



Specific Skill Builders



REM 2012C

READING

Supports  
Common  
Core State  
Standards

# Specific Skill Builders

Interest Level Gr. 4 & Up

LEVEL  
**1**  
Reading Level  
10-11

Short, High-Interest Stories to Build Key Comprehension Skills



Getting the **MAIN IDEA**

Using the **CONTEXT**

Finding the **FACTS**

Detecting **SEQUENCE**

Drawing **CONCLUSIONS**

Identifying **FACT & OPINION**

# Specific Skill Builders

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2012CCD



**LEVEL**  
**1**  
Reading Level  
Gr. 2-3

**RESOURCE CD INCLUDES:**  
Contents of *Level 1* in PDF format  
and a complete list of the  
Common Core State Standards  
that this program meets.



Jamal had to write a report on the Great Salt Lake. *Hmmm*, he thought. *This will be boring!* But he wanted to get a good grade, so he did some **research**.

The Great Salt Lake is in Utah. It used to be a freshwater lake and was at least 1,000 feet deep. The weather changed over time and the lake started to dry up. This left salt behind. As the lake got smaller and smaller, it got saltier and saltier. What was left is now the Great Salt Lake. It is a landlocked lake. It is saltier than the ocean. The average depth is only 20 feet.

The best part is, you cannot **sink** in the Great Salt Lake! If you jump in, you will float. The huge amount of salt in the water allows it to keep you floating! *That is so cool*, thought Jamal. *I want to float on that lake!*

1. What does the word **research** mean in this story?
  - A. "look around"
  - B. "think about it"
  - C. "study and learn facts"
  
2. What does the word **sink** mean in this story?
  - A. "move down toward the bottom"
  - B. "a place to wash dishes"
  - C. "fall in the water"
  
3. Which meaning of the word **cool** is used in this story?
  - A. "very calm"
  - B. "chilly"
  - C. "excellent"

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Choose one of the **bolded** words. Write your own sentence using that word.

Write a title for this story.

Summarize this story in two or more sentences.



Beverly Cleary liked books. When she was young, she lived on a farm. There was no library close to her home. So her mother asked a library to mail books to their house. The family moved to the city when it was time for Beverly to start school. She had a hard time learning to read. She was in the low reading group.

As she got older, she became a better reader. She went to the library often. But she could not always find books she liked. The librarian told Beverly she should become a writer. Beverly liked that idea. She liked telling stories. She wanted to write about kids that she knew.

After college, Beverly began writing a book. She wrote the whole book on a notepad. Her first book, *Henry Huggins*, was published in 1950. She kept writing. Kids loved her stories. She wrote more than 30 children's books.

1. Where did Beverly Cleary live when she was young?
  - A. on a farm
  - B. in the city
  - C. near a library
  
2. What subject in school was hard for Beverly?
  - A. science
  - B. math
  - C. reading
  
3. Write the sentence in paragraph 2 that tells what the librarian told Beverly.
  
  
  
  
  
  
  
4. Write a sentence telling the name of Beverly Cleary's first book.

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Write a title for this story.

Summarize this story in two or more sentences.



Specific Skill Builders

LEVEL 2



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# Specific Skill Builders

Interest Level Gr. 4 & Up

LEVEL 2  
Reading Level  
20-34

Short, High-Interest Stories to Build Key Comprehension Skills



Getting the **MAIN IDEA**

Using the **CONTEXT**

Finding the **FACTS**

Detecting **SEQUENCE**

Drawing **CONCLUSIONS**

Identifying **FACT & OPINION**

**Supports Common Core State Standards**

# Specific Skill Builders

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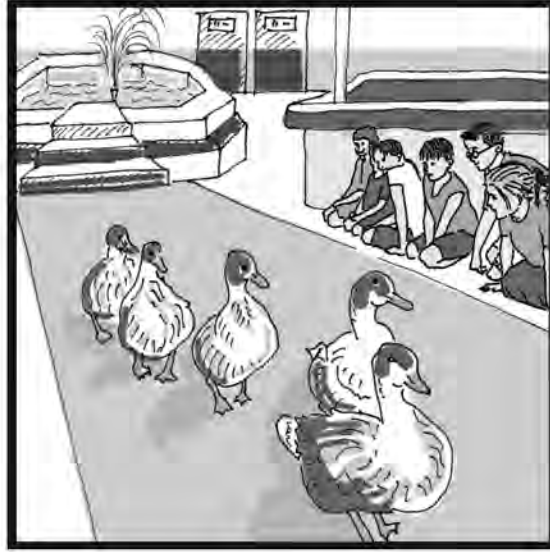
2012DCD



**LEVEL**  
**2**  
Reading Level  
Gr. 3-4

**RESOURCE CD INCLUDES:**  
Contents of *Level 2* in PDF format  
and a complete list of the  
Common Core State Standards  
that this program meets.





Jen followed her family into The Peabody Hotel in Memphis, Tennessee. They were there to watch the famous Duck March. Jen was not thrilled. *What's the big deal about marching ducks?* she thought.

It was 11:00 a.m. The elevator door opened, and five ducks marched onto the red carpet. They were headed toward the beautiful fountain in the lobby, where they would spend the day swimming. At 5:00 p.m., the ducks would get out of the fountain and step onto the red carpet again. They would march back to The Royal Duck Palace, their home on the roof of the hotel.

According to the Duckmaster, the march started in 1940. Five mallard ducks live in the hotel for three months before "retiring." Then five new ducks take their place. The ducks are so famous that they have been on TV and in magazines. *That was actually very cool,* Jen thought as her family left.

Name \_\_\_\_\_

**MAIN  
IDEA**

**12**

1. Write the sentence in paragraph 1 that tells what Jen's family was doing at The Peabody Hotel.
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
2. Write a sentence telling where the ducks march to each morning.
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
3. Write a sentence telling what happens at 5:00 p.m. in the lobby of The Peabody Hotel.
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
4. This story is mainly about
  - A. a famous hotel.
  - B. a famous duck march.
  - C. a famous duckmaster.
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
5. What is paragraph 2 mainly about?
  - A. when the Peabody Duck March started
  - B. Jen's attitude toward seeing the duck march
  - C. what happens during the duck march

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Write a title for this story.