard-working football team was triumphant over the lazy team. *Triumphant* means—
 - a. tied with.
 - b. victorious.
 - c. losing to.
 - d. behind.
8. Jennifer was _____ all day with tears in her eyes after her parents told her that she couldn't go to the mall.
9. "What a dreadful noise!" the shopkeeper exclaimed when she heard the broken clock chime. *Dreadful* means—
 - a. confusing.
 - b. interesting.
 - c. lovely.
 - d. terrible.
10. _____ her backpack helped to make Angelina's lower back feel better.
11. Charlie honed his acting skills during his years of acting classes. *Honed* means—
 - a. dulled.
 - b. sharpened.
 - c. made quicker.
 - d. didn't change.
12. "I _____ that it's a beautiful tree, but you won't convince me that it's the most beautiful tree ever," Brad said.



Comprehension Questions

Read pages 20 and 21 of *The Strikers Have a New Goalie*, and answer the following questions.

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

2. Lisa hurts Julie's feelings by—

a. telling her that she is a terrible goalie.

b. yelling at her and saying the team won't win without Lisa.

c. wishing Julie had sprained her knee playing the last game.

d. refusing to go to the playoff game.

3. What do the Strikers do **after** Julie blocks the goal?
 - a. They lift Lisa in the air.
 - b. They score another goal.
 - c. They all fall to the ground.
 - d. They lift Julie in the air.

4. Do you think Lisa is really worried about her knee for next week's game? Why or why not?

5. How does Lisa change over the course of the story? How can you tell?

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

The next season came around. My knee had completely healed, and I had been working out all winter and spring. It was time to sign up for the Summer Soccer Strikers again. Julie went with me. I was just about to put my name in the slot that read "Goalkeeper" when I looked over at Julie. I remembered how well she had done in those last two games and how much fun she'd had. I looked at Julie. Then I looked at the ten other positions that I could choose to play.

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. Write a definition for each word. Cross out any letters that need to be scrubbed from the base word.

1. celebrant
2. temptation
3. resided
4. apologizing

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

The Savvy Reader

Reading
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Student Test

Level 6

Predicting

