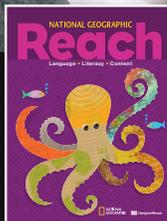
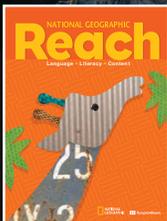
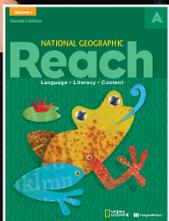


NATIONAL GEOGRAPHIC Reach

Language • Literacy • Content



Reach for Success



NATIONAL
GEOGRAPHIC



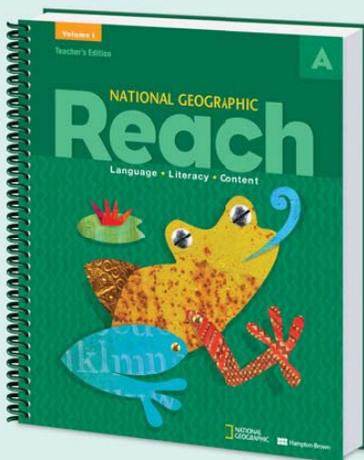
Hampton-Brown

NATIONAL GEOGRAPHIC Reach

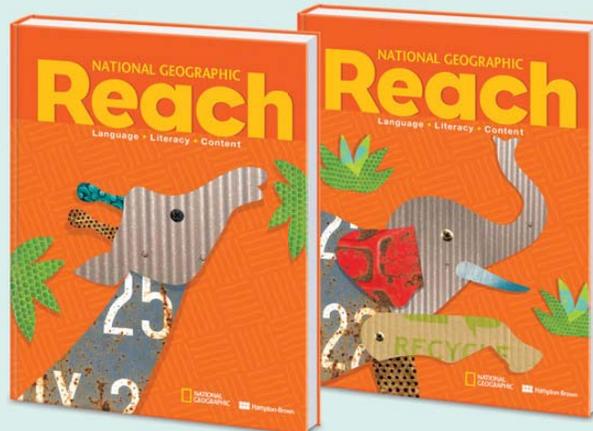
Language • Literacy • Content

The next generation of language, vocabulary, reading, writing, and content for elementary students is within **Reach**.

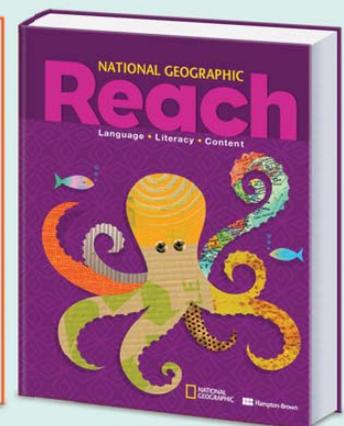
- Actively engages and immerses students in a connected, expanding, and dynamic language environment
- Layers and scaffolds essential skills and strategies to move all learners to independence
- Easily adapts to meet your instructional priorities and requirements



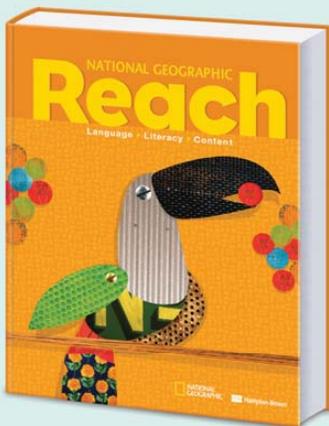
Level A
Kindergarten



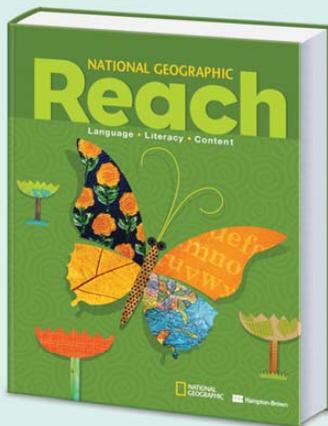
Level B
Grade 1



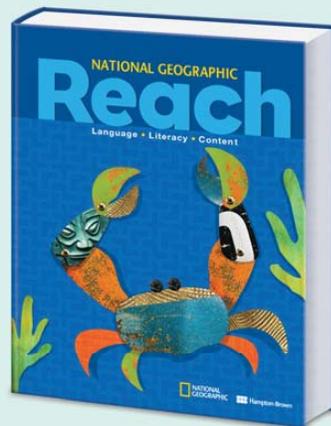
Level C
Grade 2



Level D
Grade 3



Level E
Grade 4



Level F
Grade 5

Active Learning

National Geographic Reach helps you provide all students with a robust and interactive learning environment to acquire and expand language.

Rich Academic Discussions

- Big Questions invite students to engage with content and each other
- Ongoing dialog encourages students to share knowledge, experiences, and cultural perspectives



Interactive Learning Opportunities

- Hands-on activities build background knowledge and understanding
- Daily language practice builds proficiency
- Partner activities provide frequent opportunities to develop content and skills



Language of the Day

What interesting thing do you know about **islands**?

I know that islands are ____.

Part 1
Language

Tell an Original Story
Listen to Jenny's poem. Then use Language Frames to tell a story of your own.

A Scary Ride

This story is about a boy
With truly unruly hair.
It happens in a hot volcano.
You wouldn't think he'd dare!

First, he rides his tiny red cart
Down tunnels long and deep.
Soon, bubbling magma, thick as mud,
Begins to warm his feet.

Then, suddenly the place erupts!
Upward shoots his cart.
Bump! He lands—back on track,
In an amusement park.

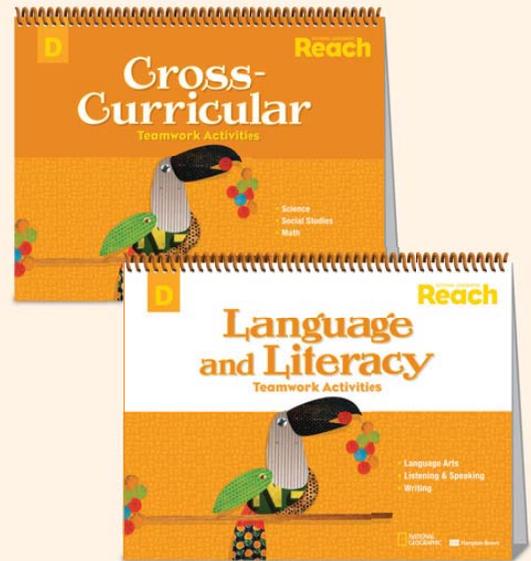
Language Frames

- This story is about _____
- It happens _____
- First, _____
- Then, _____

Poem

Enriching Language and Content Experiences

- Engaging songs create risk-free environments for trying out new language
- Language frames provide valuable assistance to learning language functions
- Teamwork Activities boost language and content learning in centers



Accessible Visual Vocabulary

- Routines and supports accelerate vocabulary acquisition
- Materials focus learning on content and academic vocabulary
- Visuals assist students in the acquisition of grade-level vocabulary

EMPHASIS ON VOCABULARY

Going beyond story words, *National Geographic Reach* targets content and academic vocabulary. Abundant visual and text support makes the acquisition of high-utility vocabulary accessible to all students.

Academic Vocabulary

More Key Words
Use these words to talk about "An Island Grows" and "Volcano Views."

<p>core (kɔr) noun</p> <p>The core is the middle part of something. An apple core is the center part of an apple.</p>	<p>create (kri-ey) verb</p> <p>To create means to make something new. She creates a picture.</p>	<p>develop (di-vel-up) verb</p> <p>When something develops, it grows over time. The small plant will develop into a large tree.</p>
<p>force (fɔrs) noun</p> <p>Force means power or strength. The force of the wind bends this tree.</p>	<p>pressure (pre-shə) noun</p> <p>Pressure means the force of one thing pushing against another. It makes pressure.</p>	<p>Talk Together</p> <p>Write a sentence for each Key Word. Include clues. Copy each sentence with a blank for the Key Word. A partner fills in the word.</p> <p>The center of Earth is the _____.</p>

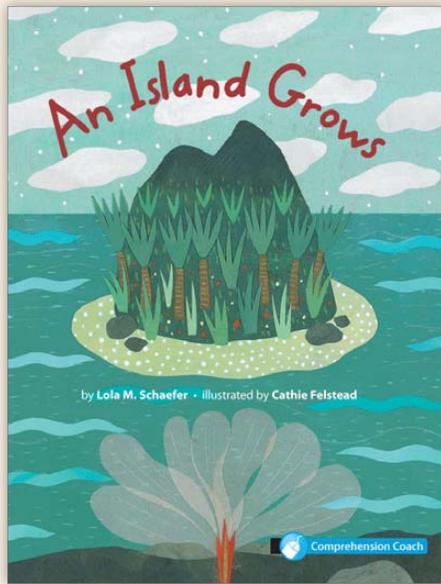
Add words to My Vocabulary Notebook.
NGReach.com

Engaging Technology

- Images and videos help students build background and context
- Games enhance the acquisition of language and vocabulary
- Multimedia resources empower students to reinforce and extend learning

Structured Support

National Geographic Reach delivers frequent and varied supports to meet the needs of all students.



Paired Selections

- Reading across a variety of genres inspires learning and discovery
- Selections include exclusive National Geographic nonfiction to motivate and prepare students for reading in the content areas

Valuable Pre-Reading Support

- Lessons equip students for reading success
- Layered instruction builds background, language, and vocabulary

Part 1
Thinking Map

Imagery

Words can create pictures in people's minds. Word pictures, or **imagery**, tell how things look, sound, smell, taste, and feel.

Look at these pictures from Jenny's story. Read the labels.

place person thing

As you listened to the poem, how did you picture the place, the person, and the things? Which words helped you do that?

Map and Talk

You can use an imagery chart to record word pictures from a story. To make one, write categories at the top of the chart. Then find word pictures for each category.

Place	Person	Thing
hot volcano	boy with truly unruly hair	tiny red cart
tunnels long and deep	magma warms his feet	bubbling magma, thick as mud

Talk Together

Make up a story with a partner. Use word pictures to describe places, people, and things. Record the word pictures in an imagery chart.

416

Science Vocabulary

Key Words	
erupt	magma
flow	ocean
island	rock
lava	volcano

Key Words

Look at this diagram. Use **Key Words** and other words to talk about what happens when a **volcano erupts**.

- Magma**, or liquid **rock**, pushes up.
- Lava flows** out.
- Lava cools in the **ocean**. Over time, this can form **islands**.

Talk Together

With a partner, tell an original story about forces that change something on Earth. Who is the story about? Where does it happen? Use **Language Frames** from page 414 and **Key Words**.

415

Part 1
Strategic Reading

Learn to Synthesize

Look at the picture. The land looks bad, but new plants are growing. Think about how those parts of the picture go with one another. Then **draw a conclusion**, or decide something about what the picture shows.



When you read, you **draw conclusions**, too.

How to Draw Conclusions

1. Notice an important idea in the text. I read _____
2. Look for another idea that you think is important. I also read _____
3. How do the ideas go with one another? Put the ideas together to make a conclusion about the text. I connect the ideas and conclude _____

Language Frames

- I read _____
- I also read _____
- I connect the ideas and conclude _____

Talk Together

Read Jenny's description of a volcanic explosion. Read the sample conclusion. Then use **Language Frames** to draw conclusions as you read. Tell a partner about them.

Description

Mount St. Helens

Mount St. Helens is a **volcano** in Washington State. It used to be a pretty place. It had green forests, clear rivers, and lakes. Lots of wildlife lived in the region.

The volcano had **erupted** in 1800, followed by many small eruptions. In 1857 it was quiet again. Then on March 15, 1980, earthquakes began to shake the mountain. Ash and steam came up through the volcano's **core** with great **force**. Gas eruptions **created** two more craters near the top.

Around this time, a huge bulge **developed** on the side of the mountain. It grew larger and larger, like a lopsided balloon.

Finally, on May 18, the **pressure** became too strong. **BLAM! WHAM!** Two mighty eruptions blew the top off the mountain.

Steam and ash rose thousands of feet into the sky. Hot mudflows raced down the mountainsides. Mud and **rocks** flattened the forests. They blocked the rivers. They smothered most of the wildlife. Mount St. Helens wasn't a pretty place anymore.

Sample Conclusion

"I read that Mount St. Helens is a volcano. I also read that it used to be a pretty place. I connect the ideas and conclude that Mount St. Helens erupted and ruined the area."

◀ = A good place to draw a conclusion

418 419

Focused Strategy Instruction

- Targeted lessons teach, model, and practice a reading strategy
- Application of pre-taught strategies elevates comprehension

FOCUS AND REPETITION

Focus and repetition of one reading strategy per unit, aided by highly scaffolded instruction, help students succeed. Systematic application across genres promotes strategy transfer.

On-Page Reading Support

- Selections are divided into manageable chunks with frequent comprehension checks
- Highlighted key vocabulary and on-page assistance for idioms and other difficult words keeps students focused and moving through the reading

Rivers of Heat

Lava is HOT. When it first **escapes from** a volcano, its temperature is between **1,300 and 2,200 degrees Fahrenheit!** As lava moves down a mountainside, it glows bright orange, like a fiery sunset. Thick lava may **inch along**, but thin lava can **flow** more quickly.



▲ Peter's photographs capture the burning heat of lava.

In Other Words
escapes from: moves
1,300 to 2,200 degrees Fahrenheit: about 700 to 1,200 degrees Celsius
inch along: move very slowly

A Close-Up Look

Red-hot lava. Clouds of smoke and gas. Flying rocks. All of these things make active volcanoes **extremely** dangerous. Most people would run away from these **forces** of nature, but Carsten Peter runs toward them. Thanks to his amazing photos, we can **get a close-up glimpse of** volcanoes in action. ✦



This photograph shows a special suit that can help keep out the heat.

In Other Words
extremely: very, very
get a close-up glimpse of: clearly see

► **Before You Move On**

1. **Confirm Prediction** What did you learn about **lava**? Was your prediction right?
2. **Imagery** Which words on page 440 help you make a mental picture of **lava**?

440 441



Multi-Level Assessment (Grades 2–5)

- Differentiated assessments measure progress on skills and standards at students' appropriate language level
- A flexible set of assessments impact student learning

Instructional Flexibility

National Geographic Reach has been designed to enable you to tailor instruction to match your specific curriculum objectives, class setting, and the needs of your students.

Build Your Plan
The Online Lesson Planner allows you to easily create or customize plans and also includes a variety of ready-to-go plans.

Unit 3 Daily Planner					
PART 1					
	Day 1	Day 2	Day 3	Day 4	Day 5
Core Lessons	Introduce Academic Language Language of the Day 7144 • Language Function: Give Information 7144 (3 min) • Talk About a Life Cycle 7145 • Talk Together About the Big Question 7146	Introduce More Academic Language Language of the Day 7145 Oral Language • Talk Together About Inferences 7148 • Grammar: Nouns 7149	Build Academic Language Language of the Day 7150 Language Function: Ask for Information 7150 (3 min) Listening and Speaking • Listen to and Sing a Song 7150	Build Academic Language Language of the Day 7154 • Talk Together About the Selection 7154 • Grammar: Singular and Plural Nouns 7154	Build Academic Language Language of the Day 7155 Listening and Speaking • Present in Sequence 7155
Vocabulary	Science Vocabulary • Introduce Words 7145 blossom root soil cycle seed sprout	Academic Vocabulary • Introduce Words 7147 characteristic growth conditions produce depend	Academic and Science Vocabulary • Expand Word Knowledge 7150b blossom conditions depend growth produce seed sprout characteristic cycle root soil	Academic and Science Vocabulary • Share Word Knowledge 7154b	Academic and Science Vocabulary • Apply Word Knowledge 7155b
Reading	Text Structures: Sequence • Introduce Sequence 7146a • Use Graphic Organizers: Sequence Chain Read Aloud: "Marco's Story" 7146c	Strategy: Make Inferences • Introduce and Practice the Strategy 7148 Read "Gardener's Journal" 7148 Phonics and Fluency 7148	Read the Selection Strategy: Make Inferences 7150-3d • Reading Options 7152 Concepts of Print • Directionality 7153 Literary Analysis • Character Traits 7158-59 • Fluency: Expression 7163	Think and Respond • Talk About the Selection 7154c • Text-Taking Strategy 7164c • Fluency: Expression 7164c	Reread and Retell Text Structures: Sequence • Make a Sequence Chain 7155c Reread the Selection 7155c Fluency: Accuracy and Rate 7155c
Writing	Daily Writing • Writing Fluency 7146	Daily Writing • Journal Entry 7149	Daily Writing • Modelled Writing: Writer's Craft 7163	Daily Writing • Modelled Writing: Write Sentences About the Selection 7164	Daily Writing • Interactive Writing: Write a Paragraph 7165
Content: Integrated Throughout Each Day	Science • Plant Structures • Plant Life Cycle	Science • Plant Structures • Plant Life Cycle	Science • Insects 7158-59 Math • Multiplication 7160-62 Home Connection	Science • Plant Structures • Plant Life Cycle	Science • Plant Structures • Plant Life Cycle

Clear Construction

- Week-at-a-glance planners clearly identify instructional activities by program strand
- Stated time allotments aid modification decisions

Focused Lesson Design

- Clearly identified objectives and tested skills inform instructional decisions
- Lessons are built to function in isolation or in the program's sequential path

Day 3

Day at a Glance:
 Language: Express Opinions and Ideas, Vocabulary: Expand Word Knowledge, Reading: Read the Selection, Writing: Write a Craft Draft

OBJECTIVES
Vocabulary
 • Use Academic Vocabulary
 • Use Grade-Level Vocabulary
 • Use Classroom Vocabulary
Language
 • Language Functions: Express Opinions and Ideas
 • Listen to and Initiate Partner Models
 • Use a Variety of Language Structures
Learning and Taskwork Strategies
 • Use Media to Build Language
 • Gather Information
 • Use Graphic Organizer: Word Web

Resources
 • Sing with My Language Song CD 4, Tracks 2.8
 • Sing with My Language Song Book, pages 40-41
 • eVisual 7.25
 • eVisual 7.26
 • In the U.S.A. Picture Cards 227-232
 • Chart on poster paper, drawing tools
 • eScribe.com
 See Technology Section for digital student resources.

Language of the Day
 How would you **sense** a storm is coming? The ____ would be a **signal**.

Read the Language of the Day Model. The dark sky would be a signal. Have students share ideas. Set up the day. Today we will talk and read about getting ready for an earthquake.

Express Opinions and Ideas
1 Teach Remind students that they learned how to express opinions and ideas in "Here's What I Think." Introduce. Now you will learn to express opinions and ideas about being prepared. Display "We'll Be Ready." Play the song and invite students to sing along. Explain the idiomatic expressions: can mean trouble and that's common knowledge.
 Activate prior knowledge: What words can we use to express an opinion or idea? Display and review the chart.

Words that Signal an Opinion		
believe	think	In my opinion
think	think	think

 Have students look for the signal words in the song and read the opinions expressed there.
2 Model Model stating an opinion using signal words: I want to express my opinion about how to be prepared for an earthquake, so I use words from the chart: I believe that people should have an emergency plan for earthquakes. Model making a statement to support your opinion: If you have a plan and practice it, you'll know what to do during an earthquake. Invite students to express an opinion or idea using words from the chart.
3 Practice/Apply Have partners work together to express their opinions or ideas about being prepared for earthquakes or other natural disasters. Remind them to support their opinions. Use Academic Language Frames to encourage students to use language naturally.

Expand Word Knowledge
4 Teach/Model Explain that each student pair will become Key Word experts. They will study one Key Word and create a word web about that word. Use Vocabulary Routine 2 and model making a word web about the word earthquake. See Vocabulary Routines, page PD38.
 • Write the word.
 • Add a definition.
 • Add examples and information.
5 Practice/Apply Assign a Key Word to each pair of students. Have each pair create a word web for their assigned Key Word. Display the word webs on the class wall.
 CHECK UNDERSTANDING Say a Key Word and have the partner experts read the word, its definition, and one of the details they wrote about the word from their word web.

Differentiate
Newcomer Support
 Newcomers can make Word Webs using words from In the U.S.A. Picture Cards 227-232. They may also review information about weather on page 229.
Part 2 Vocabulary Skills Trace

Day	Academic Vocabulary	Page
Day 1	Academic Vocabulary	1445
Day 2	Academic Vocabulary	1447
Day 3	Expand Word Knowledge	1450b
Day 4	Share Word Knowledge	1452a
Day 5	Apply Word Knowledge	1455b
Day 6	Compound Words	1456
Day 7	Compound Words	1473
Days 8-9	Extend Vocabulary	1474a-f
Day 10	Vocabulary Review	1474g-h

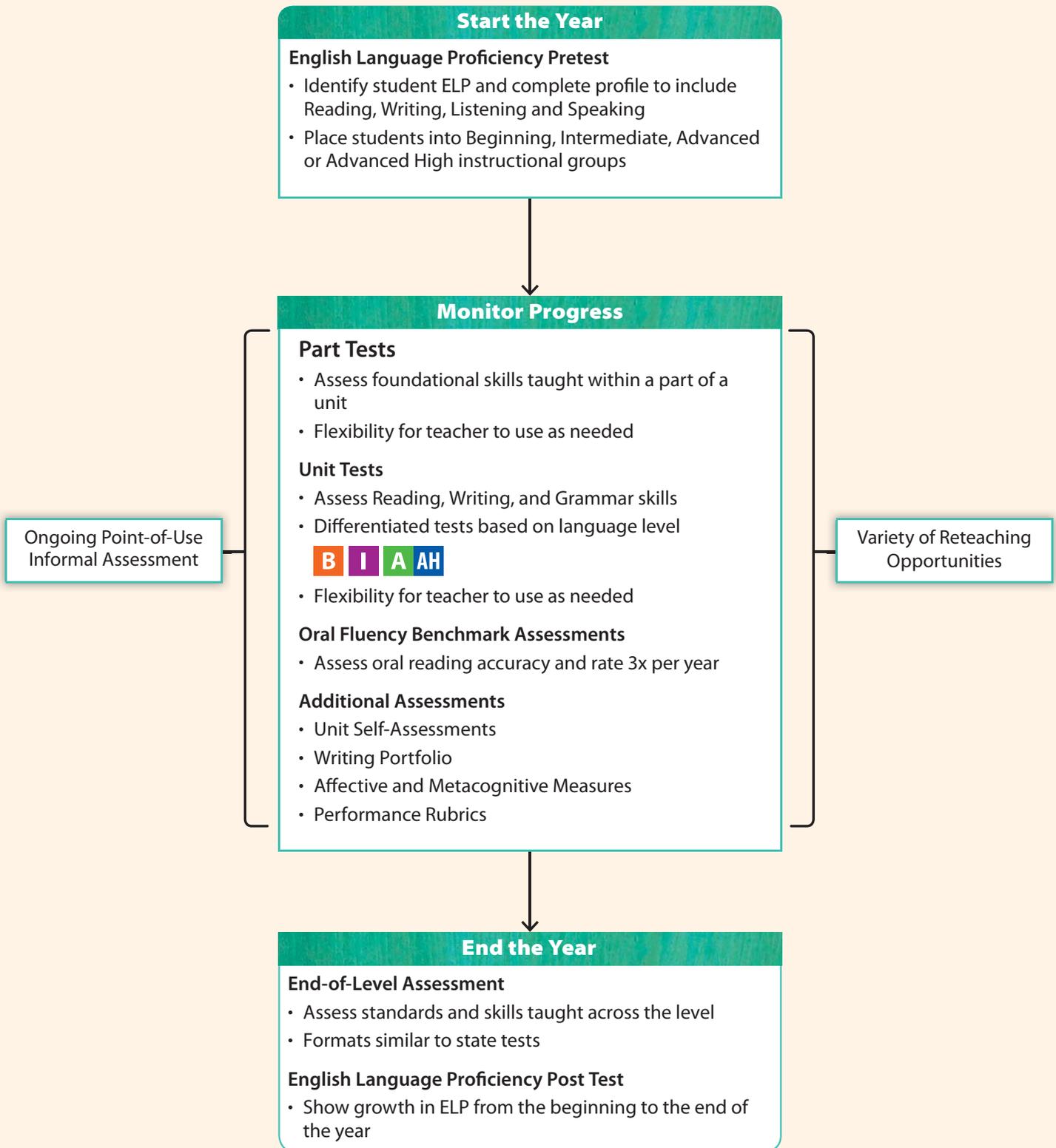
Part 2 | Day 3 | T450b

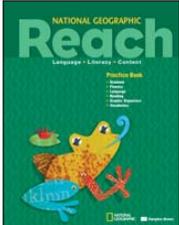
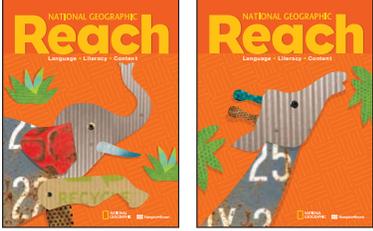
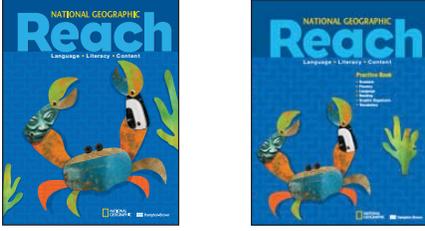
Substantive Differentiated Instruction

- Multi-level strategies within lessons support students at varying proficiency levels
- Print and online materials offer multiple learning pathways to making content comprehensible



Multiple Measures to Assess Student Learning

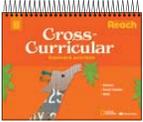
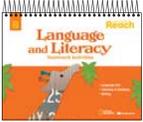
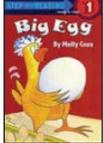
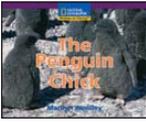
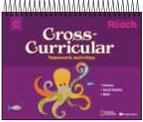
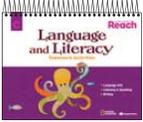
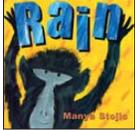
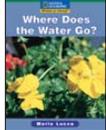
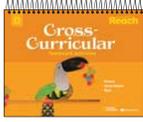
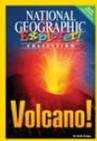
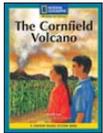
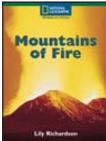
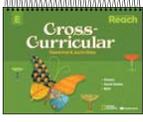
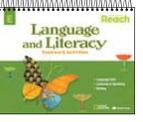
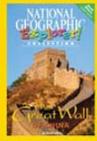
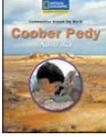


Student Materials	
<p>Level A Kindergarten</p>	 <p>Read Together Student Books Set (16 Titles)</p>  <p>Practice Book</p>
<p>Level B Grade 1</p>	 <p>Student Anthology Set (2 Volumes)</p>  <p>Practice Book</p>
<p>Level C Grade 2</p>	 <p>Student Anthology Practice Book</p>
<p>Level D Grade 3</p>	 <p>Student Anthology Practice Book</p>
<p>Level E Grade 4</p>	 <p>Student Anthology Practice Book</p>
<p>Level F Grade 5</p>	 <p>Student Anthology Practice Book</p>



Components

Teacher Materials								
Level Grade	Planning and Instruction	Teaching Resources			Classroom Interactives			
	Teacher's Edition Set (2 Volumes) with Language Songs CDs	Assessment Handbook	Exam View® CD-ROM	Practice Book Teacher's Annotated Edition	Sing with Me Language Songs Big Book	Vocabulary and Language Resources	Read with Me Big Books (8 titles)	Literature Big Books (8 titles)
A K								
B 1								
C 2								
D 3								
E 4								
F 5								

		Book Collections				Integrated Phonics Resources	Support for Newcomers
Cross-Curricular Teamwork Activities	Language and Literacy Teamwork Activities Flip Chart	Talk Together Books (2 titles per unit, 16 books total)	National Geographic Library (2 titles per unit, 32 books total)	Fiction Library (6 books per unit, 48 titles total)	Nonfiction Library (6 books per unit, 48 titles total)	Alphachant (Kindergarten) Reach into Phonics (Grades 1–5)	Vocabulary Picture Cards (Grade 1) In the U.S.A. (Grades 2–5)
							
							
							
							
							
							

Integrated Technology



myNGconnect.com for Students

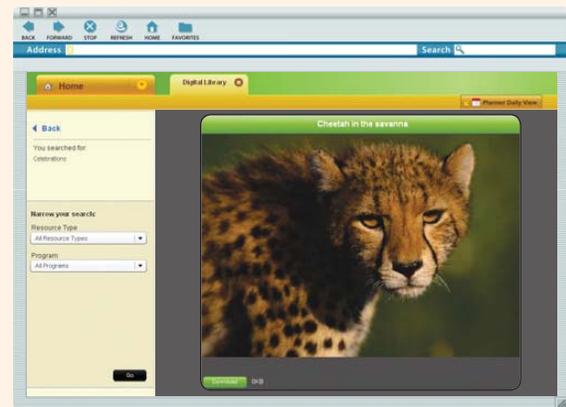
- Student eEditions with audio, video, and interactive links
- Digital Library with content images, video, and audio clips
- Games for phonics and vocabulary
- Student Resources
- My Vocabulary Notebook
- My Assignments
- Links to NG Kids and NG Explorer websites

Comprehension Coach

Available Summer 2011



Student eEdition



Digital Library



Vocabulary Games



Build Background Interactives

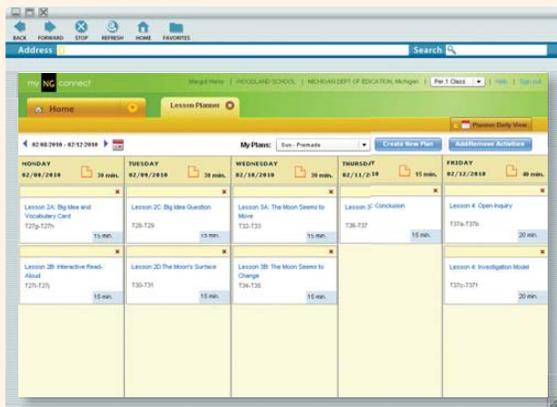


myNGconnect.com for Teachers

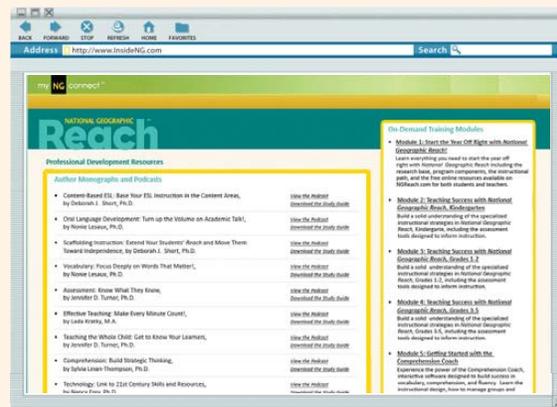
- Student and Teacher eEditions with audio, video, and interactive links
- Lesson Planner
- Digital Library with content images, video, and audio clips
- Presentation Tool
- Leveled Book Finder
- Resource Directory
- Class Management

eAssessment

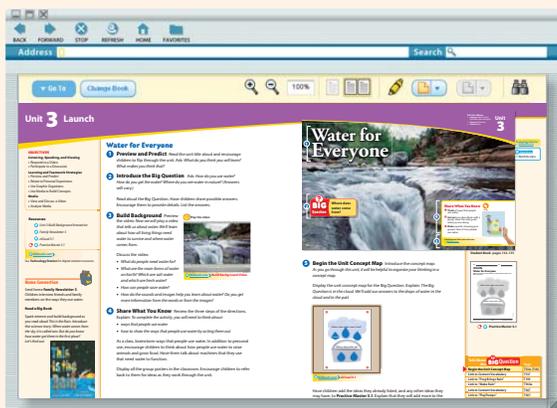
Available Summer 2011



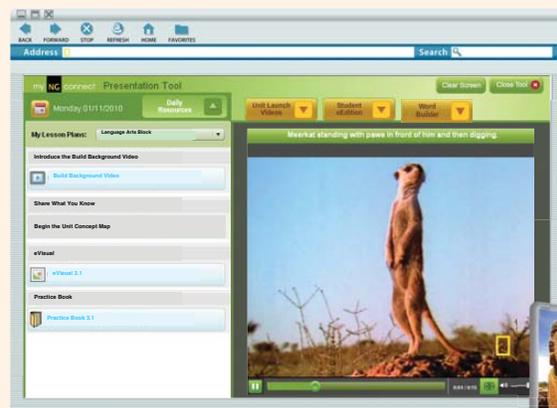
Online Lesson Planner



Online Professional Development



Teacher eEdition



Classroom Presentation Tool

Reach for Success, Find it Inside, Get the Edge

The K–12 Solutions for ESL Classrooms

NATIONAL GEOGRAPHIC
Reach
Language • Literacy • Content

- Active learning
- Scaffolded instruction
- Instructional flexibility

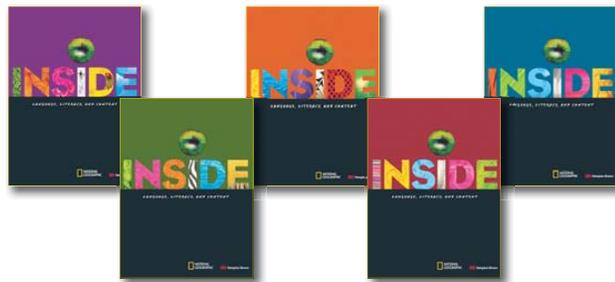
Elementary | Grades K–5




LANGUAGE, LITERACY, AND CONTENT

- Compelling content
- Specialized instructional strategies
- Rigorous and focused

Middle School | Grades 6–8



Hampton-Brown
edge[™]

Reading, Writing, and Language

- Motivating and relevant
- Systematic and focused
- Standards-based

High School | Grades 9–12

