



Questioning

Level 2

Student Edition

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

The **Savvy
Reader**

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

The Savvy Reader—Questioning

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Table of Contents

The Savvy Reader—Questioning Level 2

Student Edition

Crabby and the Whales: Sky, the Blue Crab S-1
Mole’s Big Dig..... S-11
Crabby and the Whales: Blue Crabs of the Chesapeake Bay S-17
Sea Animals S-23

Crabby and the Whales: Sky, the Blue Crab

DAY 1

Team Talk

1. What did Tom tell the Whales they could do to learn and remember more about the story? Here's a hint—it's what Tom does when he reads.
2. Why does the Whales team want to learn as much as they can from Sky, the Blue Crab?
3. Tom told the Whales about question words. How many question words do you remember? What are they? (Write-On)

Crabby's Challenge

Hi boys and girls,

Hiding out was hard work, and I was getting pretty hungry, so I looked in Tom's backpack to see if he had any snacks. Just my luck, there wasn't any food. But I did find a story he wrote about going fishing with his dad. If you ask me, it needs editing. All the sentences end with periods, but some of them are questions. See if you can help him out.

Take turns reading the sentences with your partner.

Tell your partner whether the sentence he or she reads is a question.

If it is a question, ask your partner to write the sentence in his or her journal and fix it with a question mark.

Good luck,
Crabby

Who do you think taught me how to fish. My dad taught me. I've been fishing with my dad since I was six years old. What kinds of fish does my dad catch. He catches sea bass, trout, catfish, and rockfish. Sometimes he catches blue crabs. One day, Dad caught a sea bass that was so big it took three of us to reel it in. That fish thrashed around so much it nearly pulled me overboard! When do Dad and I go fishing. We go out on the boat very early in the morning, before the sun is up. Where do you think we go fishing. We go fishing in the Chesapeake Bay.

DAY 2

Team Talk

1. The Whales asked Tom a lot of questions about the story. What did they do to help themselves think of questions?
2. Josh asked Tom, “What is bay grass?” Do you think that was a good question to ask? Why or why not?
3. Just like you, the Whales have a Questioning Strategy Card. How do you think having the strategy card will help the Whales when they read on their own? (Write-On)
4. If the Whales promise not to tell anyone that Crabby escaped, how will Crabby help them?

Crabby’s Challenge

Hi boys and girls,

Asking different kinds of questions will help you learn more about a story. Let’s see how many different questions you can ask about this story about why everyone calls me Crabby.

Take turns reading the sentences in the story below with your partners.

Think of as many different questions about the story as you can.

Write them down in your journals. Use your strategy card for question words and question starters.

Good luck,
Crabby

Crabby's Challenge *continued*

There once was a crab named Chester who lived in the Chesapeake Bay. Chester had so many brothers and sisters that it was hard to keep track of them all. “Was that Charlie, Chester’s brother, swimming by?” asked Sid, the wide-mouthed bass, one summer day.

“No, that was Clarence,” answered his friend Ollie the oyster. “Or maybe it was Chad, or Cindy, or Clara or, oh, I don’t know!” Ollie sighed. “All of Chester’s brothers and sisters look alike to me.”

“Hey, what do you mean?” asked Chester, who swam out of the bay grass and stared angrily at Ollie and Sid. “If you paid attention, you’d know it’s easy to tell us apart,” he growled. “Charlie is the nice one; Clarence is the biggest; Chad is a fast swimmer; Cindy is smart; Clara is shy. We’re not alike at all.”

“Well, I guess we know how to tell you apart from your brothers and sisters,” sniffed Ollie.

“Oh, yeah?” said Chester. “How?”

“You’re the unpleasant one,” Ollie said.

“In fact, you’re kind of crabby!” laughed Sid. And that’s how Chester came to be called Crabby.

DAY 3

Team Talk

1. To figure out what the word *curious* means, Josh and Molly read on. Did you and your partner get stuck on a word or phrase? What was it? How did you clarify it?
2. What information would make the answer to this question more complete?
Q: What did Sky see when he got to the shallow water?
A: He saw that there were no children playing on the beach.
3. Josh asked what Sky thought when he woke up from his nap. Tara answers, “He thought he’d better go home, but he forgot which way to go.” Was that a good answer? Why or why not? (Write-On)

Crabby's Challenge

Hi boys and girls,

Asking questions is great, but answering them correctly and completely really shows that you understand the story. So dazzle me with your understanding of this story by answering some questions about it.

Take turns reading the sentences in the story with your partners.

Talk about the answers to the questions. Then write your answers in your journal.

Compare answers with your teammates to see if your answers are correct and complete.

Good luck!

Crabby

Crabby's Challenge *continued*

Crabby's younger brother, Charlie, was born in the spring, when the water in the bay was warm and the sun shone brightly. But one day, things changed. The water grew colder, the sky turned gray, and snow fell. Charlie shivered. "What can I do to stay warm?" he wondered aloud. Sid, the wide-mouthed bass, answered, "When I'm cold, I swim far away to where the water is still warm."

"But I don't want to leave home!" said Charlie.

"Well, good luck then, kid," Sid called as he swam south.

"When I'm cold, I swim into the thickest part of the bay grass," said Rocco, the rock fish. "It's warmer there." So Charlie swam into a thick clump of grass, but he was still cold.

"Why don't you do what I do?" said Ollie, the oyster. "When I'm cold, I dig myself into the soft mud at the bottom of the bay." Ollie showed Charlie how he wiggled around in the soft mud until it covered him. "Ah, toasty," Ollie said. "Try it, Charlie."

So Charlie wiggled around until the mud covered him like a soft, brown blanket. "It works! I'm warm!" he cried. "Thanks Ollie!" And that's how Charlie kept warm through that winter and every winter ever after.

1. Who is Charlie?
2. When was Charlie born?
3. Why did Charlie shiver?
4. How did Sid, the wide-mouthed bass, stay warm?
5. What did Charlie learn from Ollie, the oyster?

DAY 4

Team Talk

1. We meet a new character in the story today. Who is it?
2. Can you name all the characters we've met in the story so far? Who are they?
3. Is question #2 an easy or a hard question to answer? Explain your thinking. (Write-On)
4. How long does Gertrude say that Sky has been sleeping?
5. Is question #4 an easy or a hard question to answer? Explain your thinking.
6. Think of a question to ask about page 6. What is it? Is your question easy or hard to answer? Explain why.

Crabby's Challenge

Hi boys and girls,

Here's a story about my sister Cindy. She's smart.

- Take turns reading the sentences in the story with your partners.
- Discuss the answers to the questions.

Good luck,
Crabby

One day, my little sister Cindy was swimming near the shore when she spied a tasty-looking chicken leg dangling from a string. "Don't eat that, Cindy," I cried in alarm, "it's bait!" Too late! Cindy took a big bite, and soon she and the chicken leg were heading for the surface of the water, where a fisherman grabbed Cindy and threw her into a crab trap.

"Oh, no!" Cindy cried to another crab in the trap. "I'll be steamed and eaten!"

(continued on next page)

“Me, too!” cried the other crab. But Cindy wasn’t listening to him. She was listening to the happy sound of music and laughter that came from the beach. Looking through a crack in the trap, she saw a crowd of people on the shore. “What’s going on?” Cindy wondered aloud. “There’s a sign. It says: Annual Crisfield Crab Derby! What’s a crab derby?” “It’s a crab race,” the other crab told her. “The crab that wins gets thrown back in the bay. The losers will be someone’s supper.”

Just then the fisherman picked up the crab trap and carried it to the beach. “Here are two more entries in the crab derby,” the fisherman said, as he added Cindy and the crab to a bunch of crabs already at the starting line.

“On your mark, get set, go!” a man shouted. Startled by his loud voice, the crabs ran off in every direction. “Which way do we go?” one of the crabs cried. Cindy looked around and saw a sign: ‘Finish Line.’ “Follow me!” she called to the other crabs. Cindy raced toward the finish line with the others running behind her. “Wait for me!” one of the crabs called. “Not so fast!” said another. Cindy slowed up, and they all crossed the finish line together.

“Well, look at that,” said the fisherman. “It’s a tie. We’ll have to throw all the crabs back in the bay.” And they did! My sister Cindy had saved all the crabs in the crab derby from becoming someone’s supper!

1. Who is Cindy?
2. Why did Crabby tell Cindy not to eat the chicken leg?
3. What is a crab derby?
4. What happened when the man shouted, “On your mark, get set, go!”?
5. How did Cindy save the crabs from becoming someone’s supper?

DAY 5

Team Talk

1. Do you and your partner use the same question words a lot? How could you remind each other to use different question words?
2. When Josh asked Molly, “How did Sky get home?” she answered, “Gertrude Seagull showed him the way. She flew above the water, and Sky swam after her.” Do you think that was a good answer? Why or why not? (Write-On)
3. Molly said that asking questions has helped her remember more about the story. How is questioning helping you?
4. What’s one thing your partner or teammates did today that helped you with questioning?

Crabby’s Challenge

Hi boys and girls,

I think Gertrude Seagull was a good friend and partner for Sky because she helped him find his way home. Here’s another story about partners and finding your way home. With your partners:

- Take turns reading the sentences in the story.
- Ask and answer questions. See how many different questions you can ask. Help each other out.
- Pick two questions, write them in your journal.
- I wrote a question at the end of the story. See if you and your partner can answer it.

Good luck,
Crabby

Crabby's Challenge *continued*

My youngest sister, Clara, has a crab for a best friend, and his name is Arthur. One day, Clara and Arthur met at a spot where the bay grass ends and the open water of the bay begins.

“Guess what, Arthur? I learned something new!” cried Clara excitedly. “What?” Arthur asked. Clara told him that she’d learned how to swim through the bay grass to the beach and back again. “Amazing!” Arthur cried. “Will you show me how?”

“Follow me!” Clara said. So Clara led Arthur through the bay grass and back again to the open water.

“Good job figuring that out!” Arthur told Clara. “Let me see if I can do it on my own.” So Arthur swam into the grass. Clara swam behind him. Suddenly Arthur stopped swimming. “I don’t remember where to go from here,” he told Clara, sadly.

“Sure you do!” Clara said. “Just look for things to guide you. See that rusty anchor over there? I know that if I swim past the anchor, I’ll be on my way to the beach. And if I turn around when I get to the big, black rock, I’ll be heading back to the open water. I’ll bet you can find things to guide you too. Try it.”

“I’ll try,” Arthur said. He swam past the anchor. When he got to the big, black rock, he turned around. Then he stopped to look for something else to guide him back to the open water. “Hey, I see the sunken boat that sits at the edge of the bay grass,” he thought. “If I swim past that boat, I think I’ll be back in the open water!”

So Arthur swam past the boat and saw the open water straight ahead. Clara was waiting there for him, happily waving her claws. “You did it, Arthur!” Clara said.

“I did!” Arthur cried. “Thanks for your help, Clara.”

“You’re welcome!” Clara said. “Now we’ve both learned something new!”

1. What made Clara a good partner?

DAY 6

Team Talk

1. What information would make the answer to this question more complete?

Q: Where does Tabby live?

A: Tabby lives in the bay.

2. Turn the following statement into two questions: “The boy was a friend of the bay.”
3. Think of a question to ask about Tabby the terrapin. What is it? Is your question easy or hard to answer? Tell why. (Write-On)

Mole's Big Dig

Word	Identification Strategy	Definition	Sentence
well	blend	a hole dug for water	Everyone gets water from the town <i>well</i> .
scraped	base word + ending	scratched	I <i>scraped</i> my knee on the ground when I fell from my bike.
nearly	base word + ending	almost	Joe <i>nearly</i> fell off his chair because he laughed so hard.
complete	chunk	finish	Molly wants to <i>complete</i> her homework before she plays.
strike	blend	hit	Vlad will <i>strike</i> the drum with the stick.
rose	blend	came up	The water level <i>rose</i> when I poured more water into the jug.
cool	blend	a little cold	It was too hot yesterday, but today it's nice and <i>cool</i> .
pleased	base word + ending	happy	Bali was <i>pleased</i> with her good grades.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 16	Page 16 or 18 (paragraphs 1 and 2)	Page 16, 18 (paragraphs 1 and 2), or 20 (paragraphs 1–4)

DAY 1

Team Talk

1. What happens to the pile of dirt as Mole digs and digs?
2. Is Mole using a shovel to dig his well? How can you tell?
3. Ant says he can't help because he is too—
 - a. weak.
 - b. scared.
 - c. small.
 - d. angry.
4. Write a question about today's reading. Then answer your question, and tell whether it is a Right There or Think question and why. (Write-On)

DAY 2

Team Talk

1. Which of the following best describes Mole?
 - a. angry
 - b. hardworking
 - c. slow moving
 - d. lazy
2. Does Mole want help digging? How can you tell?
3. How are Ant and Hippo the same? How are they different?
4. Write a question about today's reading. Then answer your question, and tell whether it is a Right There or Think question and why. (Write-On)

Skill Practice

Write the words in your journal. Then circle the consonant blends, and read each word.

1. plant 2. plenty 3. pluck 4. plan

Building Meaning	well	scraped	nearly	complete
	strike	rose	cool	pleased
<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</p> <p>6. Choose the word that best fits in the blank. My dog's nails _____ against the bottom of the door as he tried to show us that he wanted to go outside.</p>				

DAY 3

Team Talk	<ol style="list-style-type: none"> 1. What happens after Mole strikes water? 2. Do you think Mole is happy that he found water? How can you tell? 3. Mole makes a joke and says, "I did well. I made a well." What does his joke mean? How did you figure this out? 4. Write a question about today's reading. Then answer your question, and tell whether it is a Right There or Think question and why. (Write-On)
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Skill Practice	<p>Write the words in your journal. Then circle the consonant blends, and read each word.</p> <p>1. plot 2. split 3. earplug 4. plate</p>
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Building Meaning	well	scraped	nearly	complete
	strike	rose	cool	pleased
<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. In the evening after the sun went down, the hot, steamy day became _____ and refreshing.</p>				

Practice Lists	Group 1		
	plum reply planet	display plug plaid	plural explore plow
	Group 2		
	explore gone display	come plural sang	plum doing reply

DAY 4

Team Talk	<ol style="list-style-type: none"> 1. Ant and Hippo didn't help Mole. Why does Mole give them water? 2. How will drinking the water affect Ant and Hippo? 3. Which of the following does Mole do first when he gets ready to dig his tunnel? <ol style="list-style-type: none"> a. looks on his map b. fills a jug with water c. sharpens his claws d. makes his lunch 4. Write a question about today's reading. Then answer your question, and tell whether it is a Right There or Think question and why. (Write-On)
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Skill Practice	<p>Write the words in your journal. Then circle the consonant blends, and read each word.</p> <p>1. plus 2. multiply 3. splash 4. plop</p>
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Building Meaning	well	scraped	nearly	complete
	strike	rose	cool	pleased
	<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. The liquid in the thermometer _____ until it reached 100 degrees, so I knew I had a slight fever.</p>			
On My Own	plural	doing	plug	
	explore	gone	reply	
	sang	plow	plum	

DAY 6

Writing Prompt	<p>Pretend that you are Mole and have just gotten home after a long day of digging your well. You want to write in your journal. In your journal entry, tell what happened as you dug your well. Tell at least one way you felt when Ant and Hippo did not want to help you. Tell whether you believe Ant and Hippo will really come to help you dig a tunnel tomorrow. Remember to include all the parts of a journal entry (the date, a greeting, the body, and a signature).</p>	
Scoring Guide	You pretend to be Mole and write a journal entry from his point of view.	20 points
	You tell what happened as you dug the well.	20 points
	You tell at least one way you felt when Ant and Hippo did not help you dig.	20 points
	You tell whether you believe Ant and Hippo will really come to help you dig a tunnel.	20 points
	You include all the parts of a journal entry (the date, a greeting, the body, and a signature).	5 points each (20 points maximum)

Crabby and the Whales: Blue Crabs of the Chesapeake Bay

DAY 1

Team Talk

1. What can help you think of questions to ask about an informational text like *Blue Crabs of the Chesapeake Bay*?
2. Try to turn this sentence into a question: The water in the Chesapeake Bay is a mixture of salt water and fresh water.
3. Sam asked, “What is fresh water?” Do you think that was a good question to ask? Why or why not? (Write-On)

Crabby’s Challenge

Hi boys and girls,

The Whales team hopes to think of more names for the crab in the school aquarium by reading *Blue Crabs of the Chesapeake Bay*. They could use some more names. Asking questions as they read will help the Whales understand and remember the information in the book.

Below are some things I’ve learned about the Chesapeake Bay.

- Take turns reading the sentences below with your partners.
- See if you can turn each sentence into a question.

Good luck!

Crabby

1. A bay is a body of water that has land on three sides of it and an opening to the sea.
2. Three types of whales sometimes visit the Chesapeake Bay: humpback, pilot, and minke whales.
3. If sharks travel into the Chesapeake Bay, it’s because they are looking for food.
4. At its widest point, the Chesapeake Bay is 35 miles across.

DAY 2

Team Talk

1. How many different question words did you and your partner use today? What were they?
2. What can you do to remind yourself to use different question words?
3. Molly asked this question about page 4 of *Blue Crabs of the Chesapeake Bay*: “What do you call it when a crab sheds its shell?” Is that an easy-to-answer question or a hard-to-answer question? Why? (Write-On)
4. Sam asked if blue crabs live in salt water. Is that an easy-to-answer or a hard-to-answer question? Why?

Crabby’s Challenge

Hi boys and girls,

You’re probably learning a lot about crabs from the book you’re reading. But I have some special information for you from the real crab expert—me!

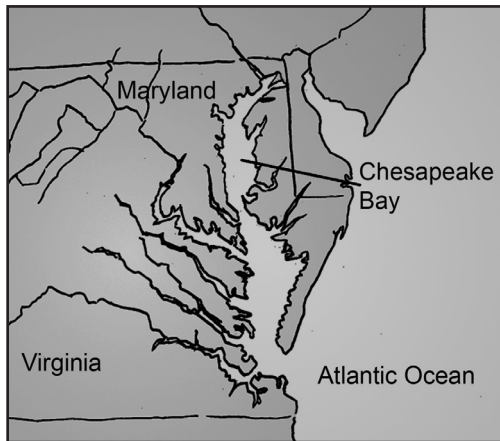
- Take turns with your partners reading the sentences in the paragraphs below.
- Think of as many different questions about it as you can. Write them down in your journal. Use your strategy card to help you think of different question words and starters.

Good luck,
Crabby

Crabby's Challenge *continued*

A crab that is beginning to shed its shell is called a “peeler.” Once it sheds its shell, the crab is called a “soft-shell crab.” Large soft-shell crabs are called “whales.” (Do you think the Whales team knows that?) It takes a crab two or three days to grow a new shell.

The water in the Chesapeake Bay is a mixture of salt water and fresh water. But the water is saltier in some parts of the bay than in others. The saltiest water is in the lower part of the bay where it meets the Atlantic Ocean. Female crabs like saltier water. Many females hibernate for the winter in the lower part of the bay. Male crabs hibernate in the middle or upper parts of the bay, where the water is less salty.

**DAY 3**

Team Talk

1. Give a correct and complete answer to this question: “What will adult crabs eat?”
2. Tara asked Sam why crabs hide in the bay grass. Sam answered, “So they won’t get caught.” What would you add to Sam’s answer to make it more complete? (Write-On)
3. Why do the Whales decide to name the crab at school James?
4. How do you think asking questions helps the Whales think of the winning name for the crab?

Crabby's Challenge

Hi boys and girls,

It sure is good to be back home in the bay. My brothers and sisters missed me. No kidding, they really did! They even had a welcome home party for me and gave me a book about the whales that visit the bay—and I don't mean Molly, Josh, Tara, and Sam. There are some paragraphs from the book below. Why don't you and your partner take turns reading each paragraph and then answer the questions? Make sure your answers include all the important information or an explanation.

Good luck,
Crabby

Humpback whales, one of the largest whales, live in both the Atlantic and the Pacific oceans. Humpback whales sometimes swim into the Chesapeake Bay to feed. A humpback whale eats up to 9,000 pounds of food a day! They eat fish and tiny shrimplike creatures, called krill.

Humpbacks can be up to forty feet in length. They weigh up to thirty tons. Yet they can leap out of the ocean and turn around in mid air. When they fall back down, they make a huge splash!

Did you know that whales can sing? Humpback whales can! Scientists who study whales have heard them making musical sounds. Some of these whale songs last up to twenty minutes. Whales that live in the same part of the ocean sing songs that sound very much alike.

1. Why do humpback whales visit the Chesapeake Bay?
2. What do humpback whales eat?
3. What do you think makes humpback whales special?
Why do you think that?
4. Where do humpback whales live?

DAY 4

Team Talk

1. What information would make the answer to this more complete?

Q: What do oysters look like?

A: Oysters are slimy.

2. Turn the following statement into two questions: “Oysters are important to the bay.”
3. Think of a question to ask about Oysters of the Chesapeake Bay. What is your question? Is your question easy or hard to answer? Tell why. (Write-On)

Sea Animals

Word	Identification Strategy	Definition	Sentence
mighty	base word + ending	strong	The <i>mighty</i> fighter won many boxing matches.
grasp	blend	hold	I tried to <i>grasp</i> my dog's collar as he ran for the door, but he was too quick for me.
nab	blend	catch	The police wanted to <i>nab</i> the thief in the act, so they set up a trap to lure him to the bank.
feast	blend	eat	I like to <i>feast</i> on sweet green grapes and cheese when it's snack time at home.
diet	chunk	food eaten	Carrots, lettuce, and other vegetables are the main <i>diet</i> of my pet rabbits.
drifting	base word + ending	floating	My helium balloon was <i>drifting</i> away from me in the strong breeze.
stringy	base word + ending	ropelike	The lost dog's fur looked <i>stringy</i> and dirty before we gave him a bath and cut it.
escape	chunk	get away from	The princess tried to <i>escape</i> the dragon's lair, but she couldn't without the help of a rescuer.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 39	Page 39 (paragraphs 1 and 2) or 37 (paragraphs 1 and 2)	Page 39 (paragraphs 1 and 2), 37 (paragraphs 1 and 2), or 40 (paragraphs 1 and 2)

DAY 1

Team Talk

1. Why do blue whales need to come to the surface?
2. What happens **after** green turtles hatch from their eggs?
 - a. They bury themselves in the sand.
 - b. They make their way to the water.
 - c. They try to nab other young turtles.
 - d. They walk inland to find their homes.
3. How are blue whales and brine shrimp different?
4. Write a question about today's reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On)

DAY 2

Team Talk

1. What does a shark have in common with your nose?
2. Which of the following statements tells an opinion about jellyfish?
 - a. "If a jellyfish touches other creatures, it stings them."
 - b. "Jellyfish are some of the most interesting creatures in the ocean."
 - c. "Most jellyfish stings aren't strong enough to really harm a person."
 - d. "This helps the jellyfish escape and catch food."

Explain why you chose this answer.

3. What causes emperor penguins to stay warm at the South Pole?
4. Write a question about today's reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On)

Skill Practice

Write the words in your journal. Then draw a shark fin above the vowels that do not follow the normal rules.

1. fright 2. light 3. sight 4. night

Building Meaning	mighty	grasp	nab	feast
	diet	drifting	stringy	escape
<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</p> <p>6. Which of the following could be described as <u>stringy</u>?</p> <ol style="list-style-type: none"> a table hair limes a door 				

DAY 3

Team Talk	1. How does the ghost crab's color protect it?
	2. How are blue whales and green turtles similar?
	<ol style="list-style-type: none"> They lay eggs on the beaches. They feast on other creatures in the ocean. They eat mostly green plants. They need to come to the surface to breathe.
	3. What extra information does the text box on page 37 give you about brine shrimp?
Skill Practice	4. Write a new question about today's reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On)

Write the words in your journal. Then draw a shark fin above the vowels that do not follow the normal rules.

1. tight 2. fight 3. sigh 4. bright

Building Meaning	mighty	grasp	nab	feast
	diet	drifting	stringy	escape
	<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>6. Which of the following could not be described as <u>stringy</u>?</p> <p>a. spaghetti</p> <p>b. yarn</p> <p>c. vines</p> <p>d. cardboard</p>			
Practice Lists	Group 1			
	night	tight	sigh	
	might	light	fight	
	flight	bright	sight	
	Group 2			
bright	leave	might		
book	sigh	jump		
fight	just	tight		

DAY 4

Team Talk

1. How do jellyfish stings affect sea creatures differently from humans?
2. Which of the following is not a way that penguins move around?
 - a. walking on their two legs
 - b. flying through the air
 - c. diving under the water
 - d. sliding around on their bellies
3. Write a new question about today's reading. Then answer the question, and tell whether it is a Right There or Think question and why.
(Write-On)

4. Use the important ideas from the list to help you summarize *Sea Animals*.

Fish, mammals, reptiles, and birds live in the sea.

Sea animals might eat plants or other animals.

Sea animals live in and out of the water.

Skill Practice

Write the words in your journal. Then draw a shark fin above the vowels that do not follow the normal rules.

1. daylight
2. tights
3. right
4. tonight

Building Meaning

mighty

grasp

nab

feast

diet

drifting

stringy

escape

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
6. Choose the word that best fits in the blank.
My toy boat began _____ away from me, and I had to wade in the water to get it.

On My Own	flight sight jump	just leave book	light tight sigh
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DAY 6

Writing Prompt	<p>You read a book about animals that live in the ocean. Now you will write an informative paragraph about an animal that lives on land. Choose a land animal to write about. Start your informative paragraph with an opening sentence that introduces the animal you chose. Provide three details that you know about the animal such as what it looks like, what it eats, where it lives, what color it is, how big it is, how it protects itself, and so on. End your paragraph with a closing sentence that restates the main idea. Remember to give your paragraph a heading. If you have time, draw a picture of your animal to go with your paragraph. Your classmates will put your informative paragraphs together to create a book about land animals.</p>
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Scoring Guide	You wrote an informative paragraph about a land animal.	20 points
	Your paragraph has a heading.	5 points
	You begin your paragraph with an opening sentence that introduces the animal you chose to write about.	15 points
	You provide three details about the animal.	15 points each (45 points maximum)
	You end your paragraph with a closing sentence that restates the main idea.	15 points

7. The rotten tree holding the bee hive was no match for the hungry bear's mighty claws. *Mighty* means—

a. weak.

b. strong.

c. small.

d. gentle.

8. The little boy tried to _____ the frog in his hands, but it was just too slippery and wiggly for him.

9. Anteaters will feast on a whole colony of ants in just a few hours. *Feast* means—

a. push.

b. throw away.

c. eat.

d. store for later.

10. The curtains looked _____ after the cat decided to shred them with her claws.

11. If you're not careful at the beach, a seagull will nab your lunch and fly away with it. *Nab* means—

a. catch.

b. drop.

c. replace.

d. gift.

12. We spent a pleasant day _____ down the gentle river riding inner tubes.

3. Write a question about the passage. Then answer the question, and tell whether this is a Right There or Think question and why.

4. Summarize the text using important ideas from this list.

Sea otters live in cold water.

They have the thickest fur in the world.

They spend their whole lives in the water.

Word Power

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

Skill Questions

Write the words. Then draw a shark fin above the vowels that do not follow the normal rules.

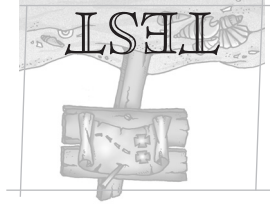
1. twilght
2. high
3. thigh
4. uptight

Building Meaning

mightly	grasp	nab	feast
diet	drifting	stringy	escape

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

6. Fruits and vegetables are the main _____ of gorillas, but sometimes they find nests of insects to eat too.



Test Passage

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

Sea Otters

Sea otters are the smallest sea mammals. They live near the coast. They live where the water is very cold. Sea otters are different from other sea mammals. They have thick fur to keep them warm. Their fur is the thickest in the animal world.

Sea otters spend their whole lives in the water. They float on their backs most of the time. They dive under the water to find shellfish. Then they come to the surface to eat. When they sleep, they roll themselves in seaweed. This keeps them from floating away from their families.

Sources: National Geographic (animals.nationalgeographic.com/animals/mammals/sea-otter.html)
 Marine Mammal Center (www.marinemammalcenter.org/education/marine-mammal-information/sea-otter.html)

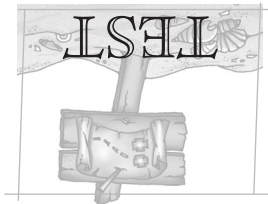
Comprehension Questions

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 intent of the author?

- a. to compare sea otters with other marine mammals
 - b. to persuade the reader to visit the home of sea otters
 - c. to entertain the reader with sea otter stories
 - d. to give the reader information about another sea mammal
- How do you know?

3. How does asking questions while you read help you?
4. Using the information in *Oystercatchers of the Chesapeake Bay*, write a question that is hard to answer.
 5. Which of the following is the best answer to the question “Where do oystercatchers live?”
 - a. Oystercatchers live on the Eastern Shore and around the Chesapeake Bay.
 - b. Oystercatchers live as far north as Maine on sandy beaches and rocky cliffs.
 - c. Oystercatchers live on the Eastern Shore, around the Chesapeake Bay, in Maine, on the Pacific coast, and on sandy beaches or rocky cliffs.
 - d. Oystercatchers live on the Eastern Shore and Pacific coast of the United States.
 6. Which of the following questions is a hard-to-answer question?
 - a. What are oystercatchers?
 - b. Where are oystercatchers’ nests?
 - c. How do oystercatchers hunt?
 - d. How do oystercatchers eat oysters?



Comprehension Questions

Read *Oystercatchers of the Chesapeake Bay*, and answer the following questions.

Oystercatchers of the Chesapeake Bay

What are oystercatchers?

Oystercatchers are large, black and white birds. They have bright, sharp orange bills. They have long, pink legs and yellow eyes. Once these unusual looking birds were in danger. They were almost all hunted by humans. But people today see oystercatchers often.

Where do oystercatchers live?

Oystercatchers live on the Eastern Shore. Many large groups live around the Chesapeake Bay. Oystercatchers have been seen as far north as Maine. Some oystercatchers can also be found on the Pacific coast. They build nests along sandy beaches or rocky cliffs.

What do oystercatchers eat?

Can you guess from their name? Oystercatchers eat oysters, of course! They also eat other sea animals such as clams, crabs, and shellfish. They use their sharp bills to cut open shells. They can also hammer shells to crack them open. They are fierce hunters.

1. What do oystercatchers look like? Is this an easy or a hard-to-answer question? Explain your answer.

2. Turn the following statement into two questions: Oystercatchers are fierce hunters.

9. I scraped my hand on a rock in the dirt as I was sliding into first base during the baseball game. *Scraped* means—

a. scratched.

b. dropped.

c. soothed.

d. placed.

10. Beau wanted to _____ his book report on Friday so he could spend all weekend playing and not worry about it.

fall. *Rose* means—

a. came up.

b. flower.

c. fragrant.

d. went down.

12. "I'm going to keep digging this hole until I _____ gold or diamonds in it!" Frederico exclaimed.

Word Power

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

Skill Questions

Write the words. Then circle the consonant blends.

1. explain
2. planting
3. player
4. supply

Building Meaning

well	scraped	nearly	complete
strike	rose	cool	pleased

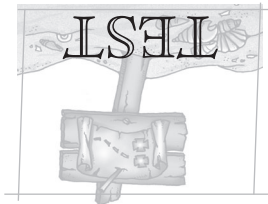
5. Write a meaningful sentence for the word *nearly*.

6. I was _____ to see my dog looking healthy and full of energy after he spent the night at the vet's office.

7. The cool river water felt good on my hot feet after a day of hiking through the woods. *Cool* means—

- a. freezing.
- b. a little hot.
- c. a little cold.
- d. scorching.

8. You can tell whether a _____ is deep by throwing a coin in it and waiting to hear it splash in the water.



Comprehension Questions

Read page 21 of *Mole's Big Dig*, and answer the following questions.

1. Write a question about something you read earlier in the story. Then answer the question, and tell whether it is a Right There or Think question and why.

2. How is Hippo different from Ant?

a. He is too small to dig.

b. He is too thirsty to dig.

c. He is too hungry to dig.

d. He is too clumsy to dig.

3. How does Mole get ready to dig his tunnel?

4. Mole's kindness the day before causes Ant and Hippo to—

a. stay away from Mole.

b. want to help dig the tunnel.

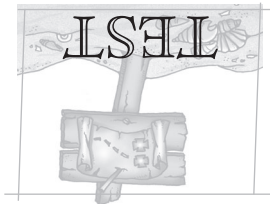
c. bring their own water to drink.

d. dig their own well.

5. How do you think Mole feels when he sees Ant and Hippo waiting for him? How can you tell?

6. Write a question about something you read today in the story. Then answer the question, and tell whether it is a Right There or Think question and why.

4. Using the information in *How Vance Became a Great Blue Heron*, write a question that is hard to answer.
5. Which of the following is the best answer to the following question: How did Vance become a great blue heron?
- a. Vance became a great blue heron because he was born that way and saved all the baby birds.
 - b. Vance became a great blue heron because he was born that way.
 - c. Vance became a great blue heron because he saved all the baby birds.
 - d. Vance became a great blue heron because his friend Chaz said he could be great.
6. Which of the following questions is hard to answer?
- a. What type of bird is Chaz?
 - b. Where is Vance's nest?
 - c. How does Vance save the baby birds during the storm?
 - d. Why isn't Vance satisfied with his mother's answer?



Comprehension Questions

Read *How Vance Became a Great Blue Heron*, and answer the following questions.

How Vance Became a Great Blue Heron

"Mom, how can I become a great blue heron?" asked Vance.

Vance's mother chuckled. "Don't be silly, Vance. You're already a great blue heron. That's the type of bird you are."

Vance was not satisfied with his mother's answer. "No. I want to be really great," he thought. He flew from the nest and looked for his friend Chaz, who was a great egret.

"How did you become a great egret?" Vance asked Chaz.

"Well, that's just the type of bird I am. What a strange question, Vance," said Chaz as he flew away.

Later that evening Vance flew over the Chesapeake Bay toward his nest. A terrible storm came. Vance saw that the nest was empty! The strong winds had blown the smaller birds out of the nest. Vance scrambled to find all the birds. Using his beak, he carried each one back to the nest. He stayed with the baby birds until the storm passed. When their mother returned, she saw that Vance had saved their family, she cried, "Vance, you truly are a great blue heron!" Vance proudly smiled.

1. Why does Chaz think Vance's question is strange? Is this an easy or a hard-to-answer question? Explain your answer.

2. Turn the following statement into two questions: Vance is a great blue heron.
3. Why do you think it helps you to ask questions while you are reading?

Table of Contents

The Savvy Reader—Questioning Level 2

Student Test

Crabby and the Whales: Sky, the Blue Crab	T-1
Mole's Big Dig.....	T-3
Crabby and the Whales: Blue Crabs of the Chesapeake Bay	T-7
Sea Animals	T-9

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Questioning

Level 2

Student Test



Reading
Wings
4th Edition

The Savvy Reader

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