

Accelerate reading achievement in every student with proven skills-practice tools

Students at every skill level develop stronger reading comprehension skills with SRA's Multiple Skills Series and Specific Skill Series.



Specific Skill Series for Reading and Multiple Skills Series for Reading

YOU CAN REINFORCE AND IMPROVE key reading comprehension skills with SRA's *Skills Series*, regardless of your students' ages, interests, or ability levels. Students on, below, or above-level in Grades Pre-K–8 benefit from the essential skills practice provided by these leveled, supplemental programs.

Designed to use separately or together, *Multiple Skills Series for Reading* and *Specific Skill Series for Reading* use high-interest, engaging reading selections and plenty of targeted practice exercises to build reading comprehension skills.

With *Multiple Skills Series for Reading*, students gain practice in nine skill areas in each book,

and with the *Specific Skill Series for Reading*, students focus on reinforcing one individual skill in each book. Both products have all of the tools you need to improve reading skills across the board—and across the classroom, including Student Books, Teacher's Manuals, and placement and assessment tools in both print and CD-ROM formats.

Reinforce the skills students need to excel

Multiple Skills Series for Reading and **Specific Skill Series for Reading** include extensive practice in nine essential reading skills. Using a balance of fiction and nonfiction reading selections, the programs expose students to a variety of reading styles and keep them engaged with current topics and high-interest content that often relates to other curricular areas.

With **Multiple Skills Series for Reading**, students benefit from equal practice of nine comprehension skills in each book, through selections that are similar to

most common reading formats and standardized tests. With **Specific Skill Series for Reading**, each passage in a book focuses on a single skill that the teacher has assigned for extra reinforcement.

When used together, the two programs complement each other, giving every student overall skills practice while addressing individual needs in specific skill areas.

The nine essential skills developed in the programs include:

- Using Phonics / Word Study
- Comparing & Contrasting
- Identifying Cause & Effect
- Finding Details
- Identifying Fact & Opinion
- Getting the Main Idea
- Drawing Conclusions
- Sequencing
- Making Inferences

Unit 9

Dylan went by the monkey cage. "Where did my hat go?" asked Dylan. Then his friends began to laugh. Soon Dylan began to laugh too. The monkey had his hat. The hat was on the monkey's head!

From the story you can tell that

(A) Dylan thought the monkey was funny.
(B) the monkey gave the hat back to Dylan.
(C) the monkey began to eat the hat.

Unit 10

"Can we give something to Rusty, the cat?" asked Julia. "It is his birthday." Grandmother went to get something. Would it be a cake? She came back. She had a toy mouse! Rusty had a happy birthday.

From the story you can tell that

(A) Rusty liked toys.
(B) Julia did not have a good time.
(C) Julia got a toy too.

Unit 4

her school picnic. T F I
ing about the picnic for weeks.
ther she went to the picnic.
or rain.

T F I

e a new video game.
icroscope was a very good one.
her present.

T F I

llwood in the morning.
(B) Crystal bought driftwood from Mr. Wallace.
(C) The driftwood came from the lakeshore.
(D) Mr. Wallace didn't use the driftwood right away.

T F I

4. (A) Mr. Reilly wasn't worried about the leak.
(B) Mr. Reilly had telephoned the plumber.
(C) If he had had the tools, Mr. Reilly could have fixed the leak himself.
(D) The leaky pipe was under the sink.

T F I

5. (A) Karla thinks hobbies are a waste of time.
(B) Ethan decided to start a hobby.
(C) Ethan wasn't content doing the same thing every day.
(D) Ethan did not have a part-time job.

Initials

1	2	3
4	5	6
7	8	9

1. Put the candy in the j____.

2. She likes to jump with a j____.

3. I can jump like a k____.

4. What color v____ are you wearing?

5. Tom sent Alexis a v____.

6. Mom had the k____ to the car.

2. There are n____ in her book.

3. That woman is a qu____.

4. He paid a qu____ for the toy.

5. I saw a d____ on the farm.

6. We saw a n____ in the tree.

Engaging stories prompt students to compare and contrast details.

Unit 4 • Comparing & Contrasting

- How were Charles Lindbergh and Amelia Earhart alike?
 - (A) Both made their first trips in 1927.
 - (B) Both were unknown.
 - (C) Both flew solo across the Atlantic Ocean.
 - (D) Both were passengers on transatlantic flights.
- How are traditional tickets and e-tickets different?
 - (A) One is accepted by airlines, and one is not.
 - (B) One is paper, and one is not.
 - (C) One is used by passengers, and one is not.
 - (D) One can be printed at home, and one cannot.
- How are computer grading and human grading different?
 - (A) Both rely on the work of humans.
 - (B) Both cost the same amount of money.
 - (C) Both compare answers against a large database.
 - (D) Both perform at the same speed.
- How are digital cameras and film cameras different?
 - (A) Both capture images on film.
 - (B) Both save pictures to an electronic device.
 - (C) Both last forever.
 - (D) Both perform at the same speed.

Unit 5 • Identifying Cause & Effect

- Nate wanted the lead part in the high school play. Auditions were a week away, so Nate practiced his lines until he knew them from memory. He decided how he would move and what expression he would make. Nate rehearsed every day after school and throughout the weekend. On the school stage a week later, in front of the drama teacher, Nate auditioned. At the audition he showed how he believed his character would draw. The next day Nate found his name at the top of the cast list.


During rehearsals for the play, cast members were late or were absent from after-school practices. Those actors who did show up rarely knew their lines. As opening night approached, the drama teacher, Mr. Simpson, expressed his anger with his cast. "At this rate, our performance will certainly be disappointing," he said. "If you cannot make it to every rehearsal fully prepared to perform your role," Mr. Simpson continued, "then I will shut

Each book covers nine reading comprehension skills.

Unit 6 • Identifying Fact & Opinion

- One of the most popular foods in Chinese restaurants is chop suey. However, chop suey is not a Chinese food. It was first made in New York City. A person from China visited President Cleveland in 1896. The Chinese cook made a new dish for the Americans and the Chinese—chop suey. It quickly became a favorite of Americans and Chinese.
- A farmer in Tewksbury, Massachusetts, keeps a pig named Chester. When he calls "Chester," the pig runs to his side just as a dog would. A woman in Homestead, Florida, decided that her pig, Porky, wasn't acting very nicely, so she enrolled him in an animal school. Porky quickly learned to behave. Who says that pigs can't learn new tricks?
- In 1872 the *Mary Celeste* was spotted drifting aimlessly in the Atlantic. No one was aboard, yet the sailing ship was fully stocked and in good shape. Why had the captain and crew left the *Mary Celeste*? Some people blame it on the Bermuda Triangle. We will probably never know the answer.
- In 1876 a group of students in Des Moines, Iowa, decided to write a letter. They wrote to the children who would be living 100 years later in 1976. They also drew pictures and wrote stories of their lives. These were put in a box that was not opened for 100 years.
- A woman was driving slowly in a snowstorm. She was in a traffic jam. She believed that snow had caused an accident until she saw five big trucks on the side of the road. The drivers had stopped their trucks on purpose. They were in a field by the road building a snow fort.

Unit 11 • Getting the Main Idea




Joseph loves to work in his garden. He works on it every day. He bought a tree today. He will have to dig a big hole for the roots. He will plant it on the weekend. Joseph will only water his flowers today. He will leave the tree on his porch to plant on Saturday.

What is the main idea?

- (A) Joseph will plant a tree on the weekend.
- (B) Joseph works on his garden every day.
- (C) Joseph will leave the tree on his porch.

Unit 11 • Getting the Main Idea



Today is Aja's birthday. Her dad made a very good birthday dinner. After dinner Aja opened her gifts.

Aja went to the big box that was in the den. She began to tear the paper. Her heart was beating fast. When she saw the front wheel, she squealed. This was just what she wanted. A bicycle!

What is the main idea?

- (A) Aja squealed when she saw the front wheel.
- (B) Aja got a bicycle for her birthday.
- (C) Aja's dad made a very good birthday dinner.

At every reading level, books focus on main comprehension skills such as identifying the main idea.

Students learn to distinguish fact from opinion.

Diagnose students' skill levels and continuously assess their progress.

Both *Multiple Skills Series for Reading* and *Specific Skill Series for Reading* come with a Placement and Assessment CD-ROM to simplify and expedite the important steps of measuring students' skills and tracking their progress. Assessment and placement tools are also available in paper versions.

Pretests allow you to determine each student's comprehension skill level and assign the appropriate skills books. Diagnostic assessment aids also help you identify your students' specific learning needs and skills that may need extra reinforcement.

As an alternative to the software tools, the included reproducible student worksheets are easy to score, and they provide an ongoing record of each student's work. Whether delivered via software or paper, the periodic assessments help you measure students' progress, and the reporting tools enable you to easily align student scores with state reading standards.

Provide practice when and where it's needed.

Multiple Skills Series for Reading and *Specific Skill Series for Reading* provide self-paced, flexible units and instruction models that work well for individual, small group, and whole-class instruction. The programs can be used to supplement any reading curriculum.

Each reading selection includes a passage that is followed by questions that test comprehension skills, providing students with flexible, short practice sessions that help them learn quickly. Both series include Language Activity Pages for applying and expanding reading and other language arts skills. Students can complete the selections and the exercises either in class or at home, making practice convenient.

The *Skills Series* are effective in the everyday classroom as well as summer school, intervention, and after-school tutoring environments. *Specific Skill Series for Reading* works especially well for remedial students who need help with mastering specific skills.



Specific Skill Series for Reading



Multiple Skills Series for Reading

Provide overall reading comprehension practice or focus on specific skills with SRA's Skills Series

Multiple Skills Series for Reading and *Specific Skill Series for Reading* are available in:

Primary Set
Grades 1–3
Levels A-C

Middle Set
Grades 4–6
Levels D-F

Upper Set
Grades 6–8
Levels F-H

All sets include:

- Student Books
- Teacher's Manual with answer keys
 - Blackline Master for student worksheets
 - Class Record Sheets
- Placement and Assessment Software CD-ROM
- Bookshelf organizer with expansion room for an extra starter set

Level-Specific Starter Sets are available for Grades Pre-K–8

*Making the Difference*SM
1-800-201-7103

Resources and ordering information at SRAonline.com