

The SRA logo consists of the letters 'S', 'R', and 'A' in a stylized, blocky font. The 'S' is blue, the 'R' is blue, and the 'A' is red. The letters are arranged horizontally and slightly overlap.A large yellow sunburst graphic with multiple rays emanating from a central point, framing the text below it.

LEVELED READERS

Discover how you can build students' reading skills
with SRA Leveled Readers!

Your comprehensive Leveled Reading Library for Grades 1–8

Including titles for science, social studies, and intervention

The McGraw Hill logo is a red square with the words 'Mc', 'Graw', and 'Hill' stacked vertically in white. To its right is the text 'SRA' in a bold, black, sans-serif font.

**Mc
Graw
Hill** SRA

Interest your students, provide reading practice, and help them succeed

SRA/McGraw-Hill's **Leveled Readers** are designed to promote and enhance fluency, vocabulary, comprehension, and science and social studies skills. The books are ideal for intervention, and independent or small group reading, offering plenty of opportunities for students to practice their skills.

Fluency

Your class will develop fluency through individual, paired, small group, and choral reading, with leveled **Oral Fluency Assessments**. The individual assessments provide qualitative information about reading ability and allow you to identify students' strengths and weaknesses to inform reading instruction.

Oral Fluency Assessments are included in all **Leveled Readers**.

Vocabulary

Students build their vocabulary as they read selections that contain new concepts and the vocabulary needed for comprehension.

Comprehension

Students read and re-read familiar text and build their comprehension. The selections include comprehension questions at the end of each book.



Leveled Readers

Science

Bring science and reading skills together with **Leveled Readers for Science** for Grades 1–6.

Comprehension sections in each book assist students in making connections and learning new science concepts.



Leveled Readers for Science

Social Studies

Leveled Readers for Social Studies

help students in Grades 1–6 build confidence in vocabulary and fluency while learning about history, government, money, and more!



Leveled Readers for Social Studies

Intervention

Leveled Readers for Intervention are designed for use with students who are below grade level. The user-friendly format encourages students in Grades 2–8 to focus on vocabulary and comprehension skills.



Leveled Readers for Intervention

Reading practice geared toward every student in the class

SRA's **Leveled Readers** give students the reading practice they need at their own skill levels. These exciting books:

- Are available for Grades 1–8
- Include a wide assortment of fiction and nonfiction reading selections
- Complement any reading curriculum
- Include a diverse range of high-interest topics
- Are easy to integrate into any classroom

Provide the appropriate challenge for every student

Reading materials come in four levels for each grade. Each book is marked with a symbol indicating the level, making it easy for you to assign the appropriate books to each student.



Easy / Approaching Level

Written one grade level below students' grade level



English Learner

Written using linguistic elements that are needed for English Learners



Average / On Level

Written for students' current grade level



Challenge / Above Level

Written one grade level above students' grade level

Intervention



Approaching Level

Written one year below students' current intervention level



Taking Off

Written two years below students' current intervention level

The tools you need to help your students build confidence in reading

Each grade level package includes a **Teacher's Guide** with instructions, activities, and **Oral Fluency Assessments**.

In the **Teacher's Guide**, you'll find a two-page lesson for each **Student Reader** with a fluency strategy that includes practice in dialogue, punctuation, headings, and other fluency elements.

Four **Oral Fluency Assessments** – one for each difficulty level – are also included with each unit to help you:

- Gain qualitative information about reading ability
- Make valuable observations about each student
- Identify students' strengths and weaknesses
- Tailor your reading instruction

Call **1-888-SRA-4543** or visit

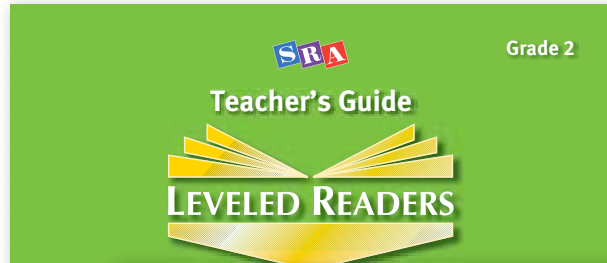
SRAonline.com

for more information
or to order!

* A complete list of titles is available online at SRAonline.com.

Engage your students with exciting lessons and activities found in the Teacher's Guide

Teacher's Guide



Leveled Readers Teacher's Guide, Grade 2

Two-page lessons in each **Teacher's Guide** include fluency strategy that covers dialogue, punctuation, headings, and other fluency elements.

Vocabulary Support provides additional tools to help students decipher the meanings of the words.

Hide and Seek in the Sea
Unit 4, On Level Nonfiction

Selection Summary
Sea creatures are good at playing hide and seek. Read about the different ways they use camouflage to hide.

Number of Words in Leveled Reader: 274

Fluency
Reading Nonfiction with Expression

- Tell students that fluent readers read both nonfiction and fiction with expression. Remind them that expression is the way a reader uses his or her voice to match the meaning of the text and to show feeling. Explain that reading with expression can hold a listener's attention and make the content of the text easier to understand.
- Model reading with expression by reading aloud page 3 of *Hide and Seek in the Sea*. Have students follow along in their books. When you are finished, point out how you changed the tone of your voice as you read. Then read page 3 again, but this time read with no expression. Keep your voice flat and level. Ask students which reading they enjoyed more. Ask them which reading was easier to understand.
- Continue modeling expression by reading aloud the entire selection. Have students echo read each sentence after you. Monitor students' use of expression as they read, providing support as needed. After you have read the entire selection, have students take turns reading the selection aloud to a partner.

100 Unit 4 • Leveled Readers

Fluency strategies focus on areas such as expression and pace.

Vocabulary

coloration (ka' la rä' shän) (page 3) *n.* The way something is colored.
disguise (dis giz') (page 3) *n.* Something that hides the way one looks.
creatures (kré' chärz) (page 4) *n.* Plural form of **creature**: A living thing.
camouflage (kam' ə fläzh) (page 4) *n.* A disguise that makes something look the same as the area around it.
blend (blend) (page 4) *v.* To mix together so as not to be seen.
surroundings (so raun' dingz) (page 4) *n.* The area around a person or thing.

Vocabulary Support

- Write *coloration* and *disguise* on the board. Ask students to use the words in one sentence. (**Possible Answer** *Some of the animals in this book use their special coloration as a disguise.*)
- Write *surroundings* on the board and review its meaning. (*"the area around a person or thing"*) Ask students to name things they see in their surroundings right now. (**Possible Answers** *walls, windows, floors, desks, chairs, blackboard, other students, closets, shelves, doors*) Discuss how the surroundings change when students go outside or when they are at home.

Comprehension Focus: Fact and Opinion

- Reread pages 4 and 5. Name two facts about sea creatures' colors and shapes. (*A hawkfish is bright red. A stonefish has a stone shape.*)
- What is the author's opinion of the fish on page 10? What is a fact about it? (*Opinion: It is a funny-looking fish. Facts: The flounder is flat. It can change colors and blend into its surroundings.*)

Unit 4 • Leveled Readers 101

Comprehension Instruction and Questions focus on one skill used in the reader.

Name _____ Date _____

Oral Fluency Assessment
Unit 4, Nonfiction ★

Read the following passage from *Hide and Seek in the Sea* accurately and clearly in one minute.

Hide and Seek in the Sea, pages 3–7

| | |
|--|---|
| Look closely. Do you see the sea animal? It's a bobtail squid. It's brown, like the sand. The squid uses coloration as a disguise. It can hide from predators. | 1-10 11-19 20-28 29 30-35 37-44 45-54 55-61 62-70 71-80 81-90 91-95 97-102 103-110 111-119 120-125 126-134 135-139 |
|--|---|

Many sea creatures use camouflage. They use their colors to blend into their surroundings. This hawkfish is bright red. It can blend in with the red reef. You can hardly see it!

Sea creatures also use their shapes to hide. A stonefish has a stone shape. It can blend in with rocks on the ocean floor. Don't pick it up! The stonefish has poison on its spines!

Some sea creatures are creative. This decorator crab puts sponges or seaweed on its back. It "decorates" its orange body. That way it can blend in and be protected.

This pencil sea urchin does the same thing. Its spines stick out like pencils.

Unit 4 • Leveled Readers 117

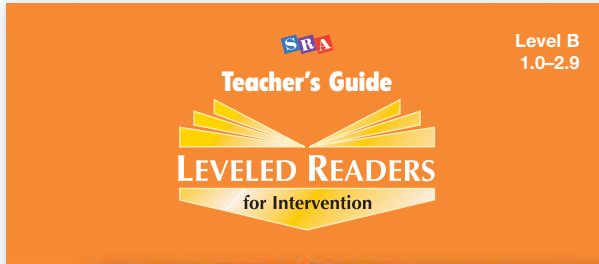
Oral Fluency Assessment
Leveled Readers Teacher's Guide, Grade 2

Individual **Oral Fluency Assessments** provide qualitative information about reading ability and allow you to identify students' strengths and weaknesses to inform reading instruction.

Oral Fluency Assessments are available for **Leveled Readers**.

Track intervention success with evaluations and other support tools

Teacher's Guide



Leveled Readers for Intervention,
Teacher's Guide, Level B 1.0–2.9

Frequent
Oral Fluency
Assessments ensure
students are
making progress.



An Unusual Friendship
Unit 5, Talking (A), Nonfiction

Selection Summary
See what happens when a teacher dog adopts an unusual baby!

Number of Words in Leveled Reader: (7)

Fluency
Using End Punctuation to Stage Intervention

- Tell students that writers use end punctuation as signs for readers. Explain that end punctuation tells readers the kind of intonation, or pitch of voice, they should use as they read. Turn to page 3 in *An Unusual Friendship* to show students examples of end punctuation and to model intonation. Point to the question mark in the second sentence. Tell students that a question mark tells a reader to lift his or her voice at the end of the sentence. Read the sentence aloud, using the correct intonation. Then point to the period in the last sentence. Tell students that the period indicates a stop or falling intonation. Read the last sentence aloud.
- Model intonation to end punctuation and intonation again by reading the entire page aloud. Ask students how end punctuation influenced the way you read each sentence. Then read each sentence aloud again, pointing for students to echo read after you. Make sure students use end punctuation to stage their intonation.
- With a partner, have students take turns reading each page of the story aloud. Remind students to pay attention to end punctuation and their intonation as they read.

Vocabulary

shy (shē' wē) (page 3) adj. Feeling shy in the world.
leery (lē' ē) (page 4) adj. Almost not true.
leal (lē) (page 4) n. To make well again.
surprised (sūr' prīzd') (page 5) n. Past tense of *surprise*. To come upon suddenly.
followed (fō' lōvd) (page 7) n. Past tense of *follow*. To go or come after.
probably (prō' bēb' lē) (page 8) adv. Most likely.

Vocabulary Support

- Write the word *surprised* on the board. Underline the base word *surprise*. Ask students what *surprise* means. (To come upon suddenly.) Then circle the suffix *-ed* in *surprised*. Ask students what the suffix *-ed* means. (happened earlier.) Point out that adding *-ed* to the present tense of the verb *surprise* forms the past tense of the verb. Ask students to define *surprised*. (To have come upon suddenly in the past.)
- To help students learn and remember the meaning of the words *leery*, *leal*, and *followed*, ask volunteers to pronounce each word's meaning for classmates to guess.

Comprehension Focus: Making Inferences

- How is a squirrel different from a dog? (Possible responses: Squirrels live in trees and eat nuts. Dogs eat dog food and cannot climb trees.)
- Why do you think the penguin accepted the squirrel? (Possible response: They don't know that the squirrel is not a puppy.)

English Learner Tip

If students have difficulty distinguishing between adverbs and adjectives, explain that adjectives tell more about nouns (size, shape, and things) and adverbs tell more about verbs (actions). Use the adjectives *bigly* and *juicily* and the adverbs *heavily* and *probably* to illustrate the distinction.

English
Learner Tips
give teachers
additional strategies
and support for
English learners.

Name _____ Date _____

Oral Fluency Assessment
Unit 1, Fiction ■

Read this selection from *What a Mess!* accurately and clearly in one minute.

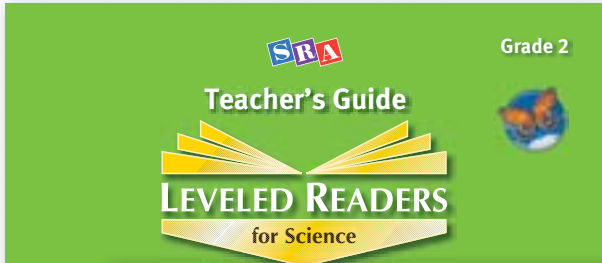
What a Mess! pages 3–8

The calendar said it was May 1. Chip was shocked.
He exclaimed, "Today is Skip's birthday! I need a gift!"
"I will sew a handsome coat . . . FAST!"
Chip worked quickly. He made a coat.
"I wrecked it!" sobbed Chip. He was in tears.
"I will make a tasty cake . . . QUICK!"
Chip mixed the cake. He baked and frosted it.
"I wrecked it!" he sobbed. He threw it toward the floor.
"I will create a beautiful card . . . NOW!"
Chip drew. He cut and glued too.
"It will not open!" he cried. He threw it toward the floor.
Skip knocked softly and entered.
Chip was in tears. "I made many gifts, but I wrecked them! See?"
Skip shook his head. "My birthday is not until next week. It is on May 8."
Chip looked around. His house was a mess.

Oral Fluency Assessment
Leveled Readers for Intervention,
Level B 1.0–2.9

Extend science topics while boosting students' reading skills

Teacher's Guide



Leveled Readers for Science,
Teacher's Guide, Grade 2

Build science content
Vocabulary.

Earth's Rocks
Unit 2, Approaching Level

Selection Summary
Rocks are made of different minerals. As rocks break into smaller pieces and change, they go through a process called the rock cycle.

Number of Words in Leveled Reader: 101

Fluency
Reading in Chunks for Automaticity

- Tell students that breaking sentences into meaningful chunks, or phrases, so they read will help them become more fluent readers. With practice, readers can skip and understand familiar words automatically and even sound out unfamiliar words automatically. Readers then compare their effort on understanding and thinking about the meaning of what they are reading.
- Write the text from page 3 of *Earth's Rocks* on the board. Read the text aloud. Then discuss the importance of reading groups of words together as chunks. Read the text, reading each word in isolation. Ask students which reading sounded more natural and was easier to understand. (The reading that grouped words into chunks sounded better.)
- Mark slashes between word chunks in the first two sentences on the board. *Earth's* / has many kinds / of minerals. / Minerals / come from / deep in the ground. Then demonstrate reading in chunks by reading the two sentences. Have students help you mark the remaining sentences on the board into word chunks. Read aloud—or allow volunteers to take turns reading aloud—each sentence according to the chunks the class has identified.

Develop
Fluency using
content area
reading.

Vocabulary

minerals (min' or ah) (page 3) n. Plural form of *mineral*. Something found underground and used as food for plants growing in soil.
shell (shel) (page 7) n. The hard or clear outer part of an animal.
spreads (spr'ed) (page 9) n. A spreaded surface of cream.
applies (ap'ply) (page 10) n. Begins to grow.
perks (perk) (page 10) n. A mark made by growing.
examined (ig'zam'ed) (page 10) n. First time of examining. To look at closely and carefully.

Vocabulary Support

- Write the word *applies* on the board. Tell students that this word has a prefix and a root form. Ask students whether they know the difference between a spread and the action to spread. If students need help answering this question, allow them to consult the glossary on page 11 of the book. (Possible Answer: I agree to something that has already begun, that has spread. To spread is to begin to grow.)
- Write the word *perks* on the board and ask students what this word might mean. (Possible Answer: I derive that perks feel good to me.) Place that word inside or alongside. Discuss the connection between *perks* and *perks*. A printer makes marks by pressing on paper.
- Write the word *examined* on the board and review its definition. Turn to page 10 of the book and ask students what is shown in the picture. (Possible Answer: Some children are examining rocks.) Ask What does the picture tell you that the children are examining the rock? (Possible Answer: They are using a magnifying glass. They are looking closely.)

Comprehension Focus: Compare and Contrast

- What is one way that all rocks are the same? (Possible Answer: Rocks are made of minerals. Rocks are cooling. Rocks are solid. Some rocks melt.)
- How are rocks different? (Possible Answer: Rocks are dull and shiny. Rocks are big and small. Rocks are made of different minerals.)

Activity: Comparing Rocks

What Happened

- What was the same about the rocks? (Answers will vary. Students should describe the properties of the rocks that are the same, such as color, texture, and shape.)
- What was different about the rocks? (Answers will vary. Students should describe the properties of the rocks that differ, such as color, texture, shape, and size.)

What If

What if you found a rock that you had never seen before? What would you tell your classmates about the rock? (Possible Answer: I would tell my classmates what the rock looks like.)

Activities
are related to
the content of
the reader.

Student Reader

Each Student Reader contains an Activity that requires students to apply what they learned from the selection.

Activity: Natural Camouflage
Do this activity to see how camouflage helps living things.

What to Do

- Work with a partner.
- Place a cloth sheet on your desk or on the floor.
- Put the colored dots on top of the cloth sheet.
- Time your partner. Have your partner pick up one colored dot at a time. See how many dots your partner can pick up in 10 seconds.

What You Need

- Large multi-colored cloth sheet
- Cloth dots of different colors (about 30)
- Timer or clock with a second hand

What Happened

- How many dots did your partner pick up in 10 seconds?
- Which dots were hardest to find?

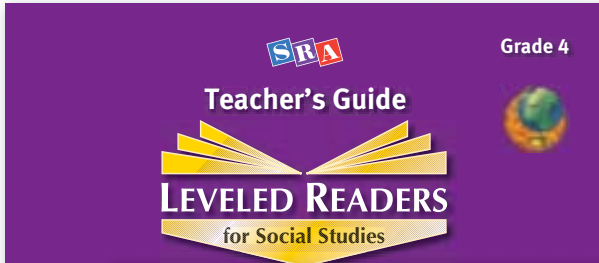
What If

What if a giant octopus did not have camouflage?

Life in the Ocean
Comprehensive Hands-On Activity
Leveled Readers for Science, Grade 2

Enhance content area reading with Leveled Readers for Social Studies

Teacher's Guide



Leveled Readers for Social Studies, Teacher's Guide, Grade 4

An **Activity** ensures that students apply what they learned in the **Leveled Reader**.

Christopher Columbus
Unit 1: Exploring Land



Selection Summary
Christopher Columbus sailed west from Spain in search of a new trade route. Instead he arrived at an unknown continent.

Number of Words in Leveled Reader: 101

Fluency
Improving Understanding to Improve Automaticity

- Encourage students to point out any words or phrases in Christopher Columbus that they find unusual or confusing. Write each word or phrase on the board, and discuss its meaning and pronunciation. For example, you might review the six vocabulary words, plus *pinpoint* (page 2), *westward* (page 4), and *led to sailing* (page 8). Have students repeat each word or phrase several times after you.
- Read aloud the sentence or paragraph that contains each unfamiliar word or phrase. Then invite a volunteer to explain the meaning of that sentence or paragraph to his or her own words.
- Pair students. Have partners read the text aloud to each other, with each taking a turn reading each page before moving on to the next. If practical, have the more fluent of each pair read each page first.

Vocabulary

background (bă'graund) (page 4) n. Past tense of *background*: To bring.

backlog (bă'klog) (page 5) n. A mass of the tasks that have to be done.

convenient (kən'viənt) (page 5) adj. Showing worry.

circumstances (sə'rə'mstəns) (page 6) n. Plural form of *circumstance*: The way things are at the moment.

incredible (in'kredə'bəl) (page 6) adj. Very surprising.

divert (dɪ'vɜrt) (page 10) v. To turn away from its usual course.

Vocabulary Support

- Review the definitions of the words *divert* (good enough to make someone uncomfortable) and *incredible*. Invite a volunteer to create a sentence that demonstrates the meanings of both words. (Possible Answer: The tourists were incredible because their hotel room was not divert.) Then have another volunteer rewrite the sentence using the definition instead of the words themselves. (Possible Answer: The tourists were very surprising because their hotel room was not good enough to make someone uncomfortable.)
- To review the meanings of the words *background* ("bringing") and *convenient* ("showing worry") have volunteers paraphrase the definitions of these words.

Comprehension Focus: Summarizing

- Summarize the reasons people searched for a new trade route to Asia. (Possible Answer: The best known sea routes had to cross the Red Sea, and spices with people from Asia.
- What troubles did Columbus encounter on his trip? (Possible Answer: His crew was unhappy and rebellious. The men in which the sailors were unhappy. There was ship damage.)

Activity: Time Line of Columbus's Accomplishments

What Happened

- What does the time line tell you about Columbus's accomplishments? (Possible Answer: It tells me that Columbus did many daring things, not just one.)
- How does a time line help you understand the sequence of events? (Possible Answer: A time line helps illustrate how one event relates to time to another.)

What If
What other events happened in Christopher Columbus's life? Use an encyclopedia or another resource to find more dates to add to your time line. (Possible Answer: September 1492: Set out on his second expedition; 1494: explored southern coast of Cuba; July, 1498: discovered Trinidad; May, 1499: died.)

Student Reader

A materials list details any items needed for the activity.

Activity: Trade Like French Explorers and Native Americans

Do this activity to learn how French and Native American people traded.

What to Do

- Work with a partner. One of you will make slices of cheese, and the other will make slices of bread.
- To make slices of cheese, cut squares from yellow and orange construction paper.
- To make slices of bread, cut squares from brown and white construction paper.
- To make a cheese sandwich, you need two slices of bread and one slice of cheese. Each of you needs some of what your partner has made. Trade slices of bread and cheese until you are satisfied with what you have.

- What You Need**
- Scissors
 - Construction paper

What Happened

- What does this exercise tell you about trading?
- How does this exercise help explain the relationship between the French explorers and the Native Americans?

What If

What would happen if the partner who made the bread did not want to trade with the partner who made the cheese? What would happen if another person came to trade bread for cheese?

*Early Exploration
Comprehensive Hands-On Activity
Leveled Readers for Social Studies, Grade 4*



LEVELED READERS

Use SRA Leveled Readers in your classroom to:

- Boost students' fluency, vocabulary, and comprehension
- Provide additional science and social studies skills content and practice
- Give students the reading practice they need at their individual skill levels
- Offer engaging nonfiction and fiction selections to encourage students to become enthusiastic readers

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