



Grades 3–5

Ladders

Reading Differentiation
with a Shared Experience

Readability Grades 1–6



Ladders

Experience the Laddered Approach to Leveled Readers

- National Geographic experience for Grades 3–5
- Informational text through high interest content
- Available in English and Spanish
- Common Core Standards support



Print and Digital

- Each title is available at multiple reading levels in English—each with the same great National Geographic content and images. On level books in Spanish may be added to meet dual language needs.
- On level eBooks can be downloaded onto your desktop or mobile device and are available in English and Spanish.



All 96 Ladders titles share the same key benefits:

- **Meet Classroom Differentiation Needs** – Same content and visuals at multiple reading levels
- **Focus Student Attention** – Beautiful National Geographic images, graphics, and content
- **Create a Fun Learning Environment** – High interest, student-focused topics in science and social studies
- **Support Teacher Instruction** – Teacher’s Guides cover standards, background, activities, and assessment
- **Provide complete Common Core State Standards coverage for Literature, Informational Text Reading, and Informational Text Writing**



Resources for Teachers

Discussion Questions

Discussion questions at the end of each reader help students synthesize the big ideas woven throughout each selection.



Discuss Text Structure and Concepts

1. Explain the differences between a play and a story. What elements does a play have that a story does not have?
2. How do the visuals in the folk tale help tell the story?
3. What is happening when there is a full moon? Explain.
4. What is happening when there is a new moon? Explain.
5. What questions do you still have about moon phases and eclipses? What else would you like to know?



As students compare the selections, a variety of comprehension strategies are introduced

Teacher's Guide

Easy-to-use instructional plans guide teachers through content, comprehension, and writing goals to ensure complete coverage of Common Core State Standards.

Objectives

- Determine the meaning of words or phrases.
- Explain elements of prose (folk tale).
- Make connections between the text and a presentation of the text.

Common Core State Standards

CC.ELA.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant details found in mythology (e.g., Hercules).

CC.ELA.5 Explain major differences between prose, drama, and poetry, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

CC.ELA.7 Make connections between the text of a story or drama and a visual or media presentation of the text, identifying where each version/ text specific descriptions and actions in the text.

Summary "The Fire Dog That Bites the Moon" is a Korean folk tale that attempts to explain a partial lunar eclipse. When the king sent his fire dog to capture the moon's light, the dog only managed to bite off pieces of the moon. The tale explains that the bites can still be seen during a partial lunar eclipse.

Build Background for the Genre

Ask students if they know how a folk tale is different from other fiction stories. Can they think of examples of other folk tales? Have them turn and talk to share what they think they know. Explain to students that folk tales are a form of prose. Lead students to an understanding of the elements of folk tales. Tell them that "The Fire Dog That Bites the Moon" is a folk tale with the following elements:

- It is set in the past, but not at any specific time.
- It attempts to explain a natural event—a partial lunar eclipse.
- The plot is simple and can be easily remembered and retold.
- Certain phrases are repeated.
- Supernatural powers are involved.

Build Vocabulary & Concepts

Concept Vocabulary	Selection Vocabulary
• new moon	• cavern
• phase	• seize
• name	• summoned
• wax	• tenacious

A strategy to try is **Using Context Clues**. Have students use context clues to discover or infer the meaning of words. Direct students to turn to page 29 in the selection and have them find the word *tenacious* in bold. Read the paragraph aloud. Say: *I'm not sure what tenacious means, so I will look at the sentences around tenacious to try to figure out what it means. A sentence that follows says that the fire dog bit the moon again and again. From this text clue, I can infer that tenacious means "determined to do something," or "not giving up easily."*

Have students work with a partner and follow this procedure with the remaining words, sharing their background knowledge and using text clues to infer meaning.

Read

The content goal for *Moon Mysteries* is for students to learn about the moon and why its shape appears to change. Remind students that each selection in *Moon Mysteries* relates to some aspect of the moon's appearance. Point out the **Road to Find Out** statement at the top of page 24 in the student book: *Road to find out what this folk tale tries to explain.*

Help students with the **comprehension goal** of accessing the content by inferring and visualizing as they read. Have students look at the picture on page 24. Say: *The picture shows large animals walking in a dark cave, carrying trees to a fire. What can you infer from this picture? (Students may infer that the fire dogs help keep the fire burning in the dark cave by bringing firewood to fuel the fire.)*

Before students begin reading, say: *As you read, use your background knowledge (what you already know) and text and picture clues to visualize what is happening and make inferences.*

Turn & Talk

Revisit the **Road to Find Out** statement. Ask students what the folk tale tries to explain (the appearance of the moon during a partial lunar eclipse). To check understanding, have students turn and talk about the **Check In** question: *How does this folk tale explain a partial lunar eclipse? (The part of the moon that looks dark during a partial lunar eclipse is caused by the bite of a fire dog that tried to capture the moon's light.)*

Determine Word Meaning Have students turn to page 27. Point out the words *to behold*. Guide partners to infer the meaning of the words based on the context of the sentence. Say: *The phrase to behold is an expression. Based on the context of the sentence, what do you think it means? (look and behold: an expression of surprise and amazement)*

Next, point out the word *alas* on page 29. Guide partners to infer the meaning of the word. Say: *After the sunstar captures surprise that the dog was able to reach the moon, what happens? (The dog tries to bite the moon and it freezes in its mouth.) Based on the context of this sentence, what emotion can you infer the word alas expresses? (Disappointment)*

Explain Elements of Prose Share that prose is made up of sentences and paragraphs, and that it is the most common form of written and spoken language. Also mention that most material students read, including fiction stories and nonfiction articles, is prose. Share that language that is made up of verses, such as poems with meter and rhyme, is not prose.

Make Connections Have students read aloud and perform the text. Students in one group can take turns reading the text aloud while those in another group act it out using simple props or puppets. Guide students to make connections between the text of the folk tale and the visual and oral presentation of the tale. Ask questions such as:

- In the oral presentation, how can you convey the excitement that is in parts of the text? (Possible answer: Pay attention to punctuation, such as exclamation marks, and speak accordingly.)
- In the visual presentation, how can you determine how the props should look and move? (Possible answer: Read descriptions in the text and treat the folk tale more like a play.)

Write & Assess

You may want to have students do a "quick write" to assess understanding. It's always helpful to have students reflect on both the content of the selection and their thinking process.

- Why would the king's plan to bring moonlight to the cavern not work, even if the dog were able to steal the moon?
- What creeps you about what you just read?

Common Core and discipline standards are addressed

Included in the Online Teachers Guide:

- Pacing plans and extended pacing plans
- Formative and summative assessments
- Writing rubrics to assess writing



Program consultant **Stephanie Harvey** provides the expertise to make every student a thinking-intensive reader.

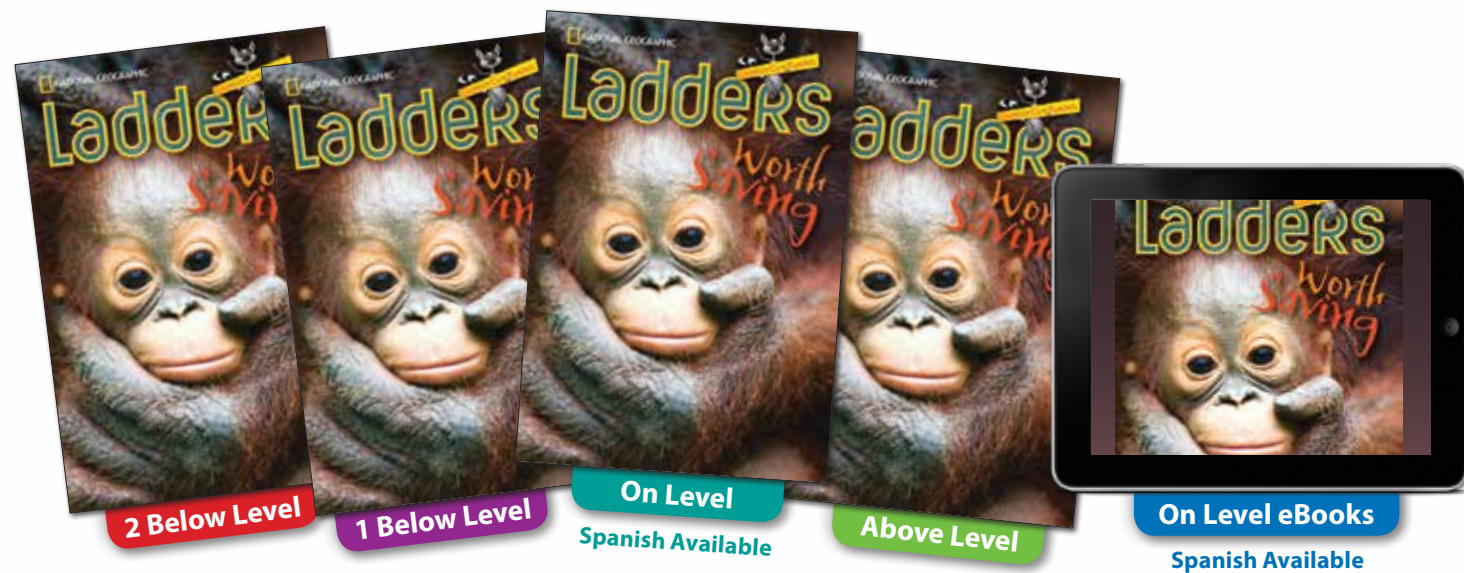


Four levels – one experience. Elevate student interest.

National Geographic Ladders Common Core Readers are built to cover Reading Literature, Reading Informational Text, and Writing strands of the Common Core. The program offers a balance of literary and informational texts with a variety of different genres.

Differentiation with a Shared Experience

Same great National Geographic content – 4 different levels



Complete Common Core Coverage

- 100% coverage of Reading Standards for Literature
- 100% coverage of Reading Standards for Informational Text
- 100% coverage of Writing Standards

Join the adventure! Fascinating content and compelling stories await.

Genre identifies the article type

Enhance comprehension with questions

GENRE Science Article

Read to find out what problems some species face.

EVERY LIVING THING

by Shirleyann Costigan

Rosy periwinkle

Gribble

Bark spider

Living things are cool. The bark spider can spin a huge web. Its web is strong! The rosy periwinkle is used to treat sicknesses. The tiny gribble may help to make a clean fuel.

These species can help humans. Lucky for us, they are not threatened with extinction. Extinction is the complete loss of a species. This happens when the last member of a species dies. Many species are endangered, or at risk of becoming extinct.

Extinct species are not cool. If a species becomes extinct, we will never know how that species could have helped us.

But what if an endangered species cannot help us. Is it still worth saving?

2

3

Worth Saving, 2 Below Level, pp 2–3

Lexile® Levels range from 400L–1010L and are appropriate for grades 1–6.

NATIONAL GEOGRAPHIC
Ladders SCIENCE

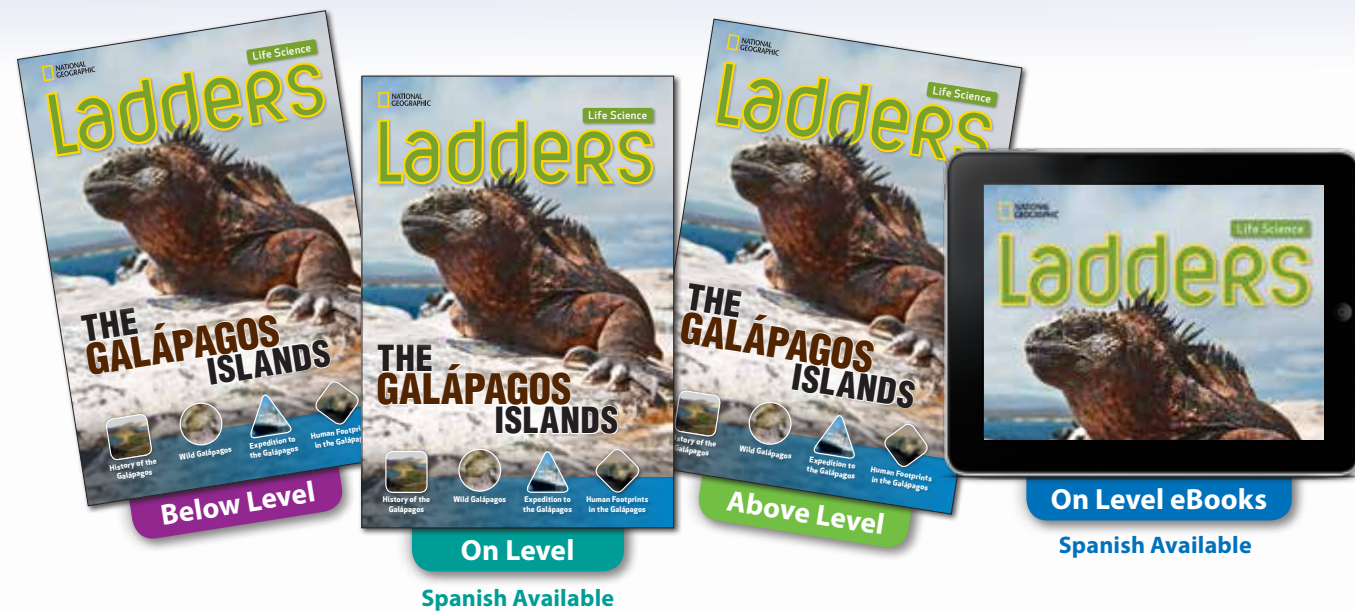


Ladders Science delivers captivating science content to your classroom

Ladders Science covers Life, Earth, Physical Science, and STEM topics for a comprehensive classroom experience. Students engage in learning about science topics from the Next Generation Science Standards. National Geographic Explorers and photographers highlight how science is applied in real-world situations and how students can use science to make a difference in their own communities.

Differentiation with a Shared Experience

Same great National Geographic content – 3 different reading levels



National Geographic Ladders Science is designed to:

- Teach content from Next Generation Science Standards topics
- Support teachable moments – A variety of science topics meet lesson plan needs
- Inspire students to love STEM fields – Explorers lead the way
- Increase student comprehension of science content – Accessible graphics and images

Bring science learning to life with stimulating National Geographic content

Genre identifies the article type

Build science literacy with science vocabulary words

National Geographic Explorers inspire student interest in science

GENRE Personal Narrative **Read to find out** how an explorer sees life in the Galápagos.

NATIONAL GEOGRAPHIC **EXPLORER**

TIERNEY THYS is an ocean scientist, conservationist, media producer, and teacher. She wants people to understand the important role the ocean plays in our worldwide climate. She helps artists portray science and conservation messages in their work. On National Geographic Expeditions, she shares her enthusiasm for science with adults and children alike.

GENRE Personal Narrative **Read to find out** how an explorer sees life in the Galápagos.

NATIONAL GEOGRAPHIC **Expedition to the Galápagos**
by Dr. Tierney Thys

Gear up for an expedition! National Geographic Explorer Tierney Thys is introducing us to the Galápagos Islands. We'll see many **endemic species**, which are **species** found only on these islands. Our first stop? A mola, a giant fish about the size of a car turned on its side! Molas feed on ocean animals such as jellies.

Molas often lie on their side at the surface, which makes them look like sunbathers. They're sometimes called sunfish. Dr. Thys and her team attach small tracking devices called global positioning satellite (GPS) tags to molas in the Galápagos Islands and around the world. These tags help scientists locate the molas.

Dr. Thys and her team tagged five Galápagos molas. Now they want to find out whether molas stay in the Galápagos Islands or travel farther afield. While tagging the fish, the team took small tissue samples for genetic testing, which can give clues about the molas' ancestry.

Now, enjoy the scenery as we tour the islands through the words and photos of Dr. Thys.

Dr. Thys swims face-to-face with molas. Of their strange shape, she says, "It seems a rather goofy design. Yet the more I learn about it, the more respect and admiration I have for it."

The Galápagos Islands, Life Science, On Level, pp 16–17

Lexile® Levels range from 530L–1020L and are appropriate for grades 2–6.



SOCIAL STUDIES

Ladders

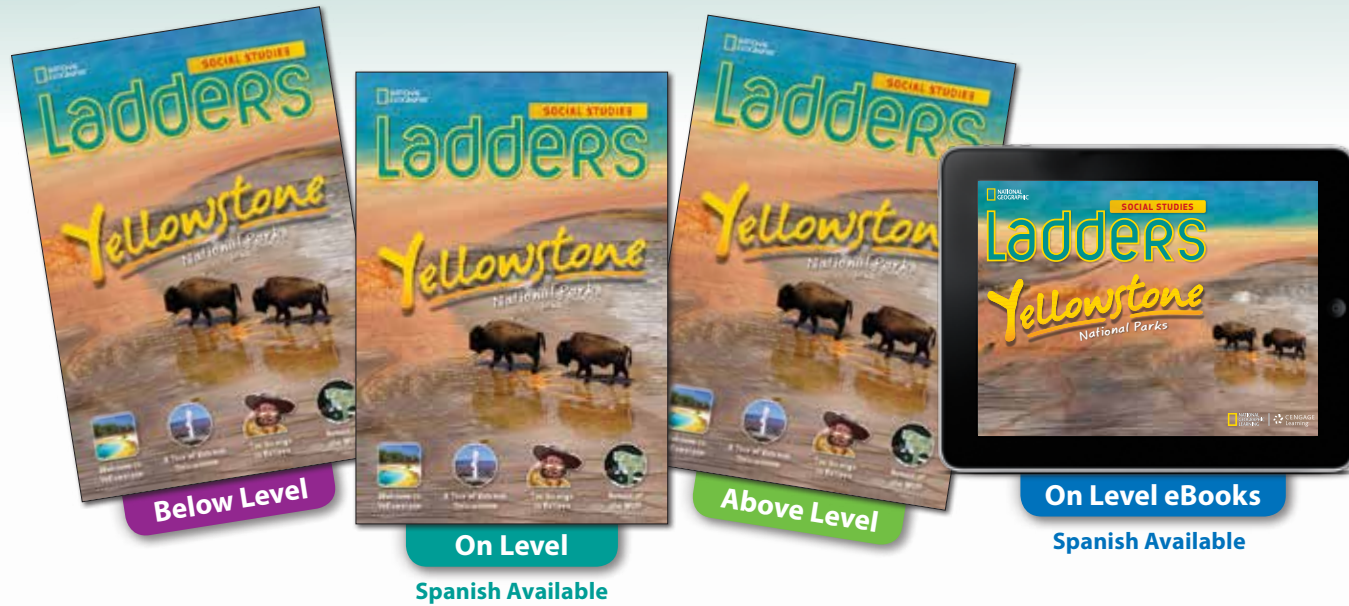
Experience the world through engaging social studies content



Ladders Social Studies consists of high interest social studies topics with engaging text and visuals that align to Common Core State Standards. Through this content, students develop a clearer understanding and appreciation for the world around them.

Differentiation with a Shared Experience

Same great National Geographic content – 3 different reading levels



- 3 readability levels based on CCSS Lexiles
- Same content and visuals in all selections
- High-interest Social Studies topics

Informational Text through Engaging Content

Genre identifies the article type

A variety of topics engage students

Dramatic photographs generate students' interest

GENRE Opinion Piece Read to find out about opinions on returning wolves to Yellowstone.

RETURN of the WOLF

by Lara Winegar

In the wilderness of Yellowstone National Park, you may hear an intriguing sound floating in the distant wind. An elusive, yet often-feared animal makes a long, high-pitched howl. The gray wolf is a rather shy creature that has long been the subject of many legends, and now in modern times, it is at the center of heated debates.

The gray wolf has lived in North America for thousands of years. As more people settled in the western United States during the 1800s, many species of **predatory** animals were deemed unwelcome. People believed wolves were a threat to

cattle and sheep; the government began to pay people to kill wolves. By the 1930s, wolves were nearly extinct in most of the United States.

In 1995, the gray wolf was reintroduced to Yellowstone. This decision by the federal government sparked a lot of controversy, especially in the communities near the park. Some people were in support of the reintroduction. Others were not.

As long as people have shared the environment with wolves, they have had opinions about them. An opinion is a person's perspective or a judgment about a topic based on information or feelings. Opinions are not always based on facts. The return of the wolf has, directly and indirectly, affected many people who live near or visit the park. Some people perceive

Others see wolves as an essential component of the Yellowstone ecosystem, or all the plants, animals, and nonliving things in the park's environment. As you read the following, analyze the opinions presented and decide which you think is the most compelling. Which are you more likely to agree with?



Yellowstone National Park, Above Level, pp 24–25

Lexile® Levels range from 400L–1040L and are appropriate for grades 2–6.

National Geographic Ladders Titles | Grades 3–5

Common Core Readers	Science	Social Studies
All Together Now!	African Savanna	The Aztec
Amazing Plants	At the Movies	Big Bend National Park
Animals Invade!	Big Storm	The Bill of Rights
Birthday Celebrations	The Chesapeake Bay	Declaration of Independence
Catch the Light	Cool Caves	Empire State Building
Connections in Nature	Destination: Space	Everglades National Park
Dinosaurs	The Disappearing Badlands	Golden Gate Bridge
Forces of Nature	Earth's Crazy Climate	Grand Canyon National Park
High Points	Eruption!	The Great Lakes
It's a Homerun!	Exploring Above and Beyond	The Great Plains
Lend Me a Paw	Exploring Coral Reefs	The Gulf Coast
Make a Difference	The Galápagos Islands	The Inca
Many Cultures	Going Green	Living on the Coast
Mixed-Up Matter	The Good Earth	Living in the Desert
Moon Mysteries	Hidden Discoveries	Living in the Mountains
Moving into the Future	Keep Out! Keep Away!	Living on the Plains
Nature's Genius	Let's Cook	Living by the Water
The Old West	Let's Keep Moving!	The Maya
Onward!	Mountains, Valleys, and Plains	Mt. Rushmore
The Quest	On Assignment with Joel Sartore	Native Americans of the Great Plains
Speak Out	Patterns	Native Americans of the Pacific Northwest
Transformers	Power Up	Native Americans of the Southeast
Watery World	Roller Coasters	Native Americans of the Southwest
Worth Saving	The Savage Mountain	Niagara Falls
	The Sinking of the Titanic	The North Atlantic Seaboard
	Smart Animals	The Pacific Coast
	Super Structures	The Pueblo
	Swarm!	Smoky Mountains National Park
	Taming the Wild	Symbols of Liberty (the monuments)
	T.H. Culhane: Energy Solutions	The U.S. Constitution
	Tim Samaras: Tornadoes	Welcome to Brazil
	Tricks, Traps, and Tools	Welcome to China
	Tropical Rain Forest Adventure	Welcome to India
	Weird but True!	Welcome to Kenya
	The World's Ocean	Yellowstone National Park
	Zoltan Takacs: Nature Has the Answers	Yosemite National Park



Learn more about
National Geographic Ladders
NGL.Cengage.com/Ladders

