



Multiple Skills Series for Reading

Expanding Pre-K–8 reading comprehension skills

Engaging stories prompt students to compare and contrast details.

Unit 4 • Comparing & Contrasting

1. 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 wore goggles on transatlantic flights.

2. 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.

3. How are computer printing and handprint graphics different?
(A) Both rely on the work of humans.
(B) Both cost the same amount of money.
(C) Both compare screens against a large screen.
(D) Both pictures are the same speed.

4. How are digital cameras and film cameras different?
(A) Both capture images on film.
(B) Both save pictures to an electronic card.
(C) Both use lenses.

Unit 5 • Identifying Cause & Effect

1. Nate wanted the lead part in the high school play. Auditions were a week prior, 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. As the audience he observed how he believed his character would move. The next day Nate found his name at the top of the cast list.

2. 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 time, 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 multiple skills. For instance, Level G also covers identifying cause and effect.

Unit 6 • Identifying Fact & Opinion

1. 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.


2. A farmer in Tewksbury, Massachusetts, keeps a pet 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 much, so she enrolled him in an animal school. Porky quickly learned to behave. What says that pigs can't learn new tricks?

3. 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. Who had the captain and crew left the *Mary Celeste*? Some people blame it on the Bermuda Triangle. We will probably never know the answer.

4. 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.


5. A woman was driving slowly in a snowstorm. She was in a traffic jam. She believed that snow had caused an accident and 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.

8. Choose the statement that is an opinion.
(A) It is fun to write letters to people in the future.
(B) In 1876 a group of students in Des Moines, Iowa, decided to write a letter.
(C) The group of students in Des Moines, Iowa, drew pictures and wrote stories of their lives.

9. It is a fact that
(A) driving in a snowstorm is fun.
(B) sitting in a traffic jam is boring.
(C) a woman saw some truck drivers building a snow fort in a field.

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

Students learn to distinguish fact from opinion.



Making the Difference™

Improve students' overall reading comprehension.

Results-oriented structure

The Multiple Skills Series program lets you reinforce Pre-K–8 reading skills using a proven, results-oriented structure.

- The program is organized into 10 reading levels, so there's one appropriate for each student.
- Pre-tests (available in hard copy or on CD) allow you to assign lessons to students based on their actual reading level.
- Lessons increase in difficulty as each student's mastery grows.
- Each lesson begins with a high-interest story followed by questions that test nine key literal and inferential comprehension skills.
- Language Activity Pages focus on exercising and expanding reading and other language arts skills.
- Lessons are structured so students can learn at their own pace.
- Post-tests make it easy for you to measure students' progress.

Focus on main comprehension skills

Whether a student reads at the Pre-K or Grade 8 level, or anywhere in between, the Multiple Skills Series can aid you in improving that student's ability to:

- Identify the main idea
- Make inferences and draw conclusions
- Interpret context
- Find details
- Identify cause and effect
- Use phonics and study words
- Compare and contrast
- Uncover a sequence
- Identify fact and opinion

Meets the Reading First requirements of the No Child Left Behind Act

Supplement any reading program

Use the Multiple Skills Series alone, with SRA's Specific Skill Series, or to supplement any core reading program. The lessons are appropriate for:

- Individual students reading at or below grade level
- Small groups of students
- Whole-class instruction
- After-school and summer school programs
- At-risk and intervention programs

Reinforce language arts skills

Language Activity Pages in each level give you the tools you need to enable students to apply, extend, and integrate their skills in individual and group activities such as writing and speaking.

Language Activity Pages include:

- Exercising Your Skill
- Expanding Your Skill
- Exploring Language
- Expressing Yourself

Teach key comprehension skills

Multiple Skills Series is available for students in three main configurations: Levels A–C, D–E, and F–H. Each three-level set includes:

- One copy of four Student Books per level, 12 total
- Teacher's Manual with answer keys
- Blackline Masters for student worksheets
- Class Record Sheets
- Placement and assessment software CD-ROM
- Organization carton with room for an extra Starter Set

Starter Sets are also available for a single-level focus or can expand to a three-level kit.

Starter Sets include:

- One copy of four Student Books
- Teacher's Manual

Making the DifferenceSM
1-800-201-7103

Resources and ordering information at SRAonline.com