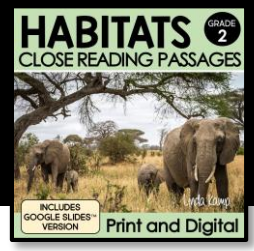
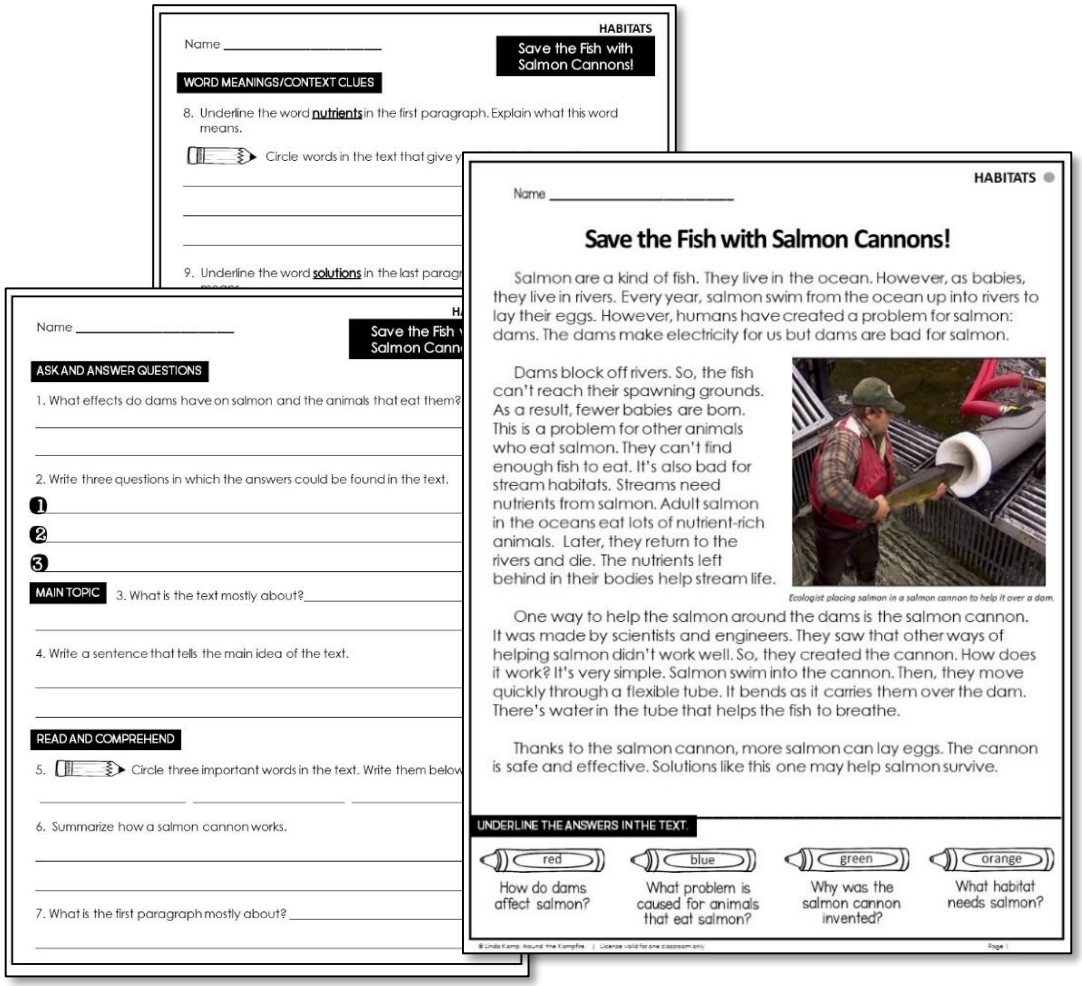
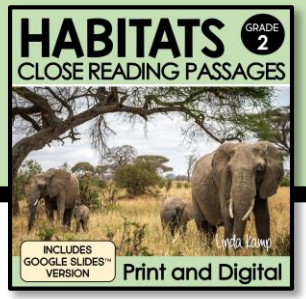


24 LEVELED RESOURCES

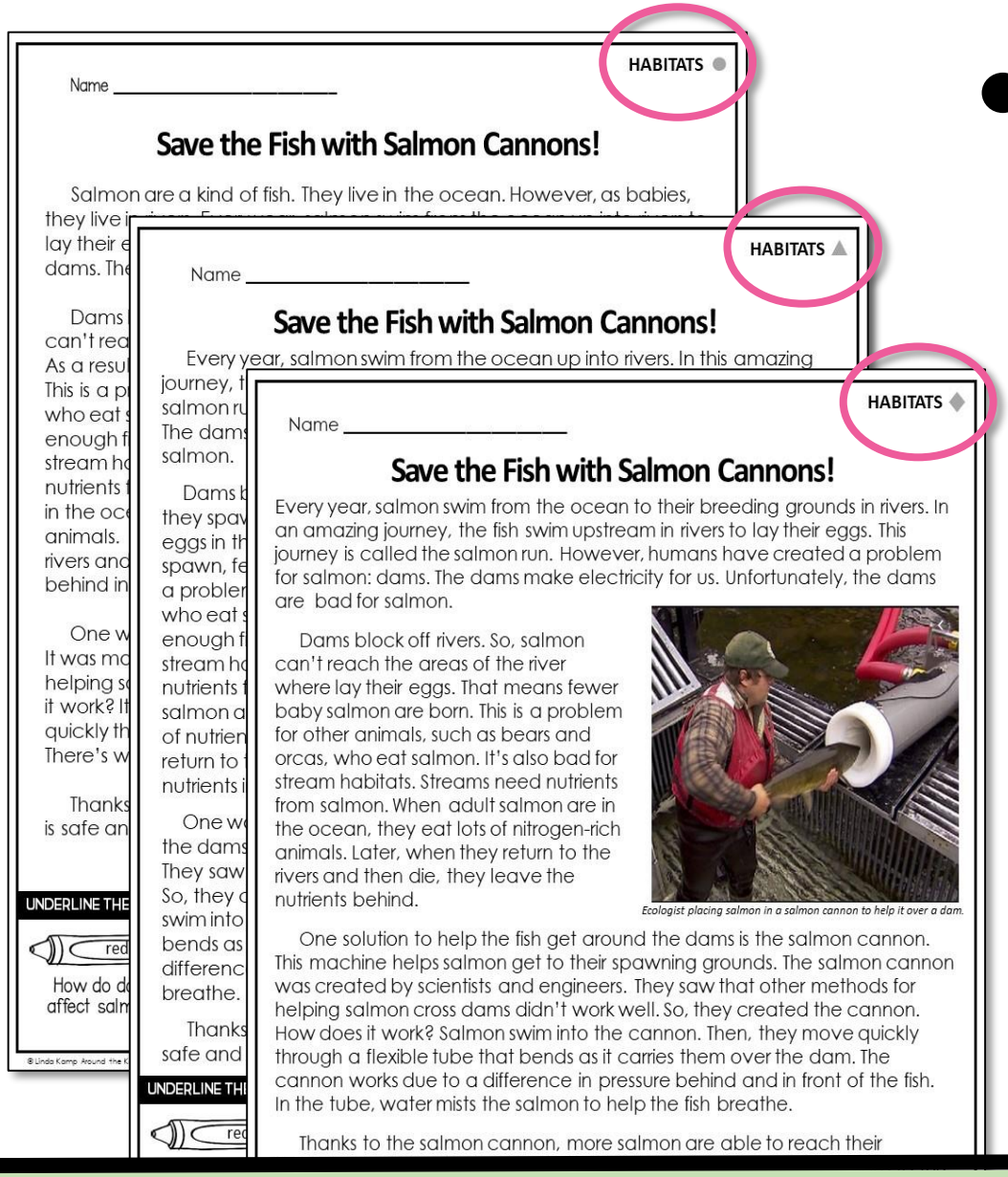
SAME CONTENT IN 2 FORMATS

12 LEVELED PASSAGES
12 LEVELED READERS





EASILY DIFFERENTIATE



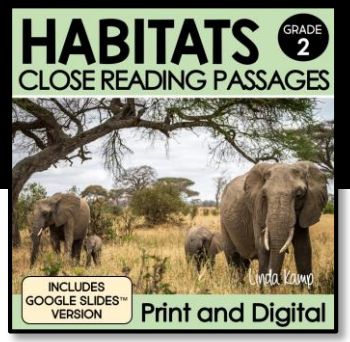
READING LEVEL RANGES:

● 400-500L ▲ 500-600L ◆ 600-700L

Reading Levels Conversion Chart

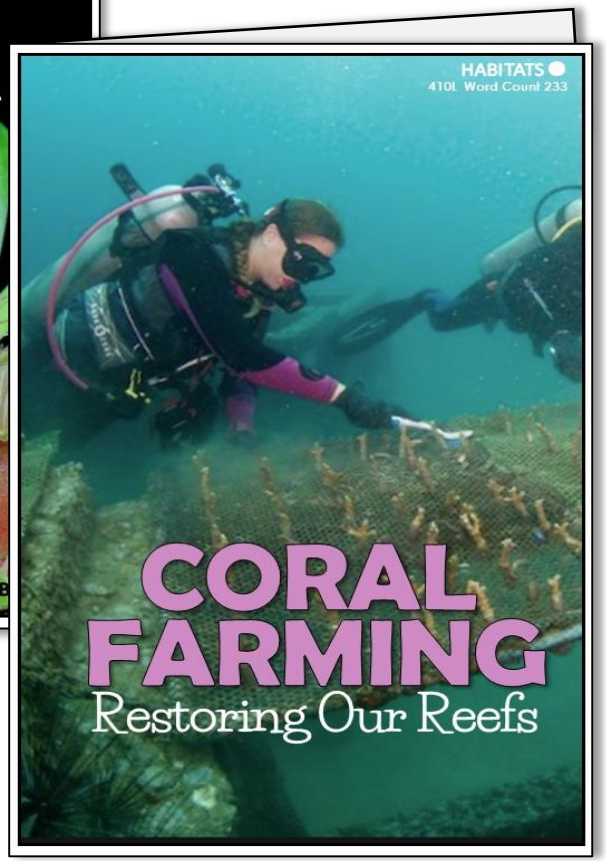
Reading level ranges: The passages are written in reading levels that range from beginning of the year 2nd grade to mid-year 3rd grade and are comparable to the following leveling systems:

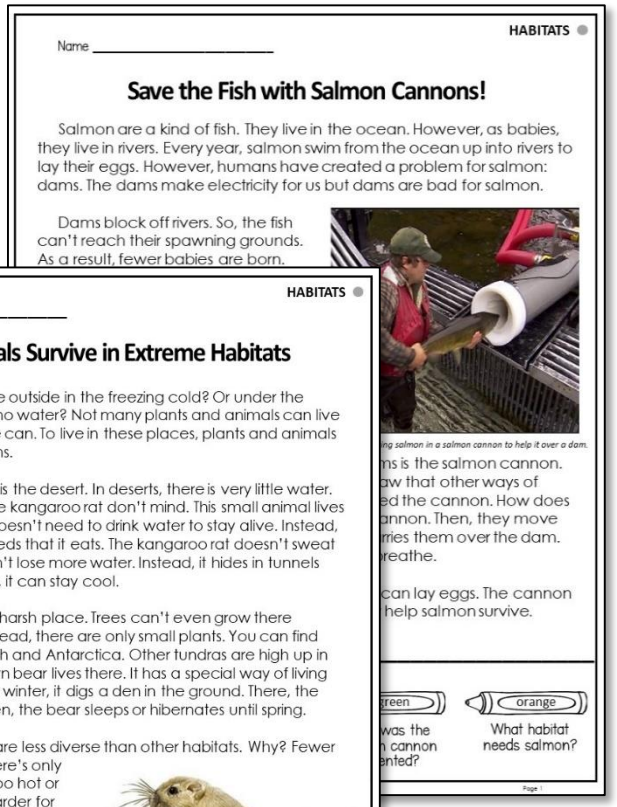
Grade level	Lexile	Fountas & Pinnell	DRA
1st	80-450	I	16
1st - 2nd	80-459	J	18
2nd	501-550	K	20
2nd	551-600	L	24
2nd	551-650	M	28
3rd	520-730	N	30
3rd	520-770	O	34



FLEXiBLE OPTiONS

USE THE READERS FOR SMALL GROUPS OR LITERACY CENTERS




HABITATS

Name _____

Save the Fish with Salmon Cannons!

Salmon are a kind of fish. They live in the ocean. However, as babies, they live in rivers. Every year, salmon swim from the ocean up into rivers to lay their eggs. However, humans have created a problem for salmon: dams. The dams make electricity for us but dams are bad for salmon.

Dams block off rivers. So, the fish can't reach their spawning grounds. As a result, fewer babies are born.

...ing salmon in a salmon cannon to help it over a dam.

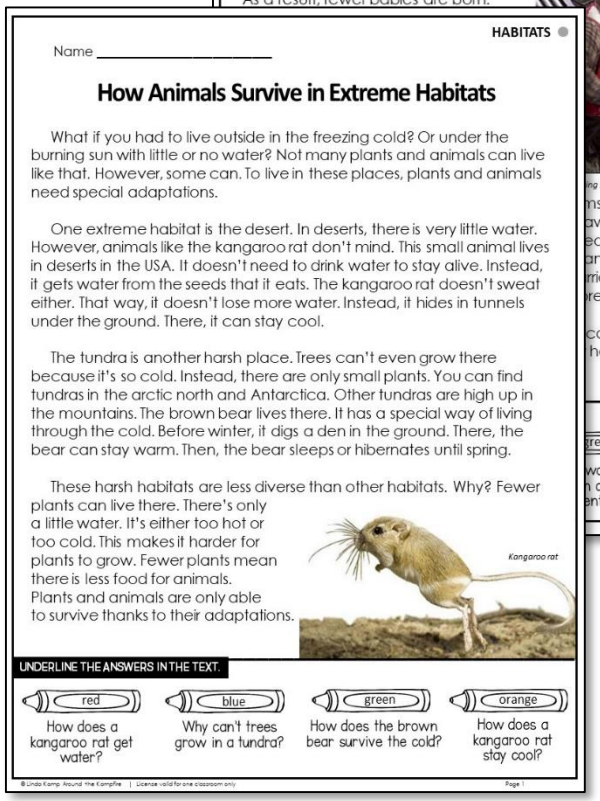
...ns is the salmon cannon. ...aw that other ways of ...ed the cannon. How does ...annon. Then, they move ...rries them over the dam. ...reathe.

...can lay eggs. The cannon ...help salmon survive.

...reen ...was the ...n cannon ...ented?

orange — What habitat needs salmon?

Page 1


HABITATS

Name _____

How Animals Survive in Extreme Habitats

What if you had to live outside in the freezing cold? Or under the burning sun with little or no water? Not many plants and animals can live like that. However, some can. To live in these places, plants and animals need special adaptations.

One extreme habitat is the desert. In deserts, there is very little water. However, animals like the kangaroo rat don't mind. This small animal lives in deserts in the USA. It doesn't need to drink water to stay alive. Instead, it gets water from the seeds that it eats. The kangaroo rat doesn't sweat either. That way, it doesn't lose more water. Instead, it hides in tunnels under the ground. There, it can stay cool.

The tundra is another harsh place. Trees can't even grow there because it's so cold. Instead, there are only small plants. You can find tundras in the arctic north and Antarctica. Other tundras are high up in the mountains. The brown bear lives there. It has a special way of living through the cold. Before winter, it digs a den in the ground. There, the bear can stay warm. Then, the bear sleeps or hibernates until spring.

These harsh habitats are less diverse than other habitats. Why? Fewer plants can live there. There's only a little water. It's either too hot or too cold. This makes it harder for plants to grow. Fewer plants mean there is less food for animals. Plants and animals are only able to survive thanks to their adaptations.

Kangaroo rat

UNDERLINE THE ANSWERS IN THE TEXT.

red — How does a kangaroo rat get water?

blue — Why can't trees grow in a tundra?

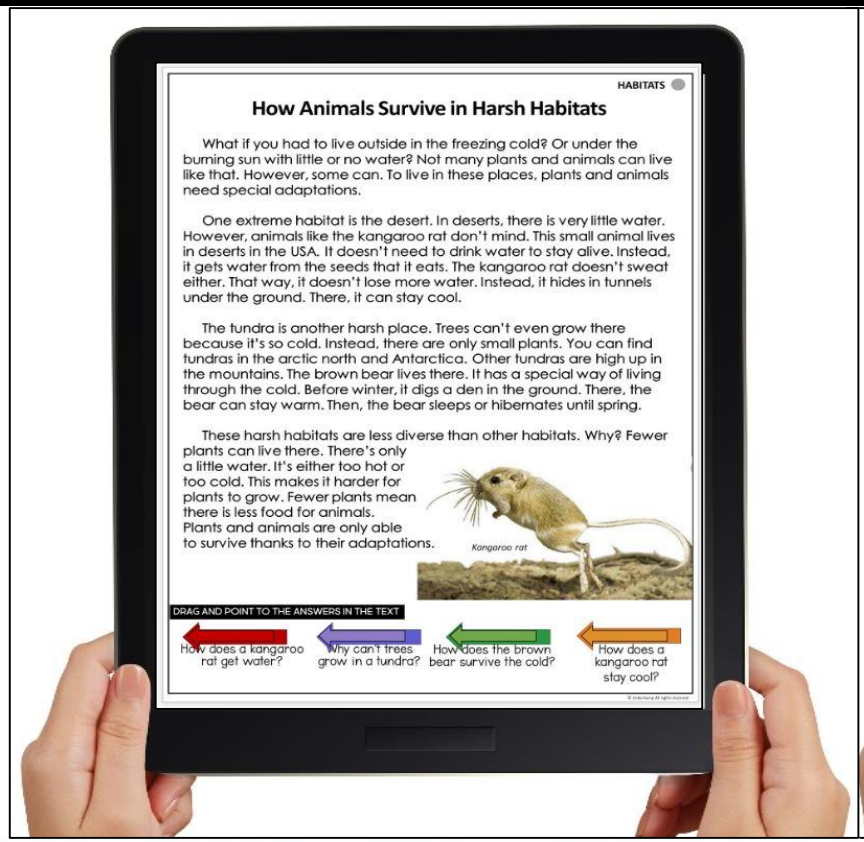
green — How does the brown bear survive the cold?

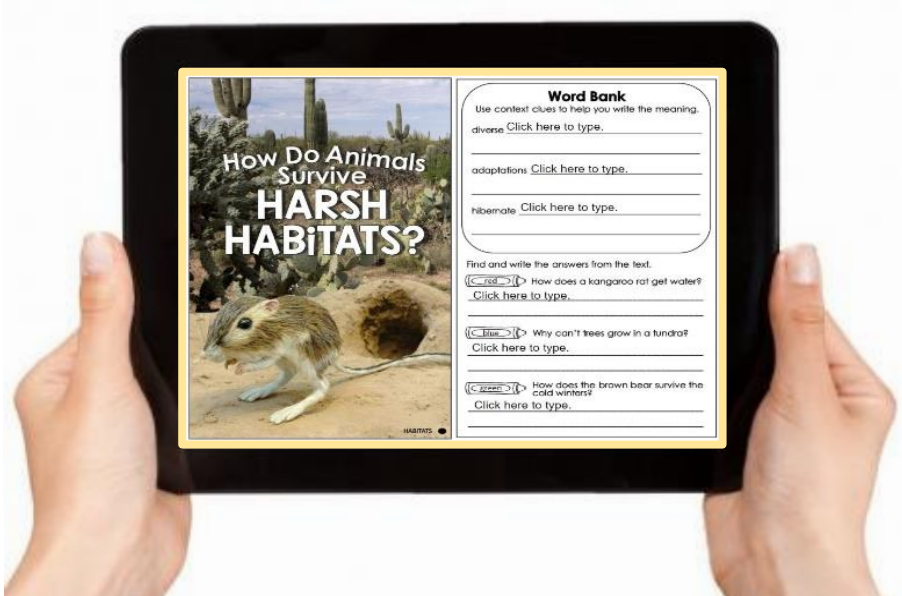
orange — How does a kangaroo rat stay cool?

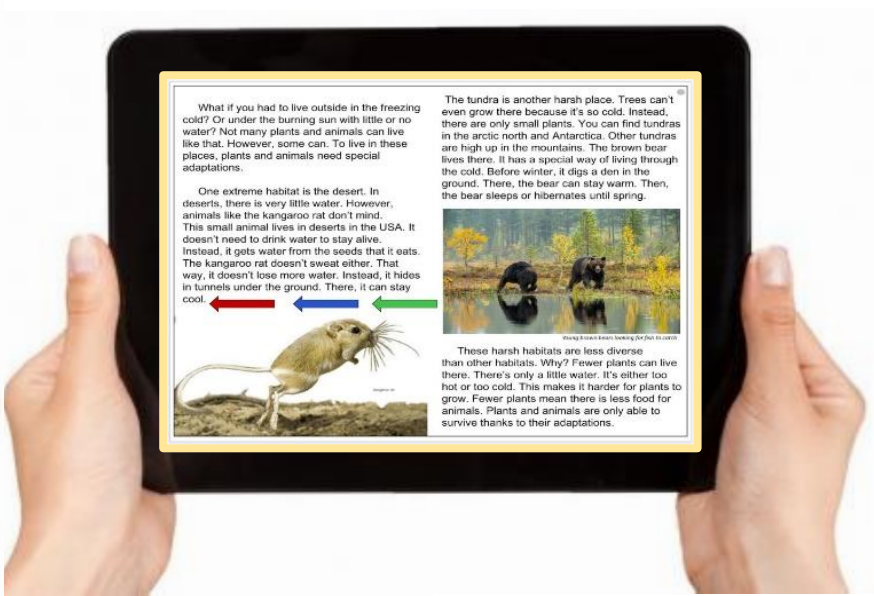
Page 1

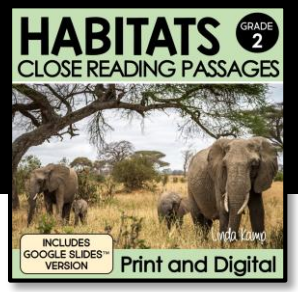
USE THE ARTICLES FOR WHOLE GROUP CLOSE READING LESSONS

INCLUDES 24 GOOGLE SLIDE VERSIONS









REiNFORCE SCiENCE CONTENT

HABITATS

Name _____

Coral Farming: Restoring Our Reefs

Coral reefs are full of life. They are home to clownfish and many other animals. Unfortunately, many of the world's coral reefs are dying. They are dying because of humans. However, many people are working to save them. One way to help is with coral farming. Also, we can change our behavior.

Marine biologists caring for new coral

There are many reasons corals are dying. Most of them are because of people. For example, chemicals from farms and factories end up in the ocean. This pollution hurts reefs. Also, warming oceans are bad for corals. When coral reefs die, this affects other animals. For example, many fish lay eggs in reefs. Without these areas, many fish couldn't survive or lay their eggs. Coral reefs play an important role in the oceans in general. Without healthy reefs, we can't have healthy oceans.

One way scientists are trying to save the reefs is through coral farming. They do this in different ways. For example, scientists try to make corals grow faster. Usually, corals grow very slowly. However, scientists can speed things up. Another idea is to make new corals. Hopefully, these new corals will be able to live in warmer waters. With coral farming, scientists hope they can help the reefs.

We need more than coral farming. We also all need to change our habits. This way we can slow climate change. For example, we can drive less. Plus, we can try to use less electricity. We can also use green energy like solar and wind power. Together, we can all help save the coral reefs.

UNDERLINE THE ANSWERS IN THE TEXT.

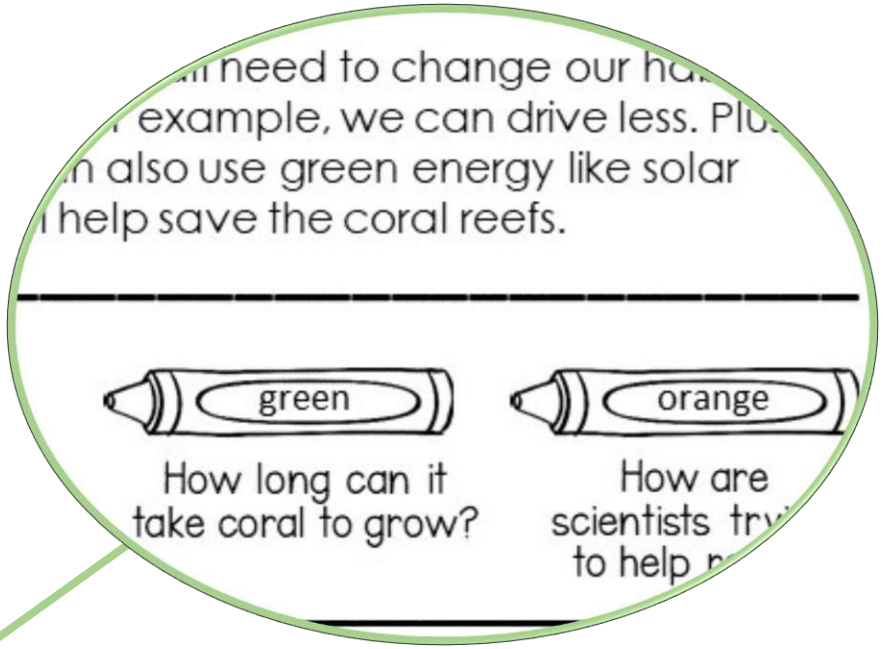
red — What is happening to coral reefs?

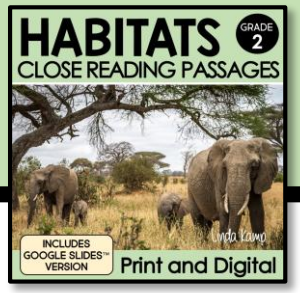
blue — What is one way to help save coral reefs?

green — How long can it take coral to grow?

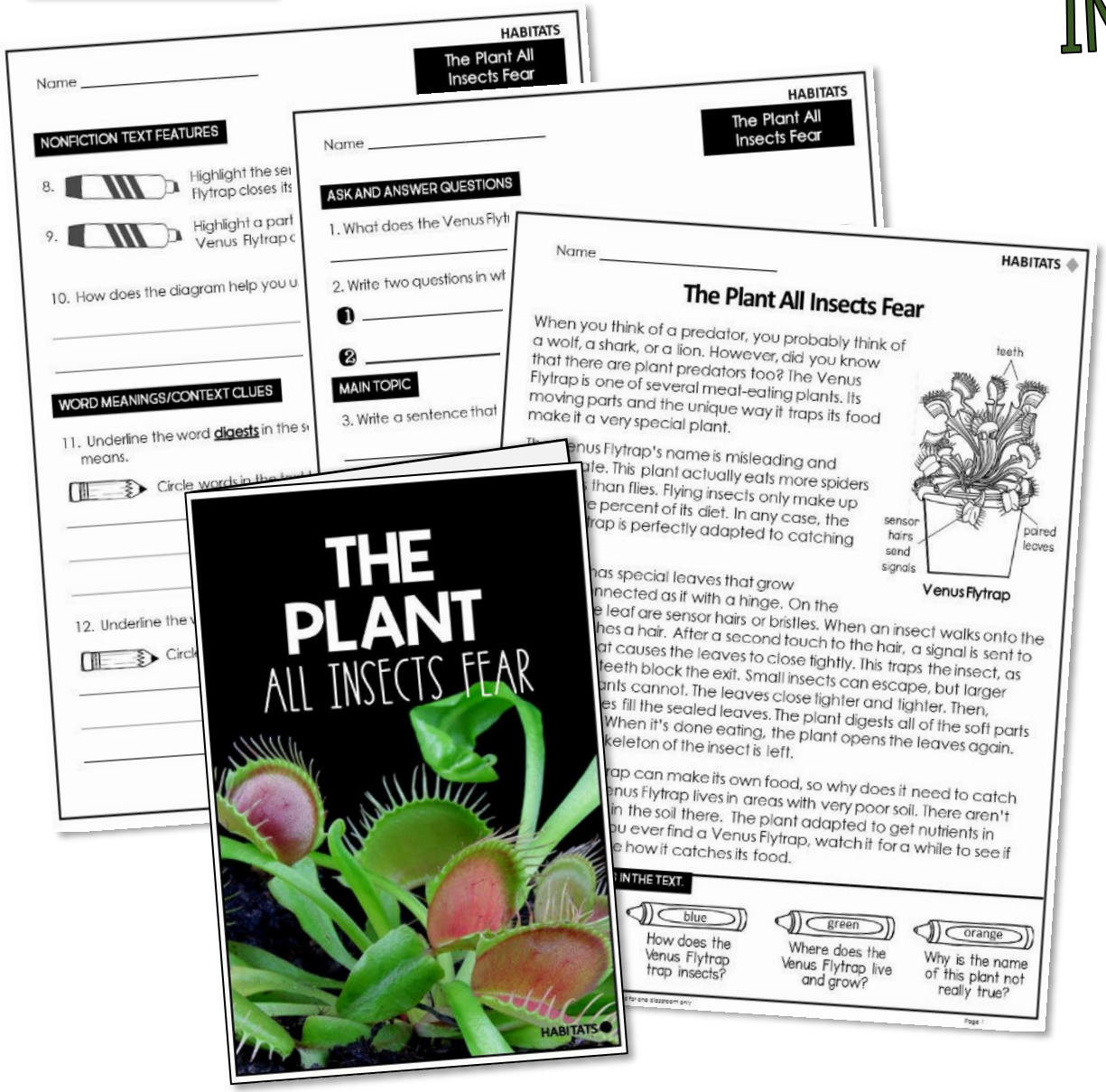
orange — How are scientists trying to help reefs?

STUDENTS COLOR CODE TEXT EVIDENCE



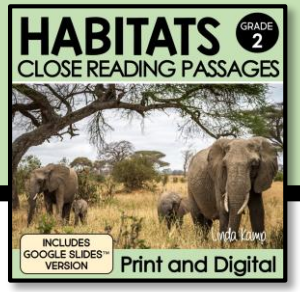


PRACTICE READING SKILLS



INFORMATIONAL TEXT LEARNING TARGETS

- Ask & answer questions
- Read & comprehend informational text
- Main Topic
- Text features
- Text purpose
- Word meanings
- Context clues
- Cause & effect



TEACHER NOTES

Teacher's Notes

This resource includes 4 habitats related passages in 2 formats using the exact same content. Included is an article format and a reader/book format. Each are provided in 3 reading levels, giving you 12 leveled passages in 2 formats, for 24 choices in all. These passages provide ready-to-use comprehension and close reading practice for your students.

The same questions pages are intended to be used with both formats. Answer keys follow each set of questions pages. Readers are located in File 2 of your download.

NOTE: the photographs in the passages were left in color for two reasons. 1) to retain their clarity and detail when you print or copy them in black and white. Xerox copying originals with black & white photos often results in fuzzy images. 2) color photos are more interesting to students when projected for whole group use or by uploading the PDF to your devices for individual use.

EASILY DIFFERENTIATED: Each passage comes in 3 comprehension levels ranging from beginning 2nd grade to beginning 3rd grade. Passages can be used whole group or in guided reading groups. Reading levels are marked with the following symbols:

READING LEVEL RANGES

● 400-500L ▲ 500-600L ◆ 600-700L

Passages are comparable to the following leveling systems:

Lexile: 400-700 Fountas & Pinnell: J-N DRA: 18-30

COMPREHENSION QUESTIONS: The text dependent questions at the bottom of each passage and the additional page of comprehension questions are identical for each level. This allows you to use the passages whole group if you wish and to discuss the questions all together, even if students are using different reading levels.

PROCEDURE: The passages are intended to be used for at least two readings.

- **First read:** Students read the passage and answer text dependent comprehension questions color coding the text evidence.

INCLUDED PROCEDURES MAKE PLANNING EASY!

OVERVIEW & STANDARDS ALIGNMENT

Learning Targets & Standards Addressed

Each passage and reader addresses a combination of the following learning targets:

ASK AND ANSWER QUESTIONS RI.2.2

Ask and answer questions such as who, what, where, when, why, and ow to demonstrate understanding of key details in text.

MAIN TOPIC RI.2.2

Identify the main topic of a multi-paragraph text, as well as focus on specific paragraphs within the text.

TEXT FEATURES RI.2.5

Know and use a variety of text features to locate key facts or information in a text efficiently.

WORD MEANINGS RI.2.4

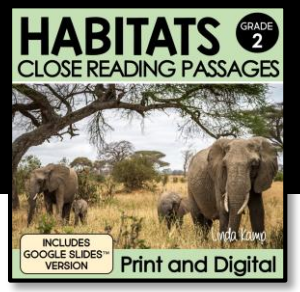
Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

TEXT PURPOSE RI.2.6

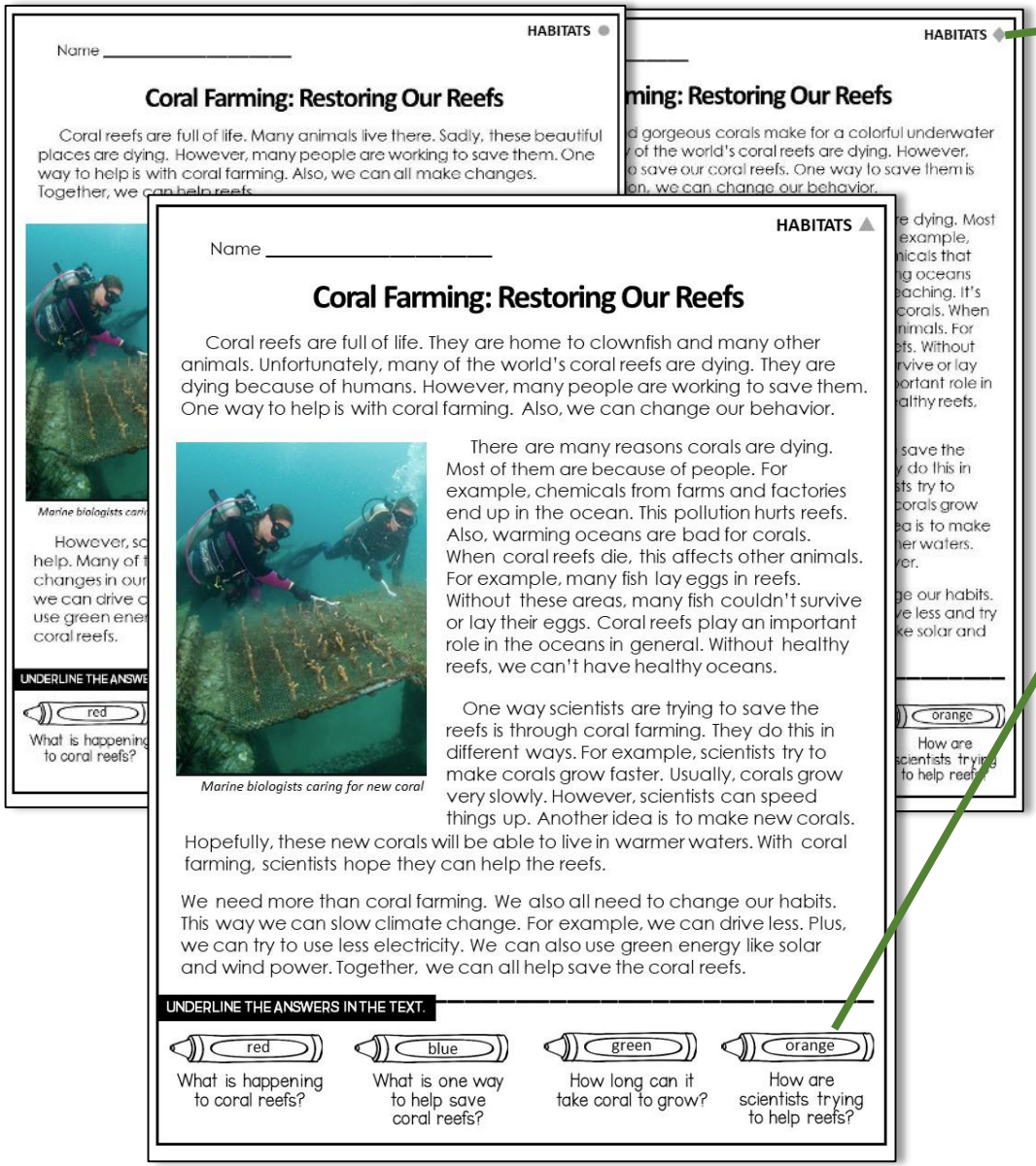
Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

READ AND COMPREHEND RI.2.10

Read and comprehend informational text, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.



TEACHER NOTES

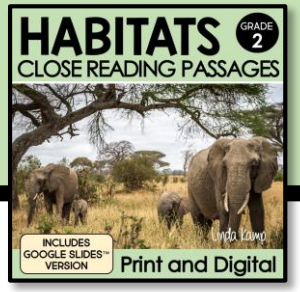


DISCRETE LEVELING

Passages are marked for easy teacher planning

IDENTICAL QUESTIONS

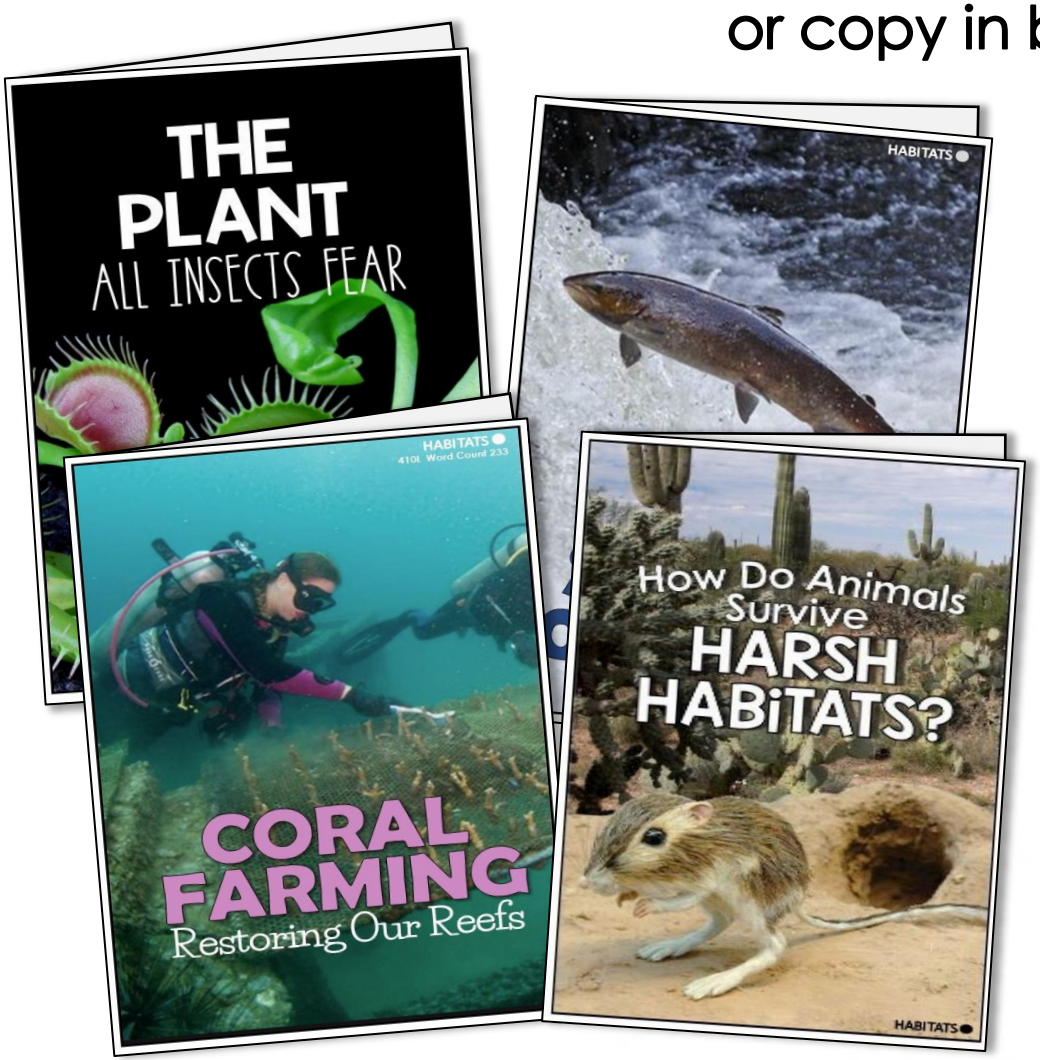
Identical questions for each level allow you to discuss the questions all together even when students are using passages in different reading levels.

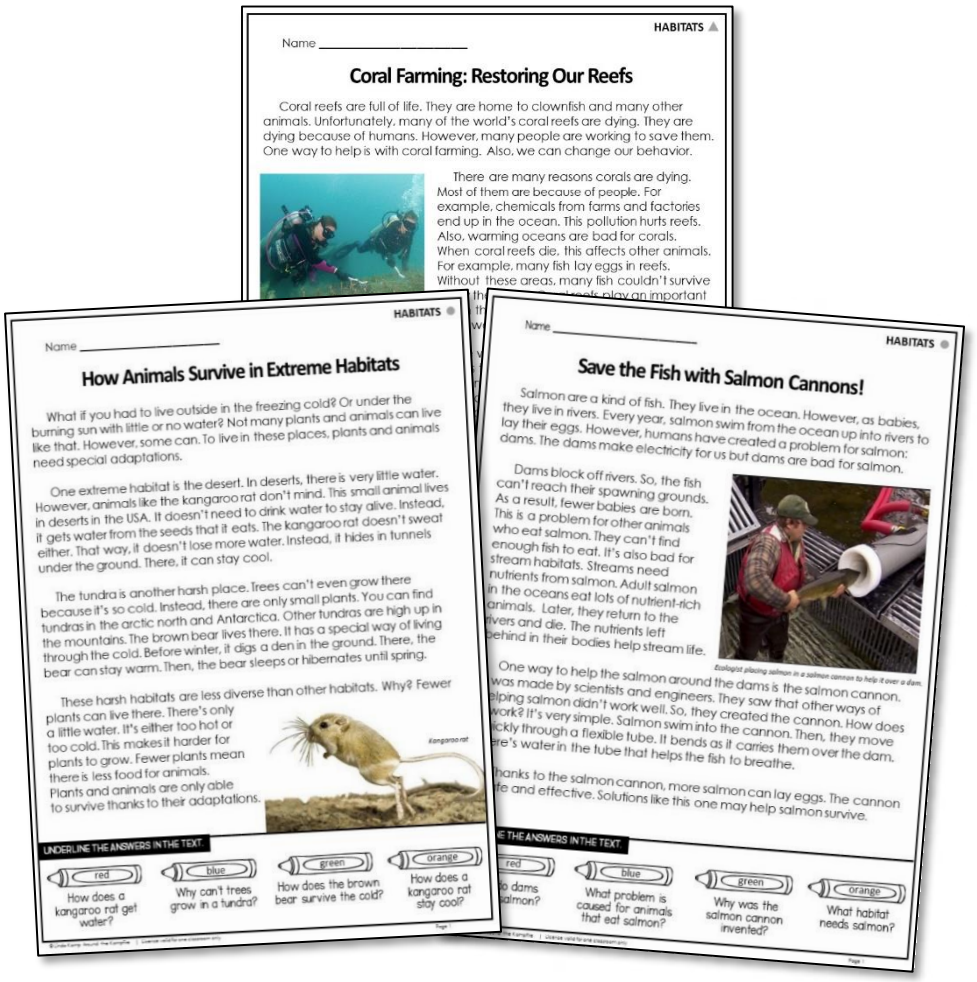


PROJECT OR PRINT

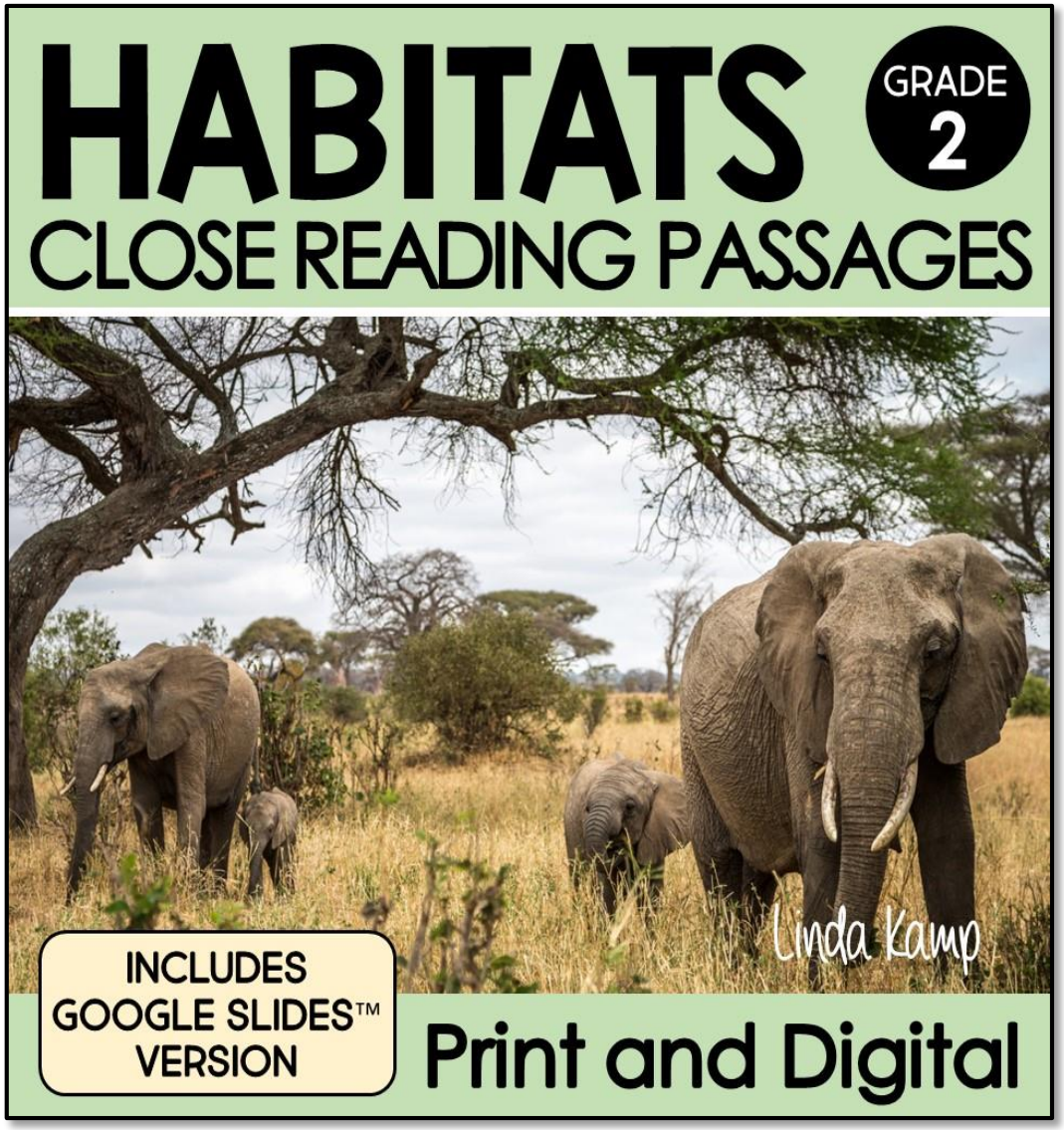
VIVID COLOR PHOTOS

Retain quality & detail when you print or copy in black and white.





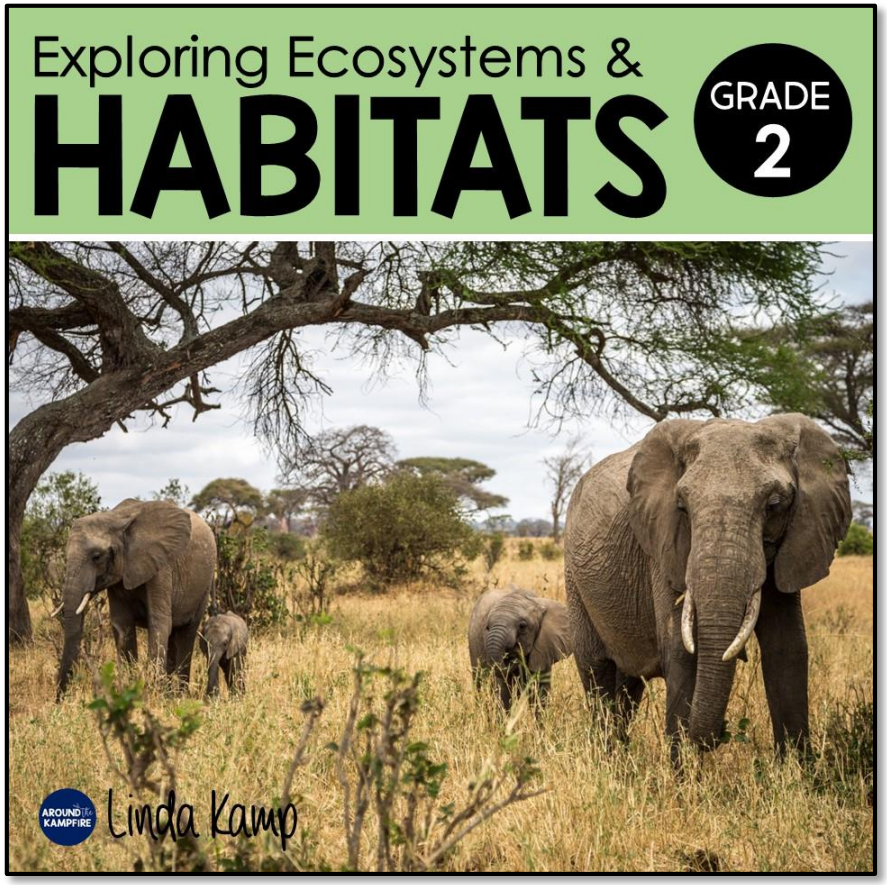
LiTERACY THROUGH SCiENCE



Ready-to-use
COMPREHENSION
&
CLOSE READING
practice for
your students

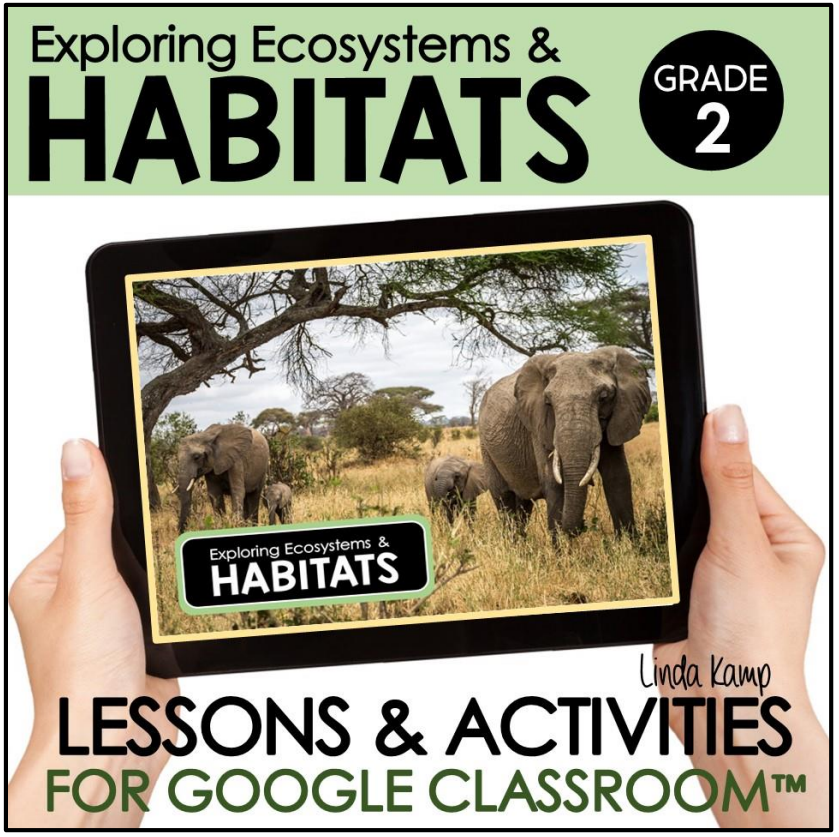
AROUND the KAMPFIRE

COMBiNE WITH THESE RESOURCES



[Click here](#)

A complete science unit with lessons, experiments, videos, assessments & PowerPoint



Digital version of the lessons, centers, journal activities, and assessments

[Click here](#)