

Leveled Readers & Bookrooms

Trusted Quality. Rich Selection. One Source.



Primary, Grades K–2



Leveled Readers & Bookrooms



Trusted Quality. Rich Selection. One Source.

Leveled Readers and Bookrooms from **Houghton Mifflin Harcourt** offer unparalleled variety and easy customization, so you can build a collection that best helps you meet the challenge of the Common Core State Standards. All texts are meticulously leveled to inspire curiosity and confidence, which allows students to take on more complex texts throughout the school year. Watch your students reach new heights with **HMH** Leveled Readers and Bookrooms.

Trusted Quality

Rely on the names that you've come to trust, including **Rigby**®, **Great Source**®, and **Steck-Vaughn**®, for premium quality text and instruction based on our decades of proven success in education.

Rich Selection

HMH offers a wide range of series that appeal to many different student tastes, from cutting-edge titles that blend engaging text and graphics to new series that are specifically designed to meet CCSS requirements.

One Source

Skip the hassle of trying to assemble a collection of readers from many different sources and make just one stop: **HMH**. We're ready to help you pick out individual Leveled Readers or, if you prefer, a standard or custom Bookroom.

See back
cover for digital
My eBookroom



Custom Bookrooms

HMH's customized Bookroom option simplifies the Bookroom building process with the perfect mix of titles to fit your budget and needs. We can design your custom Bookroom to meet CCSS and additional state/local standards, serve special populations, and fit any size budget.

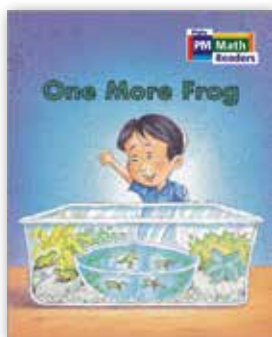
With a customized Bookroom, you'll find all the advantages of standard Bookrooms—economic savings, more titles available to all students for deeper reading, easier management—and the additional customization will help you best meet the varied needs of your students to support reading development.

Custom Bookroom Features:

- Teaching Notes
- Six-packs of Leveled Readers in plastic sleeves
- Leveling Labels online
- Storage options

Ensure Rigor at Every Level with Our Common Core Collections

With our new Common Core Bookroom collections—readers from **Great Source**, **Rigby**, and **Steck-Vaughn**—you'll reach every student with precisely leveled fiction and nonfiction titles that build confidence for tackling more complex texts. Making minor modifications to your existing guided reading practice, or using the Teaching Notes, you'll have a simple, cost-effective way to bridge your teaching—and your school's resources—to the Common Core State Standards for Reading.

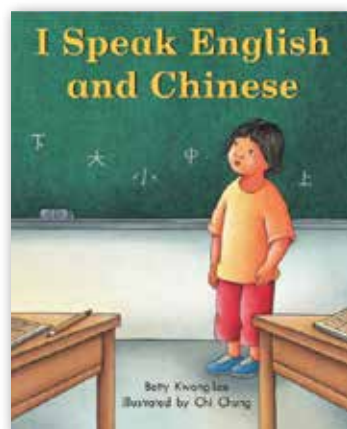


Grade Level Bookroom Collection

Deliver academic rigor using Leveled Readers aligned to grade-specific Common Core State Standards for Reading.

Theme Bookroom Collection

Teach multiple titles on a single Common Core theme as recommended by the Common Core Curriculum Mapping Project to build domain knowledge, vocabulary, and depth of understanding.



English Language Learner Bookroom Collection

Support English learners with our ELL leveling system, which takes into account both the language and reading demands of texts.

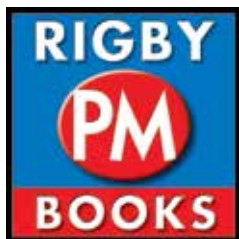
Common Core Performance Packages

These specially crafted bundles provide a way to build confidence in students and bridge the standards with a robust offering of **HMH** Trade Exemplar Texts, Common Core ELA Exemplar resources that include lessons and performance assessments for every Exemplar Text, and selected Leveled Readers aligned in theme or content to the **HMH** Exemplar Texts.

How Do Leveled Readers Bridge the Standards?

The Common Core State Standards call for complex texts, as well as for shorter texts well matched to students' individual abilities. Leveled Readers are ideal for identifying students' strengths and reading levels, building their comprehension and fluency, and ramping them up to more complex texts.

- Ramp up to more complex texts by offering Leveled Readers on the same topic as the target texts.
- Practice the rigor of the Standards in a learning sandbox—a selection of texts students can read with greater confidence.
- Build domain knowledge and vocabulary with Leveled Readers aligned to the Standards.
- Loop back to Leveled Readers from a complex text so students can make connections and build analytic skills.

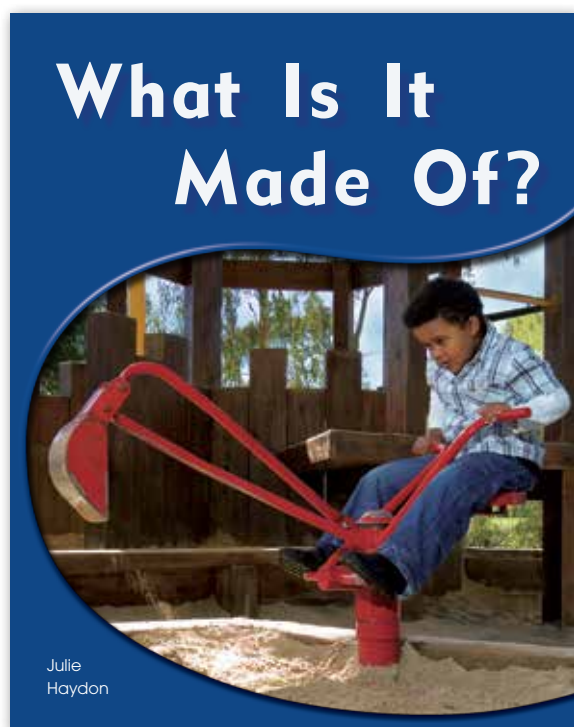


America's #1 Resource for Leveled Reading

PM titles
available in
My eBookroom!
see back cover

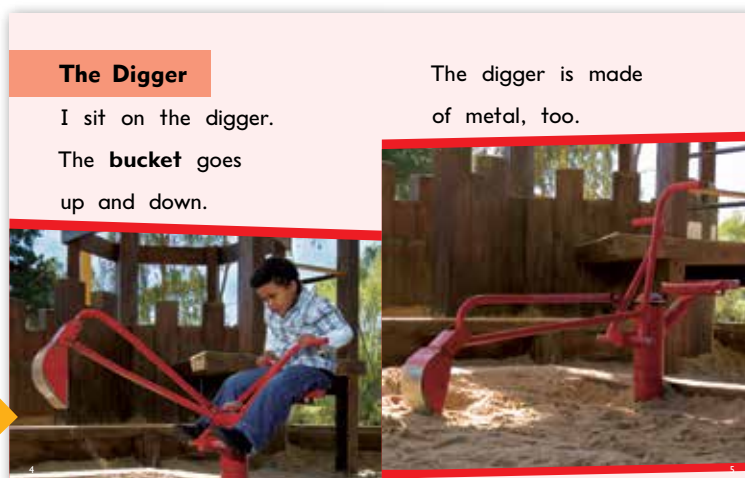
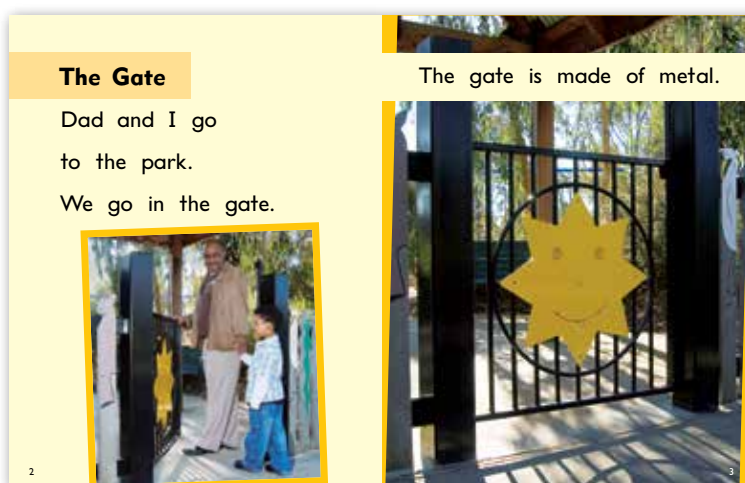
Over 1,000 Fiction and Nonfiction Titles, Grades K–5

- Popular and well-loved recurring characters ignite student interest
- Meticulously leveled fiction and nonfiction build key reading skills and strategies
- Steady growth of sentence structure scaffolds text complexity for incremental success
- Low ratio of 1:20 new word introductions provides systematic inclusion of high-frequency words
- Repetition and review of high-frequency words assists readers in building automaticity and fluency



PM Science Reader

Section headings, bolded vocabulary words, and strong picture support allow students to build proficiency with nonfiction texts.



Learning Menu

What Is It Made Of?

Written by Julie Haydon

Overview A boy goes to the park with his dad. He sees things made of metal, rubber, plastic, wood, and rope.

Reading Vocabulary Words bucket p. 4, rubber p. 7, hammock p. 8, rope p. 15

Phonics Skill Identifying and segmenting syllables

Fluency Point Emphasizing words in boldface

Comprehension Strategy Building background knowledge

Reading Strategy Looking for words you know

Reading Word Count: 119

High-Frequency Words

and are
down for
play we

1 Before Reading

Build Background

- Introduce the book by reading the title, talking about the cover photograph, and sharing the overview.
- Have children look at pages 4–5 in the book. Say *There are some new words in this story. Are there words you already know? Yes, there are. Look for words you know on each page to help you read the new words in this story.*
- Have children describe park or playground equipment they have used. Have children share the material from which it was made and how the equipment works.

Focus on Reading Vocabulary

- Write each vocabulary word on sticky notes. Set out a bucket, a rubber band, a picture of a hammock, and a rope. Read aloud each word. Have children direct you as you place the notes on the appropriate items.
- Model filling in a Word Map. Write *bucket* in the diamond. Have children name three things a bucket can hold and write their answers in the “Give examples” spaces. Have them write three words that describe a bucket in the ovals.

Focus on Phonics Identifying and segmenting syllables

- Write *hammock* on chart paper. Leave a noticeable space between syllables (*ham mod*). Read aloud the word, clapping each syllable as you say it. Have children repeat the word and clap the syllables.
- Write *bucket* and *rubber* on chart paper. Read aloud the words. Ask children to “clap” the words and identify the number of syllables in each. Have volunteers suggest where the word should be divided. Draw a vertical line between *k* and *e* in *bucket* and between the first and second *b* in *rubber*.

Science Standard:

- Form and function
- Properties of objects and materials

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What Is It Made Of

PM Science Readers Red 1

High-Frequency Words

Content Area Connection

Page-by-Page Instructional Support

ELL Support

Focus on Fluency

- Use a computer presentation program or a transparency to display this sentence: *The box is made of wood.* With children, read aloud the sentence. Say *Important words are often written with dark letters. Wood is an important word in this story.*
- Have children scan the story for words in boldface. Have them list the words. Say *These words will help you understand the story.*

Focus on Comprehension

- Explain that sometimes readers need to learn more about a subject before they read a book. What they learn will help them understand difficult or new words and ideas. Give children information about the building materials referred to in the story.

ESL-ELL tip

Before reading the book, write the first stanza of “Mary Had a Little Lamb” on chart paper. Point to the words as you play an audiotape of this song. Then have children clap the rhythm as you play the song again. Have children identify the two-syllable words in the song (Mary, little).

2 Reading the Text

Book Talk

Cover Read aloud the title with children. Point out the author’s name. Talk about the different materials builders use today.

Pages 2–3 Say *The boy and his dad go through a gate to get into the park. Where have you seen a gate? Was it open or closed?*

Pages 4–5 Say *The digger has a bucket. What will the bucket hold? Yes, sand. The boy uses a handle to move the bucket. He knows just what to do.*

Pages 6–7 Ask *How is the dad helping the boy? Yes, he’s pushing the rubber swing. Have you ever used a rubber swing like this one?*

Pages 8–9 Say *The boy is lying on the hammock. Can the hammock move? Yes, it can swing. I wonder what it feels like to swing in a hammock.*

Pages 10–11 Ask *What is the green tube in the picture? Yes, it’s a slide. Many parks and playgrounds have these slides. Have you tried one?*

Pages 12–13 Say *The boy and his dad are in a tower. They must have climbed up to the tower. What do you think the boy and his dad see?*

Pages 14–15 Say *The boy is climbing on a rope net. Do you think he’s having fun? Yes, he’s smiling. The boy needs to step carefully. Will he reach the top?*

Reading Strategy

Remind children that good readers look for words they know to help them read smoothly and with comprehension. Say *When you read the story, look for words you know. They will help you understand other words on the page.*

PM Science Readers Red

What Is It Made Of

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Reading Strategy Coaching Points

Rigby PM Books Include Many Subseries to Ensure Variety

PM Shared Readers (K–2)

Fiction and nonfiction Big Books create a community of readers

PM Collection (K–5)

Original series of chapter books, tales, and plays

Colección PM (K–2)

Chapter books, tales, and plays in Spanish

PM Platinum (K–2)

Original series with updated lesson plans and book covers

PM Plus (1–5)

More titles at levels Magenta through Sapphire

PM Photo Stories (K–2)

Real photos and realistic stories help children make connections to their own lives

PM Math Readers (K–2)

Support literacy and sequential math instruction simultaneously

PM Science Readers (K–2)

Integrate literacy and science with content based on national science standards

PM Stars Bridge Books (1–3)

Beloved recurring PM characters help students transition to chapter books

PM Stars (K–2)

Featuring favorite recurring characters to build anticipation

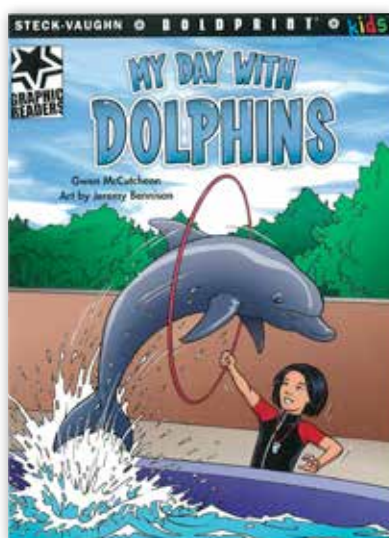
72 **new** titles now available, all with **Common Core** based instruction!

★ B O L D P R I N T ★

BOLD Look. BOLD Content. BOLD Approach.

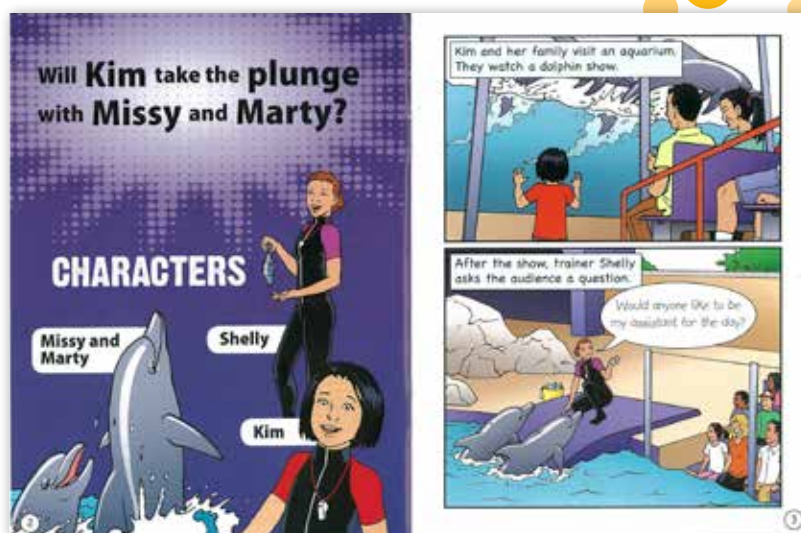
The stunning visuals and engaging topics found in **BOLDPRINT® Kids Graphic Readers** (Grades K–3) teach reading comprehension strategies and foundational skills through guided reading (Levels A–R).

- Each reader connects to 1 of 5 reading comprehension strategies
- At least 1 book per level combines fiction and nonfiction
- Guided Reading lessons in the back of each reader offer a content area connection activity to subjects, including writing, math, art, science, and social studies
- Teaching tips support ELL, the Common Core Reading Standards, and more!



Sound instruction coupled with exciting storylines and engaging graphic novel elements make these books a unique, effective choice for literacy instruction.

**Comprehensive
Program Guide
Available Online!**



Plus, the Perfect Fit!

Combine **BOLDPRINT® Kids Graphic Readers** with **BOLDPRINT® Kids Anthologies** for a complete, balanced literacy program.

Common Core Reading Standards and Reading Foundational Skills

Before Reading: Strategy Introduction

Modeling Examples

During Reading: Strategy Application

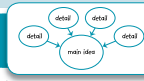
After Reading: Strategy Review

ELL Support

Content Area Connections

For teaching tips, see the BOLDPRINT® Kids Graphic Readers Program Guide at www.steckvaughnboldprint.com.

Comprehension Strategy: Identifying Main Idea/Theme



Common Core Reading Standards

Foundational Skills

3b. Know spelling-sound correspondences for additional common vowel teams.

Informational Text

- Identify the main topic of a multiparagraph text
- Determine the meaning of words and phrases in a text
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Describe how reasons support specific points the author makes in the text
- Compare and contrast the most important points presented by two texts on the same topic.

Reading Foundations

Word Study: Compound Words

High-Frequency Words: family, fish, happy, really, show, sound, start, teach, through, time, turn, water

Reading Vocabulary: assistant, dolphin, flippers, surface, swallow, teeth, trainer, trick, underwater, welcome

Fluency: Reading with Expression

BEFORE Reading

Prereading Strategy Making Connections

- Introduce the book by pointing to the cover and reading the title to the class.
- Have children make a text-to-world connection. Say: *This story takes place at an aquarium. Does this setting remind you of something?*

Introduce the Comprehension Strategy

- Point to the **Identifying Main Idea/Theme** visual on the inside front cover of this book. Say: *Today we will learn how to identify the main idea of a book by figuring out the most important idea. Books also contain important details that help explain the main idea.*
- Draw a concept web on the board. In the middle circle, write *There are many ways to help your community.* In the outer circles, write *volunteer at animal shelter, donate clothes, and pick up litter.* Ask children for more suggestions.
Modeling Example Say: *As you read a book, try to figure out the most important idea. Our concept web shows a main idea surrounded by important details that support it. A book does not always say what its main idea is. Sometimes you have to figure it out using the important details. For instance, if the middle circle were blank, you could guess that the main idea is about how you can get involved in your community.*
- Say: *Good readers identify a book's main idea because it helps us understand what the author is trying to tell us. The main idea is the most important idea.*

DURING Reading

Apply the Comprehension Strategy

- Distribute copies of the book *My Day with Dolphins* and have children read aloud independently. Encourage children to point to each word as they read.
- When children reach the end of pages 4, 11, 13, and 15, lead them in discussing and answering the following questions to monitor their understanding of the text.
Page 4 Say: *On page 4, Shelly says that trainers teach dolphins tricks and take care of them. Why is this an important detail?*
Page 11 Say: *The author includes a lot of important details about dolphins. What is the author trying to explain?*
Page 13 Say: *What do you think a trainer's assistant is? What do you think they do? How do you know?*
Page 15 Say: *On page 9, the author writes dolphins can remember simple commands. What reasons from the book show this statement is true?*

AFTER Reading

Review the Comprehension Strategy

- Say: *Now that you have read the story, let's all share what we think the main idea is. Draw a concept web for this story. Start with details in the outer circles and work in toward a main idea.*
Modeling Example Say: *The important details in this story are about dolphins and how they act with trainers. Say and write: Dolphins are fast learners. They are curious and playful. They like to do tricks. Have children suggest other details from the story. Say and write: The main idea is that dolphins are wonderful animals that should be respected by humans.*
- Remind children that good readers identify a book's main idea. Encourage children to identify the main idea when they read other books.
- For additional Common Core reading skill practice, see the BOLDPRINT® Kids Graphic Readers Program Guide at www.steckvaughnboldprint.com.

ELL SUPPORT: Use visuals to reinforce written words. Take a picture walk and use the illustrations to explain the dolphins' anatomy. On page 5, point out the bottle-shaped noses. On page 6, point out the dorsal fin and flippers. On page 7, point out the teeth. Stress these words as you point and have children repeat after you.

SCIENCE CONNECTION: Ask children to list facts they learned about dolphins while reading. Then read a book about dolphins, such as *Splash! A Book About Whales and Dolphins* by Gilda Berger, aloud to children. Then have children list facts they learned from the second book. Have them compare their lists.

My Day with Dolphins Small Group Instruction • Level M

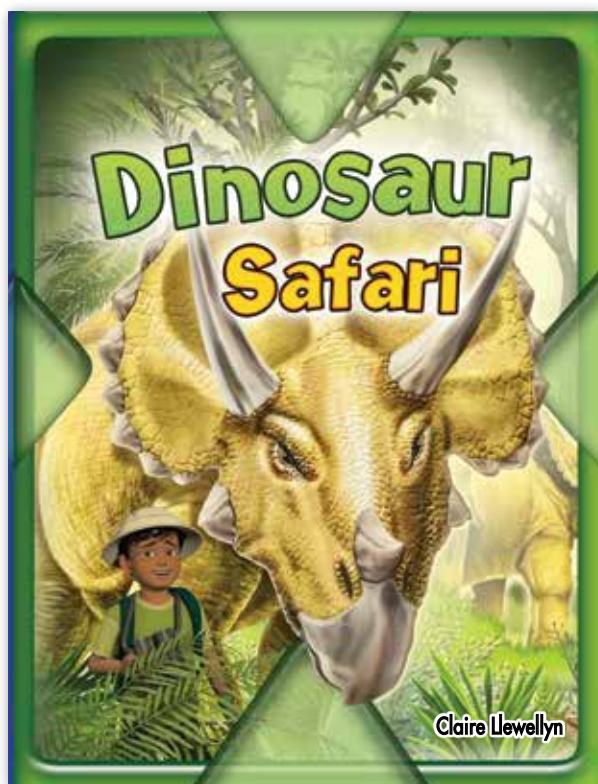


Extreme Motivation, Extreme Pairing, and Extreme Instruction!

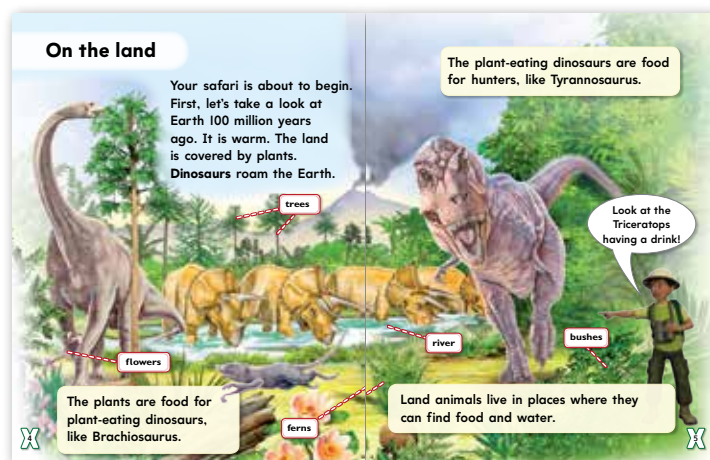
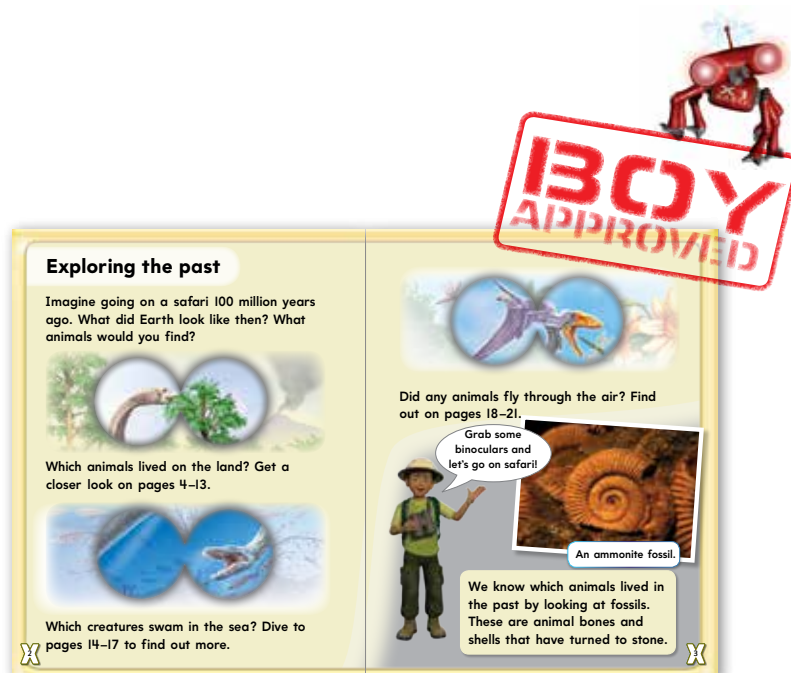
Now with **50**
new titles, all coupled
with Common Core
based instruction!

Pair-It Extreme engages a new generation of students in the digital age with:

- Thematic clusters with cutting-edge images, exciting topics, and recurring characters
- Extended reading on a topic, coupled with a strategic instructional approach
- Powerful connections between fiction and nonfiction texts
- Five Pillars Plus instruction includes critical thinking, listening, speaking, writing, and now visual literacy



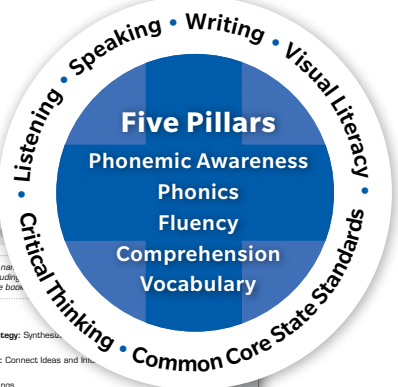
In this Character Nonfiction title, nonfiction features and content are coupled with a recurring character guide from the series, making the text interactive and engaging.



A *Theme Opener* introduces students to the cluster and its Guiding Question—a theme-related question that students will revisit as they read each book. A *Theme Wrap-Up* concludes the cluster with an engaging Big-Picture discussion of the Guiding Question.

The Book Lessons—two for each book in the cluster—provide flexible, active instruction that builds skills in reading, speaking, listening, writing, critical thinking, and now visual literacy. The standards covered are based on the Common Core.

Five Pillars PLUS



LEVEL L
Nonfiction

LESSON 1

Build Reading Skills

CONNECT TO PRIOR KNOWLEDGE

Venn Diagram Explain to children that dinosaurs like the one on the cover of *Dinosaur Safari* lived in a forest habitat millions of years ago. Have children share what they know about forest habitats. Guide children in comparing and contrasting a forest habitat long ago with one today, recording their ideas on a Venn diagram.

Level L • *Dinosaur Safari*

The lesson routine is consistent: **Build Reading Skills, Read and Comprehend, and Build Independence.** The consistency in the lesson framework supports rigor for all students.

The *Exchange Ideas* instructional segment allows students to practice and refine their speaking and listening skills as they confirm understanding and build comprehension.

ADDRESS Word Study
Assess decoding and definition of words with *prefix pre- by writing the words preschool and prewash on the board.* Have children identify the base words and then define and read each word with its prefix.

DEVELOP WORD STUDY

Teach *Prefix pre-* Remind children that a prefix is a word part added to the beginning of a word. The meaning of the word changes when a prefix is added. Write the word *prehistory* (page 14) on the board. Say: *This word has the prefix pre-. What is the base word of prehistory? (history) The prefix pre- means "before," so prehistory means "before history," or before people recorded events.* Explain to children that identifying the base word first will help them read and understand the meaning of words with the prefix *pre-*. Have children identify the base word, define the word with its prefix, and then say a sentence with the word *precook*.

PREVIEW VOCABULARY AND CONCEPTS
Guide children through the pages of the book, using the prompts below to discuss key reading vocabulary and concepts that may be unfamiliar.

READING VOCABULARY	For All	For ELL	Previewing Prompts
safari			Cover and title page: Read aloud the title, author, table of contents, and the book preview on the back cover.
fossils, dinosaurs		million, creatures	Pages 2-5: <i>What kind of creatures are pictured on pages 4-5? (dinosaurs)</i>
length, height, twigs		forest	Pages 6-9: <i>What food is this dinosaur able to eat because of its height and the length of its neck? (leaves at the tops of the trees)</i>
jagged			Pages 10-13: <i>Where are these dinosaurs making their nests and laying</i>
flippers, massive			
predators			
cliffs			

Read and Comprehend

DEVELOP COMPREHENSION STRATEGIES

Teach *Synthesize: Analyze Argument:* Explain the Comprehension Strategy *Synthesize: Analyze Argument.* Say: *Authors make specific points or statements in a text. Then they give reasons that support those points. Identifying an author's points and reasons helps readers better understand the information in a text.*

Model *Synthesize: Analyze Argument:* Display and read aloud page 8. Say: *In the first sentence, the author states that many animals live in forests. To find her reasons, I wonder why many animals live in forests: so that they can hide among the trees and because there is plenty of food there. Model filling out the Analyze Argument Organizer as you model identifying author's points and the reasons that support them.*

SET PURPOSE FOR READING

Tell children to identify the author's points and reasons that support them in order to **analyze arguments** as they read. Tell children to be ready to share the author's points and reasons they found as they read.

STRATEGIC READING

Have each child read the book at his or her own pace while you move around the group and listen in as children read to themselves, offering assistance as needed. Coach children to apply the phonics skills and comprehension strategy as they read.

SPEAK UP!

Invite partners to share their initial thoughts and reactions to the text. Have children revisit the Venn diagram and make additions.

TALK ABOUT THE COMPREHENSION STRATEGY

Have partners take turns sharing the author's points and reasons they found as they read. Encourage children to make connections to their partner's ideas and information.

APPLY COMPREHENSION STRATEGIES

Synthesize: Analyze Argument: As you work with another group, have children work in pairs to reread *Dinosaur Safari* and fill out the *Analyze Argument Organizer*.

Level L • *Dinosaur Safari*

Series at a Glance

Series Title	Science	Social Studies	Writing Connection
BOLDPRINT® Kids Anthologies, K–3*	•	•	•
BOLDPRINT® Kids Graphic Readers, K–3*	•	•	•
Flying Colors, K–3	•	•	•
Infoquest, 3–6	•	•	•
Lighthouse, K–2	•	•	•
Pair-It Extreme, 1–5*	•	•	•
Pair-It Premier, K–2	•	•	•
PM Collection, K–5 (Spanish Available)	•	•	•
PM Math Readers, K–2			
PM Photo Stories, K–2	•	•	•
PM Platinum, K–2	•	•	•
PM Plus, K–5	•	•	•
PM Science Readers, K–2	•	•	•
PM Stars, K–2*		•	•
PM Stars Bridge, 1–3			•
Rigby Focus, K–4	•	•	•
Sails, K–5*	•	•	•

*Indicates NEW titles available

<i>Fiction</i>	<i>Nonfiction</i>	<i>Audio Available</i>	<i>Bookroom Packs</i>	<i>Big Books</i>
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Leveled Readers & Bookrooms

Trusted Quality. Rich Selection. One Source.



Includes titles from series favorites like **PM Books**, **Pair-It Extreme**, **Sails**, **Flying Colors**, and **Gigglers**!

My eBookroom

Access over 1,000 eBooks for Grades K–5 anytime with just the click of a mouse.

Register for a 30-day trial of **My eBookroom**!

My eBookroom provides quality content from **Houghton Mifflin Harcourt** names you trust—**Rigby**, **Steck-Vaughn**, and **Great Source**—along with convenient search capabilities, extensive Teacher Notes for each title, and Interactive Whiteboard activities for engaging instruction.

- 1 Go to **www-k6.thinkcentral.com** and click the **Evaluators Click Here** button
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- 4 Enter the required registration information, check the **Privacy Policy** and **Terms of Use** boxes, then click **Register**
- 5 You will be directed to the login screen and a message with access information will be sent to the email address you provided

Explore your trial of **My eBookroom**!



For more information about **HMH Leveled Readers & Bookrooms**, go to **hmhco.com/leveled-reading**

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