

Teacher  
Created  
Materials  
PUBLISHING

# Leveled Texts



PASSAGES FOR PRACTICE AND MASTERY

Grades K–8

**Scary and Smart**  
Which kind of scary do teens prefer?

**SEA LIFE**  
Many animals and plants live in the sea. Sea horses live in shallow water. Starfish and sea urchins live in tide pools. They are both small creatures. They

**A Frozen Vacation with Bragging Rights**  
Would you like to go on vacation to a state that's cool and tricky? A place where you have to keep an eye out for polar bears? That would be fun! There's a vacation spot in Alaska that's perfect for you.

**China**  
China is very big. It has more people than any other country. It is the third largest in size. China is also one of the world's oldest countries. Look at this map. It shows some of China's important places.

**Eagles**

**Measuring Time**  
It is hard to say what time is. We cannot see it or touch it. Time is when things happen. Measuring time is important. Clocks help you get to school on time. Calendars help you know when it is your birthday. In the past, people did not have clocks or calendars.

**"Pie" Pie Graph**

W	T	F	S
3	4	5	6
10	11	12	13
17	18	19	20
24	25	26	27
1	2	3	4
9	10	11	

**THE SKY IS NOT THE LIMIT**  
A Biography of Neil deGrasse Tyson

**Metaphor Magic**

**Spanish Available!**



Thousands of flexible-use text passages to support classroom instruction

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Teacher Created Materials *Leveled Texts: Passages for Practice and Mastery* are short, purposeful text passages with research- and standards-based support resources designed to bring engaging, complex texts to the classroom in the most flexible way possible. *Leveled Texts* provide a pathway to success and help students develop comprehension and critical thinking skills, taking students from practice to skill mastery.

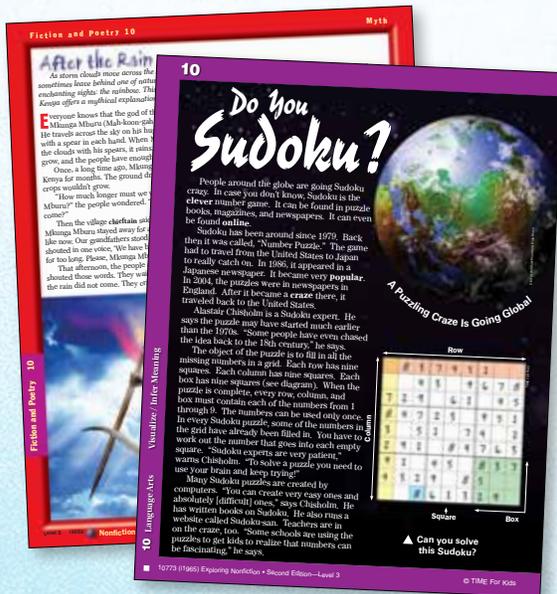
**Leveled Texts can be used in a variety of instructional settings and applications:**

- ✓ Small-group, whole-group, tutorial, and before/after school
- ✓ Rigorous skill-based practice
- ✓ Assessment and test preparation
- ✓ Fluency practice

**Over  
1,000  
Texts!**

**Each school site license includes access to:**

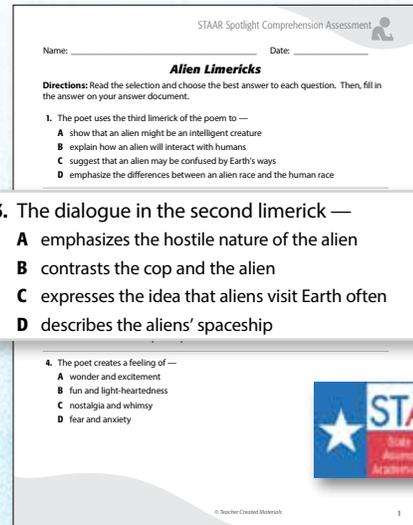
## Digital Texts



Hundreds of short and engaging passages per grade span across reading levels, genres, and content areas

## STAAR Spotlight Assessments

**10 STAAR Spotlight Assessments per grade level**



Comprehension and vocabulary questions written by Texas educators and designed to mirror the style and format of the STAAR question stems

# Model Comprehension Skill Lessons

Comprehension Skill: Generate Questions (Grades 3-5) Model Lesson

**Objectives**

- Learn to generate questions before, during, and after reading text.
- Use text and text features to clarify meaning and ask questions.

Suggested Passages for Instruction

- A Fox Goes
- Alexander the Great

- Practice the Comprehension Skill**
- Choose a second passage.
  - Have students read the passage.
  - Have students record questions they have before, during, and after reading.
  - Encourage students to use language frames below.
  - Discuss in small groups which questions were asked and answered or remained unanswered.

Think aloud before, during, and after asking questions that make you wonder, to clarify, or be skeptical.

Use sentence frames below to help generate questions and discussion.

**Practice the Comprehension Skill**

- Choose a second passage.
- Have students read the passage.
- Have students record questions they have before, during, and after reading.
- Encourage students to use language frames below.
- Discuss in small groups which questions were asked and answered or remained unanswered.

**Reflect**

Come together as a group. Have students discuss when this skill is used and why readers need to ask questions throughout reading.

Language Frames for starting discussions

I wonder if, why, how, why \_\_\_\_\_? (Wonder)

What does the author mean by \_\_\_\_\_? (Clarify)

How can it be true that \_\_\_\_\_? (Be Skeptical)

Lessons aligned to the new ELAR TEKS

Model lessons guide teachers to teach or practice the key comprehension skills for each grade span

# Customizable Lesson Templates

Comprehension Skill: Generate Questions (Grades K-2) Model Lesson Template

**Objectives**

- Learn to generate questions before, during, and after reading text.
- Use text and text features to clarify meaning and ask questions.

Passages for Instruction

- \_\_\_\_\_
- \_\_\_\_\_

**Introduce the Comprehension Skill**

Use the following details to introduce and describe the comprehension skill.

- Readers generate questions to make sense of texts.
- Ask questions to wonder. Be curious about the topic.

- Practice the Comprehension Skill**
- Read the selection aloud, modeling fluent reading.
  - Have students think of questions during and after reading.
  - Have students write or draw their questions.
  - Encourage students to use the language frames below.
  - Discuss the questions they had in pairs or if they were answered.

Discuss the questions they had in pairs or if they were answered.

**Reflect**

Come together as a group. Discuss how their questions helped them to better understand the text.

Language Frames for starting discussions

I wonder if, why, when, how \_\_\_\_\_? (Wonder)

What happened when \_\_\_\_\_? (Clarify)

How can it be true that \_\_\_\_\_? (Find Truth)

Editable blank lesson templates can be customized to use with any text

# Digital Index

Title	Filename	Guided Reading Level	Lexile	Content Area	Genre
A Fox and a Yak	AFoxandaYak.pdf	A	40L	Language Arts	Fiction
Draw a Fish	DrawaFish.pdf	A	50L	Language Arts	Procedural
It Is for Egg	ElsforEgg.pdf	A	50L	Language Arts	Nonfiction
Feel Fit	FeelFit.pdf	A	BR80L	Language Arts	Nonfiction
It Is for Fish	IlsforItch.pdf	A	BR10L	Language Arts	Nonfiction
The Bug Hut	TheBugHut.pdf	A	10L	Language Arts	Fiction

Search for passages by Guided Reading or Lexile® level, content area, genre, and/or topics

# Quick Start Guide

Quick and easy how-to guide with technical and instructional support

## Teacher Created Materials Leveled Texts (English) School Site License

Title	ISBN	Price
Grades K–8 School Site License <b>NEW*</b>	9781642902303	\$15,000.00
Grades K–5 School Site License <b>NEW</b>	9781493893621	\$12,000.00
Grades K–2 School Site License <b>NEW</b>	9781493893607	\$6,000.00
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\* Available August 2018

# Wide Reading

Research shows that the more students read high-quality texts, the better readers they become (Richard Allington 2003, 2006). Teachers can use *Leveled Texts* as a resource for reading widely in the classroom. Choose from thousands of short, engaging texts based on instructional purpose, reading level, or student interest. *Leveled Texts* include a wide range of text types and genres including narrative fiction, nonfiction, graphic texts, and poetry.

## Informational Texts

Students learn new vocabulary and content area information that explains the world and how it works.

## Persuasive/Argumentative Texts

Students learn to be critical readers evaluating evidences and asking questions.



## Narrative Fiction Texts

Students learn the literary elements that include the characters, settings, problems, and resolutions.

## Content-Area Texts

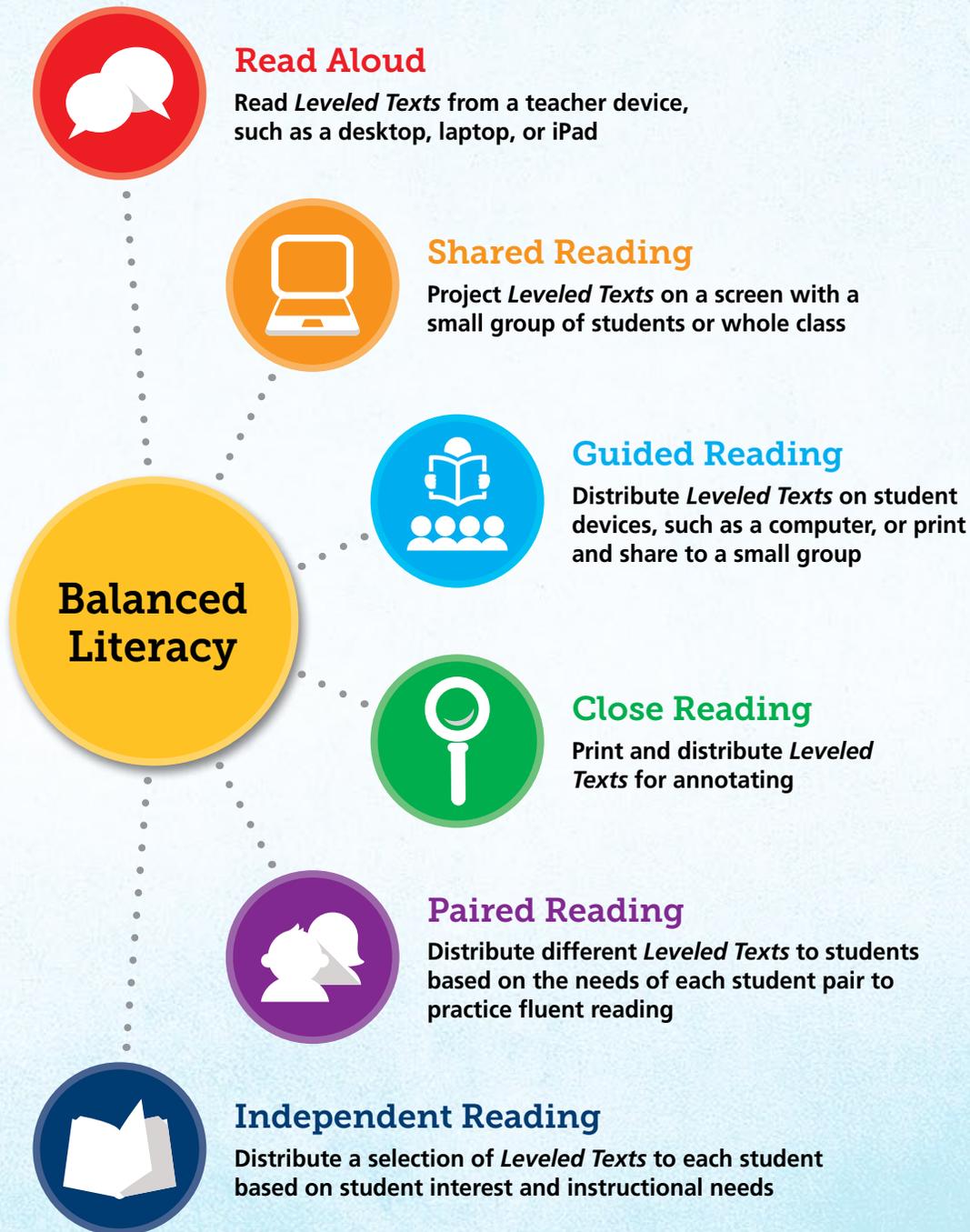
Students learn to apply literacy skills to math, science, and social studies content.

## Poems, Journals, and Graphic Texts

Students become nimble, real-world readers interacting with different formats and features.

# Balanced Literacy Reading Model

Teacher Created Materials *Leveled Texts* can assist teachers in providing a rich variety of reading experiences from teacher-led to student-led. These resources encompass the elements students need to master reading. Teachers can use any of the following reading models when teaching complex texts.



# From Practice to Mastery

The model lessons guide teachers to create simple routines for practicing key comprehension skills from Strand 2 of the new TEKS. Each lesson includes an introduction to the comprehension skill, teacher model and prompts, and skill-specific language frames to support students in using the language of the skill. When paired with *Leveled Texts*, students can practice a single skill multiple times, building mastery of each skill.

## Key comprehensions skills:

- ✓ Establish purpose for reading
- ✓ Generate questions
- ✓ Make/confirm predictions
- ✓ Create mental images
- ✓ Make connections
- ✓ Make inferences
- ✓ Evaluate details
- ✓ Synthesize information
- ✓ Monitor comprehension

## Model Comprehension Skill Lessons

Model Lesson

**Comprehension Skill: Generate Questions (Grades 3-5)**

**Objectives**

- Learn to generate questions before, during, and after reading text.
- Use text and text features to clarify meaning and ask questions.

**Suggested Passages for Instruction**

- *A New Game*
- *Alexander the Great*
- *Earth and Space: Erosion*
- *Multiplying Two- and Three-Digit Numbers*

**Introduce the Comprehension Skill**

Use the following details to introduce and describe the comprehension skill.

- Readers generate questions to make sense of texts. Questions help readers focus, find deeper meaning, and clarify information.
- Ask questions to wonder. Be curious about the topic. Guess what will happen.
- Ask questions to clarify: Ask about unfamiliar words. Ask about confusing details.
- Ask questions to be skeptical: Question details that are hard to believe.
- Encourage students to ask questions before, during, and after reading.

**Model the Comprehension Skill**

- Choose a passage.
- Read the first half of the passage aloud, modeling fluent reading.
- Think aloud before, during, and after asking questions that make you wonder, to clarify, or be skeptical.
- Use sentence frames below to help generate questions and discussion.

**Practice the Comprehension Skill**

- Choose a second passage.
- Have students read the passage.
- Have students record questions they have before, during, and after reading.
- Encourage students to use language frames below.
- Discuss in small groups which questions were asked and answered or remained unanswered.

**Reflect**

Come together as a group. Have students discuss when this skill is used and why readers need to ask questions throughout reading.

**Language Frames for starting discussions**

*I wonder (if, when, how, why) \_\_\_\_\_? (Wonder)*

*What does the author mean by \_\_\_\_\_? (Clarify)*

*How can it be true that \_\_\_\_\_? (Be skeptical)*

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**Leveled Texts empower teachers to provide:**

More explicit instruction

More modeling

More practice

More feedback

More Language Scaffolding

# Assessment and Test Preparation

As standards have become more rigorous, assessments that measure progress have grown to require higher-level thinking and precise comprehension of directions and format. Students and teachers need high-quality resources that present students with engaging content as well as questions that will prepare them for today's tests.

STAAR Spotlight Comprehension Assessment



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Tools for Measuring

**Directions:** Read or listen to *Tools for Measuring*. Then, choose the best answer for each question. You can use the text to help you.

1. This selection is mostly about —

STAAR Spotlight Comprehension Assessment



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Do You Sudoku?

**Directions:** Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

1. The author begins the selection with the details in paragraph 1 to —
  - A explain the difference between a magazine and online
  - B show all the places where Sudoku can be found

STAAR Spotlight Comprehension Assessment



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Alien Limericks

**Directions:** Read the selection and choose the best answer to each question. Then, fill in the answer on your answer document.

1. The poet uses the third limerick of the poem to —
  - A show that an alien might be an intelligent creature
  - B explain how an alien will interact with humans
  - C suggest that an alien may be confused by Earth's ways
  - D emphasize the differences between an alien race and the human race
2. Which line from one of the limericks suggests that the alien is not hostile?
  - A *He landed one night, / Had a terrible fright*
  - B *'Twas because of a dream, / That he thought Earth's ice cream*
  - C *When the cop saw the alien fleet, / Of bugs with 6 eyes and 10 feet*
  - D *There once was a friendly ET, / Who came from a far galaxy*
3. The dialogue in the second limerick —
  - A emphasizes the hostile nature of the alien
  - B contrasts the cop and the alien
  - C expresses the idea that aliens visit Earth often
  - D describes the aliens' spaceship
4. The poet creates a feeling of —
  - A wonder and excitement
  - B fun and light-heartedness
  - C nostalgia and whimsy
  - D fear and anxiety

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1

## STAAR Spotlight Assessments

- ✓ Written to measure Texas Essential Knowledge and Skills (TEKS)
- ✓ Formatted in the style of STAAR Assessment
- ✓ Created by Texas educators
- ✓ Provide test-practice
- ✓ Teach test-taking skills
- ✓ Measure student comprehension performance
- ✓ Gather data for student grouping and instructional decisions



# Proposal



**Leveled**  
**Texts**  
PASSAGES FOR PRACTICE AND MASTERY



Date \_\_\_\_\_  
 District \_\_\_\_\_  
 Prepared By \_\_\_\_\_  
 \_\_\_\_\_  
 Notes \_\_\_\_\_  
 \_\_\_\_\_

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**This proposal can be attached to your PO and sent to Teacher Created Materials at the address above.**

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				<b>TOTAL</b>	

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