

CALIFORNIA



# INSIDE

LANGUAGE • LITERACY • CONTENT

Program Overview

Grades 4–8

## Unlock the Power of Reading, Writing and Language

Category 4: Intervention  
Program in English  
Language Arts





*Discover*

CALIFORNIA 

# INSIDE

**Move California students to grade-level performance by bringing the world to the classroom.**

- » Teach with new explorations and discovery
- » Engage students with National Geographic exclusive content
- » Achieve success with California Common Core State Standards

Alert, an endangered Sumatran Tiger pants in the afternoon heat.

CALIFORNIA   
**INSIDE**

Program 4: Intervention Program in English Language Arts



**Level A**

CA CCS: Grades 1–3  
 Lexiles: 450–750L



**Level B**

CA CCS: Grades 3–5  
 Lexiles: 600–850L



**Level C**

CA CCS: Grades 5–8  
 Lexiles: 750–900L

**California Inside is built around the CA criteria and framework. Levels A, B, and C cover standards ranging from grades 1–8 while additional phonics resources ensure mastery of foundational skills.**

Students will:

- Explore and discover with age-appropriate texts written at accessible Lexile levels
- Encounter engaging National Geographic exclusives
- Increase reading levels and content knowledge through explicit instruction and science and social studies units



**Circles of Implementation**



**Additional Foundational Skills Support**



**Fundamentals Volume 1**

Reading Level 1.0–2.5  
 Lexile®: BR–550L  
 Language Proficiency: Beginning



**Fundamentals Volume 2**

Reading Level 2.0–3.5  
 Lexile®: 400–650L  
 Language Proficiency: Early Intermediate



**Inside Phonics**

Build phonemic awareness, phonics, decoding, and spelling skills with highly interactive materials designed to help students gain independence in reading and writing.

**Program Authors**

- |  |   |  |
|--|---|--|
| <b>Gretchen Bernabei</b><br>Teacher, Northside Independent School District, San Antonio, Texas | <b>Deborah J. Short, Ph.D.</b><br>Senior Research Associate, Center for Applied Linguistics | <b>Alfred W. Tatum, Ph.D.</b><br>Associate Professor and Director of UIC Reading Clinic, University of Illinois at Chicago |
| <b>David W. Moore, Ph.D.</b><br>Professor of Education, Arizona State University               | <b>Michael W. Smith, Ph.D.</b><br>Professor of Education, Temple University                 | <b>Josefina Villamil Tinajero, Ph.D.</b><br>Associate Dean, Professor of Education, University of Texas at El Paso         |



# Program Organization

## For the Students



California Student Book and Student eBook



Student eEdition



California Student Website  
[myNGconnect.com](http://myNGconnect.com)

### Digital Assets

- Digital Library
- Comprehension Coach
- My Assignments
- Selection Recordings
- Fluency Models
- Close Readings MP3s
- Glossaries in 8 languages
- eAssessment



Writing Student Book



Practice Book



Writer's Workout

## Assessment | Print and Online



e-Assessment Website  
[myNGconnect.com](http://myNGconnect.com)

### Digital Assets

- Online assessments
- Reports
- Individualized reteaching prescriptions



Assessment Handbook



Placement Test  
Test Booklets  
Teacher's Manual



Smarter Balanced Test  
Prep and Practice



Unit Test  
Test Booklets  
Teacher's Manual



Summative Assessment  
Level Test Masters  
Teacher's Manual



English Language Gains Test  
2 Forms  
Teacher's Manual



Reading Level Gains Test  
3 Forms  
Teacher's Manual



ExamView® Test  
Generator

## For the Teachers



California Teacher's Edition with Language and Selection CDs



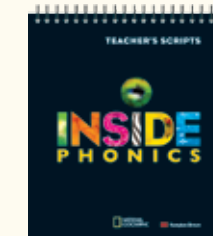
Practice Book  
Teacher's Annotated Edition



California Teacher Website  
[myNGconnect.com](http://myNGconnect.com)

### Digital Assets

- Online Lesson Planner
- California Common Core State Standards Search
- Progress Reports
- Transparencies
- Teaching and Learning Resources
- Family Newsletters in 8 languages
- Online Professional Development



Teacher Scripts



Inside Phonics Kit



Writer's Workout



Word Builder



Sound/Spelling  
Cards



Sounds &  
Songs CDs

# Celebrate our World

A balance of informational texts and literature enables students to experience a variety of genres.

## Informational Text

- » National Geographic articles
- » Narrative nonfiction
- » Expository texts
- » Various genres
- » Arguments



## Literature

- » Common Core exemplars
- » Multicultural authors and characters
- » Contemporary literature
- » Classics
- » Complex texts



**Emerging Explorers**  
National Geographic's Next Generation

OUR EXPLORERS ABOUT THE PROGRAM

**MIREYA MAYOR**  
EXPLORER/CORRESPONDENT

2007 2008 2009

- John But Dau HUMANITARIAN/SURVIVOR
- David de Roethschid ENVIRONMENTAL STORYTELLER
- MIREYA MAYOR EXPLORER/CORRESPONDENT
- Roshini Thinkaran FILMMAKER/GLOBALIST

"The rainforest appears to be a **gigantic, green mishmash** of unknowns. We are still discovering new species and who knows what else might be out there. But we do know that every tree and creature in it plays a vital role in our existence. **Ensuring** their survival helps to ensure ours."

Mireya Mayor has slept in the rainforest among poisonous snakes. She has been chased by gorillas, elephants, and leopards. She even swam with great white sharks! Mayor is a city girl and a former NFL cheerleader. How does she find herself as an **explorer** in situations like this?

It all began in college. Mayor began studying **primates**. "I was **seized by** the fact that some of these incredible animals are **on the verge of** extinction. And they had never been studied. In some cases, not even a mere photograph existed to show their existence. I asked more questions. It became clear to me that much about our natural world still remained a mystery." Mayor decided to dedicate her life to solving that mystery.

Today, Mayor is a Fulbright scholar and a National Science Foundation Fellow. She also appears as a **correspondent** on the National Geographic Ultimate Explorer television series. Each **expedition** allows Mayor to teach viewers about a different species of animal that needs our help.

Page 1 of 2

Go to page: [ ]

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**Key Vocabulary**

**ensure** v., to make sure that something happens

**explorer** n., someone who travels around the world to discover new information

**expedition** n., a trip

In Other Words

**gigantic, green mishmash** big, green mixture

**primates** apes, gorillas, and other animals like them

**seized by** completely focused on

**on the verge of** close to

**correspondent** reporter

378 Unit 5 Our Precious World

**Emerging Explorers**  
National Geographic's Next Generation

OUR EXPLORERS ABOUT THE PROGRAM

**MIREYA MAYOR**  
EXPLORER/CORRESPONDENT

For example, one of Mayor's Ultimate Explorer TV expeditions allowed her to go to the Gulf of California. Her goal there was to research the powerful six-foot-long Humboldt Squid. It was a time of personal **discovery** that gave Mayor the opportunity to climb rocky cliffs and look at untouched tropical ecosystems.

An expedition led Mayor to Namibia. She went into a veterinarian's haven, or safe place, for leopards. "While caring for the leopards," Mayor explains, "the vet accidentally discovered a cure for fluid in the brain. It is a disease that also occurs in human infants. As a result of our film and the media attention it received, new studies are now taking place in children's hospitals. That is why I consider my television work just as important as my **conservation** field work," she notes. "The TV series sheds light on the **plight** of endangered species and animals around the world. Television has the power to help people know and connect with these animals and habitats that are disappearing. We may be facing the largest mass extinction of our time. **Awareness** is crucial. If we don't act now, it will be too late."

Mayor went to Madagascar on another of her Ultimate Explorer expeditions. On that expedition, she discovered a new species of mouse

Click on map for detail

Page 2 of 2

Go to page: [ ]

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**Key Vocabulary**

**discovery** n., something that is seen and made known for the first time

**conservation** n., a careful protection of something

**awareness** n., having knowledge of

In Other Words

**plight** difficult situation

**Before You Move On**

1. **Fact and Opinion** What is one fact and one opinion that Mayor expresses?

2. **Personal Connection** Which of Mayor's expeditions seems the most exciting or interesting to you? Why?

Mireya Mayor: Explorer/Correspondent 379

Selections featuring National Geographic Explorers inspire students

CLOSE READING

From the Adventures of **TOM SAWYER**  
BY MARK TWAIN

Tom began to think of the fun he had planned for this day, and his sorrows multiplied. Soon the free boys would come tripping along on all sorts of delicious expeditions, and they would make a world of fun of him for having to work—the very thought of it burnt him like fire. He got out his worldly wealth and examined it—bits of toys, marbles, and trash; enough to buy an exchange of work, maybe, but not half enough to buy so much as half an hour of pure freedom. So he returned his **strained** means to his pocket, and gave up the idea of trying to buy the boys. At this dark and hopeless moment an inspiration burst upon him! Nothing less than a great, magnificent inspiration.

He took up his brush and went tranquilly to work. Ben Rogers hove in sight presently—the very boy, of all boys, whose ridicule he had been dreading. Ben's gait was the hop-skip-and-jump—proof enough that his heart was light and his anticipations high. He was eating an apple, and giving a long, melodious whoop, at intervals, followed by a deep-toned ding-dong-dong, ding-dong-dong, for he was personating a steamboat. As he drew near, he slackened speed, took the middle of the street, leaned far over to starboard and rounded to ponderously and with laborious pomp and circumstance—for he was personating the Big Missouri, and considered himself to be drawing nine feet of water.

Tom went on whitewashing—paid no attention to the steamboat. Ben stared a moment and then said:

"Hi-y! You're up a stump, ain't you?"

No answer. Tom surveyed his last touch with the eye of an artist, then he gave his brush another gentle sweep and surveyed the result, as before. Ben ranged up alongside of him. Tom's mouth watered for the apple, but he stuck to his work. Ben said:

"Hello, old chap, you got to work, hey?"

Tom wheeled suddenly and said:

"Why, it's you, Ben! I warn't noticing."

000 Unit 2 Play to Your Strengths

"Say—I'm going in a-swimming, I am. Don't you wish you could? But of course you'd **druther** work—wouldn't you? Course you would!"

Tom contemplated the boy a bit, and said:

"What do you call work?"

"Why, ain't *that* work?"

Tom resumed his whitewashing, and answered carelessly:

"Well, maybe it is, and maybe it ain't. All I know, is, it suits Tom Sawyer."

"Oh come, now, you don't mean to let on that you like it?"

The brush continued to move.

"Like it? Well, I don't see why I oughtn't to like it. Does a boy get a chance to whitewash a fence every day?"

**That put the thing in a new light.** Ben stopped nibbling his apple. Tom swept his brush daintily back and forth—stepped back to note the effect—added a touch here and there—criticized the effect again—Ben watching every move and getting more and more interested, more and more absorbed. Presently he said:

"Say, Tom, let me whitewash a little."

Tom considered, was about to consent; but he altered his mind:

"No—no—I reckon it wouldn't hardly do, Ben. You see, Aunt Polly's awful particular about this fence—right here on the street, you know—but if it was the back fence I wouldn't

mind and she wouldn't. Yes, she's awful particular about this fence; it's got to be done very careful; I reckon there ain't no boy in a thousand, maybe two thousand, that can do it the way it's got to be done."

"Oh, shucks, I'll be just as careful. Now lemme try. Say—I'll give you the core of my apple."

"Well, here—No, Ben, now don't. I'm afeard—"

"I'll give you *all* of it!"

Tom gave up the brush with reluctance in his face, but **alacrity** in his heart. And while the late steamer Big Missouri worked and sweated in the sun, the retired artist sat on a barrel in the shade close by, dangled his legs, munched his apple, and planned the slaughter of more innocents.

There was no lack of material; boys happened along every little while; they came to jeer, but remained to whitewash. And when the middle of the afternoon came, from being a poor poverty-stricken boy in the morning, Tom was literally rolling in wealth.

Tom said to himself that it was not such a hollow world, after all. He had discovered a great law of human action, without knowing it—namely, that in order to make a man or a boy covet a thing, it is only necessary to make the thing difficult to attain.

**"What do you call work?"**

In Other Words

**druther** prefer to

**That put the thing in a new light.** That changed how Ben saw it.

**alacrity** eagerness

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THE DIGITAL PATH  
Access exclusive National Geographic videos at myNGconnect.com



## Your Digital Experience

National Geographic Learning's myNGconnect.com offers an engaging digital experience for you and your students using *Inside*. Enhance the print and enjoy the digital experience.

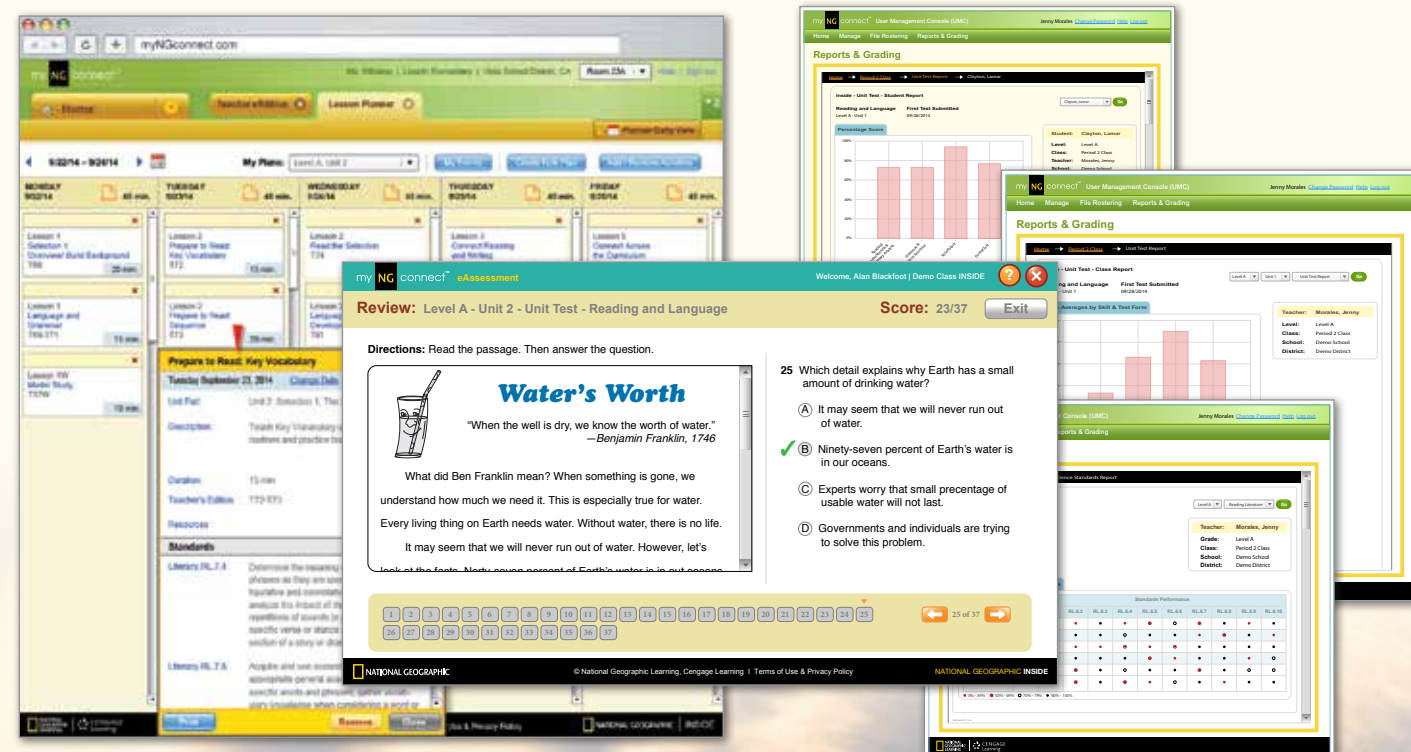
### myNGconnect.com for Teachers

- » eAssessment and Progress Reports
- » California Teacher's eEdition
- » Transparencies
- » PDFs of teaching and learning resources
- » California Common Core State Standards Search
- » Family Newsletters in 8 languages
- » Online Planner
- » Online Professional Development
- » Presentation Tool



### myNGconnect.com for Students

- » California Student eEdition
- » National Geographic Digital Library
- » My Assignments
- » Build Background Videos
- » Selection Recordings, Fluency Models and Close Readings CD ROMs and MP3s.
- » Language CDs and MP3s
- » Links to online resources
- » Selection Summaries in 8 languages



## Comprehension Coach

The Inside Comprehension Coach® is designed for striving readers and English language learners to build their reading power. Students develop reading skills, practice pronunciation and fluency, and acquire academic vocabulary using the software's structured supports and voice-recognition technology.

- » Student voice recording provides oral fluency practice.
- » Oral fluency models help students improve their fluency.
- » Comprehension practice is built in.
- » Reports provide immediate feedback and recommendations for additional practice.



**Comprehension Coach**



### THE DIGITAL PATH

Motivate and engage students with eBooks for mobile devices.

# Challenge Students

National Geographic Learning provides reading support for all levels.

Build language and literacy with robust instruction and accessible instructional selections for all students.

Selections are divided into manageable chunks

Key Vocabulary is highlighted

Digital editions include built-in audio support

The screenshot shows a digital reading interface for 'The Power of Mysteries' at Level A. The interface includes a navigation bar with 'Go To' and 'Choose Book' buttons, and a 'Level A' indicator. The main content area is divided into sections: 'Danger Ahead!', 'Water Rushes In', and 'A Ship Torn Apart'. Each section contains text, images, and key vocabulary words. A 'Before You Move On' section at the bottom right contains comprehension questions. The interface also features a 'Cover' button and various navigation icons.

Level A Unit 5: Selection 1

Labels, captions, graphics and call-outs provide support comprehension for all students

Restatements of difficult words and idioms make complex texts accessible

Frequent comprehension checks with questions concentrating on text evidence focus readers

## THE DIGITAL PATH

Selection Recordings and Fluency Models are available in CD and online in MP3 format



Apply skills and strategies with **complex texts**.

## CLOSE READING

Grade-level texts meet CCSS quantitative, qualitative, and task guidelines for **text complexity**

Paragraph numbers support students in citing **text evidence**

The screenshot shows the text 'The Power of Mysteries' by Alan Lightman. The text is annotated with red arrows pointing to specific parts. A 'CLOSE READING' label is at the top left. A 'Key Vocabulary' box highlights 'beautiful' as an adjective. A 'Historical Background' box mentions Albert Einstein. A 'Read-Aloud' box at the bottom right provides instructions for reading the text. The text itself discusses the author's fascination with the unknown and the power of mystery.

Level A Unit 5: Close Reading

Short, high-quality, authentic texts merit **reading and rereading**

Apply skills in independent reading.

Read alouds of **complex texts** introduce each unit



Leveled Library

Content Library

National Geographic exclusives!

This screenshot shows the 'Close Reading' section for 'The Power of Mysteries'. It includes a 'Key Vocabulary' box for 'beautiful', a 'Historical Background' box about Albert Einstein, and a 'Read-Aloud' box with instructions. The text is annotated with red arrows pointing to specific parts.



# Writing to Sources

Explicit writing instruction develops writing fluency and quality using an extensive array of writing activities and projects.

Student Book:  
Writing Level A



## Writing to Sources

Provide students with frequent opportunities to practice writing from sources

**WRITE ABOUT THE GUIDING QUESTION**

**Explore the Drive to Discover**  
Why do you think Robert Ballard put his life in danger to **discover** Titanic?  
Read the selection again. Support your opinion with examples from the text.

Student Book: Reading and Language

Guide students to draw evidence from literature and informational texts to support analysis, reflection, and research

2. Choose one of the characteristics that you listed. Write a paragraph about how the writer showed the characteristic. Use the questions below to organize your thoughts.

- What characteristic did the writer show?
- What dialogue supports the characteristic? Give 2 examples.
- What actions support the characteristic? Give 2 examples.
- Was the writer's characterization convincing? Why?

Answers will vary.

Practice Book



## Integrate Grammar and Writing

**Writing and Grammar**

**Write Advice**  
**Study the Models** When you give people advice, give them ideas of what they should do. Include enough details to explain why they should do it, too.

**NOT OK**  
An earthquake **can** be dangerous. You **should** be prepared. You **should** secure your belongings.

**OK**  
An earthquake **can** be dangerous. Vases **could** tumble off shelves and hit you. Bookshelves and other furniture **may** fall over on you.  
You **should** be prepared. You **should** secure your belongings. You **can** use special wax to attach vases to the shelves. You **should** fasten bookshelves and furniture to the walls.

**Add Sentences** Think of two sentences to add to the OK model above. Use *can*, *could*, *may*, *might*, or *should*.

**WRITE ON YOUR OWN** Imagine that a friend has moved to an area that has earthquakes. Write a letter with advice about what your friend should do and why.

**REMEMBER**  
• Use *can* to tell what someone or something is able to do.  
• Use *could*, *may*, or *might* to tell what is possible.  
• Use *should* to tell what is good for someone to do.

• The people should stay away from the hole in the road.

Provide frequent opportunities for grammar practice and application

**Personal Narrative**

**Grammar Workout**

**Check Helping Verbs**

- A **helping verb** is a verb that works together with another verb. The **main verb** shows the action or state of being. The helping verb supports the main verb's meaning.
- *Can*, *could*, *may*, and *might* are helping verbs. Use *can* to tell what someone or something is able to do. Use *could*, *may*, or *might* to tell what is possible.
- *Can*, *could*, *may*, and *might* are always spelled the same way. They do not change with different subjects.

**Find the Opportunities**

I plan to write a report about earthquakes. Our school library **has** some newspaper articles about last year's quake. It is best to use more than one source, so I **could** try to find three or four. My teacher offers her help, too. I ask her for some ideas if I get stuck. I got a really good grade on this report if I work hard!

Check the verbs. Where could you add a helping verb to make the meaning more precise? (You may have to change the main verb.)

**Writing Strategy**

**More On Transitions**

Some time words and some order words can serve as transitions. You can use these transitions to help you:

- show time
- show events or ideas in sequence

Study the transitions in this passage.

**Narrative with Transitions**

**Helping Out an Old Friend**  
Alyx Del Lago

When I think about it today, it seems foolish. But **back then** I did not hesitate to do it. **After I left school**, I rode the bus as far as I could. Then I got out and walked toward my home. **Later** I had to wade through water. **By early afternoon**, I reached my doorstep. **First**, I called her name as I searched everywhere downstairs. **Next**, I searched the yard and garage. **Meanwhile**, I heard helicopters overhead and sirens. I went upstairs and **finally** found my cat, hiding under my bed.

Without transitions, the reader would not get a clear sense of the order of events.

**Show Time**  
Read these time words that can work as transitions to show when events happen. Then study the passage.

now	soon	back then	meanwhile	recently
today	after	never	in the future	in the past

For some cities near large rivers, flooding has been a problem **in the past**. **Today**, however, flooding can be an even greater danger. Recently, climate changes have produced stronger storms, and more of them. As a result, major floods are more common now. Also, many of the cities have grown. Since a lot more people are living in these areas, more people are at risk from floods. Not all of these cities have built systems that protect against flooding. In the future, these cities will have to plan and build systems that control flooding as much as possible.

**Show Events or Ideas in Sequence**  
These order words can work as transitions to show the order of events or the steps in a process. Study the words and the passage.

first	third	second	next	last	finally
-------	-------	--------	------	------	---------

It's not easy to build a system to control flooding, especially in large, older cities. Engineers face many challenges. **First**, engineers must find ways to protect a city that was built long ago, long before anyone thought about flood-control planning. **Second**, they must consider how the structures will look. **Citizens** sometimes don't agree with the changes engineers want to make. **Next**, they must think about cost. It can be difficult to find money to pay for an advanced flood-control system. **Finally**, engineers must get approval for planned changes.

Student Book: Writing

Conduct Explicit Writing Instruction

Build **writing power** through clear instruction in writing skills and strategies

**Writing Application**

**Write a Personal Narrative**

**WRITING PROMPT** Nature can be scary sometimes. Have you ever experienced a big storm or an earthquake? Or maybe it was just a really tall wave at the beach that made you feel like you were about to drown? Think of an experience you'd like to share with your classmates. Then write a personal narrative that tells:

- what happened in the beginning, middle, and end
- what you saw, heard, and experienced
- how you felt while it was happening
- what made the event memorable for you or what life lesson you have learned from it.

**Prewrite**  
Here are some tips for before you start writing.

1. **Choose a Topic**  
It works best to choose an event that

- was exciting, unusual or interesting
- you remember well, so you can include enough details. It helps to write down several ideas and then choose the best. Josh used a chart like this to choose a topic.

Ideas	Good and Bad Points
The time the wave came into the whale-watching boat.	Exciting! Can't remember very well—I was just a baby!
The Loma Linda earthquake in second grade.	That was exciting for sure! I can remember it pretty well.
The time the lights went out and I got scared of thunder.	Not interesting enough to others.

2. **Narrow Your Topic**  
Make sure you limit your topic so that it is not too broad for the kind of writing you want to do. Some topics take a whole book to do well! A smaller, more specific topic is easier to write about and will be much more interesting. Study how Josh narrowed his topic.

How Josh Narrowed His Topic

earthquakes (broad)  
Loma Linda earthquake  
what happened at school that day (narrow)

Strong earthquakes can damage buildings.

3. **Gather Details**  
Next, gather details about the experience. Take notes to help you later as you draft. One way to gather specific sensory details is with a **five-senses diagram**.

Five-Senses Diagram

I saw ...	• scared look on people's faces • kids crouching under desks • books all over the floor
I heard ...	• kids crying • blocks clattering off shelves
I smelled ...	• the fabric of my backpack • dust in the air
I tasted ...	• the salt of my own tears!
I touched or felt ...	• the rough underside of the desk • my friend's hair in my face

Student Book: Writing

Cover the complete **Writing Process**:

- Prewrite
- Draft
- Revise
- Edit & Proofread
- Publish

Support **English learners** and **striving writers** with clear examples, organizers, and explanations





# Instructional Planning and Teaching Support

Meet the California Common Core with coordinated lessons that put texts at the center of instruction.

## Unit 3 Planner for "The Lotus Seed"

Online Planner  
[myNGconnect.com](http://myNGconnect.com)

Promote academic discussion and teach argument with guiding questions



**How does our past impact our future?**  
Find out why it's important to value the past.

Track coverage of California Common Core State Standards using citations and correlations

Build language proficiency

Content reading and writing instruction

	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
<b>Reading</b>	<b>Build Background and Vocabulary</b> Build Background Digital Library Video Learn About Vietnam's Past T178 Connect Quickwrite T178	<b>Build Vocabulary</b> Key Vocabulary T182 RL.7.4; L.7.6 Introduce and Make Category Charts arrive emperor special bloom forget throne chapter remember	<b>Build Vocabulary</b> Key Vocabulary T195 L.7.6 Review and Practice T195 arrive emperor special bloom forget throne chapter remember	<b>Build Vocabulary</b> Key Vocabulary T196 L.7.6 Practice with Routine 4 PD36 arrive emperor special bloom forget throne chapter remember Academic Vocabulary L.7.6 Introduce and Practice T196 identify analyze	<b>Build Vocabulary</b> Key Vocabulary T199 L.7.6 Practice with Routine 9 PD41 arrive emperor special bloom forget throne chapter remember
<b>Read, Respond, and Build Skills</b>	THE LOTUS SEED BY SHERRY GARLAND ILLUSTRATED BY TATSURO KIUCHI	<b>Literary Analysis</b> Analyze Interactions T183 RL.7.3 Focus Strategy Visualize T183 RL.7.1 Read the Selection T184-T194 RL.7.10 Introduce the Genre RL.7.5 Realistic Fiction, Poem Analyze Characters T189 Analyze the Structure of a Poem T194	<b>Return to the Selection</b> T195 Connect Reading and Writing Critical Thinking RL.7.2 Summarize Compare Interpret Inference RL.7.1 Write About the W.7.9; W.7.10 Write an opinion paragraph responding to this statement: "It is important to remember the past."	<b>Return to and Extend the Selection</b> T196-T197 Vocabulary Strategy L.7.4.b Use Word Parts L.7.1 Use Prefixes T197 Literary Analysis RL.7.6 Compare Characters	<b>Extend the Reading</b> Leveled Library Content Library
<b>Build Fluency</b>		<b>Reading Fluency</b> Intonation T187 RL.7.10 Daily Fluency Practice PD60 Accuracy and Rate T185 Comprehension Coach	<b>Reading Fluency</b> Intonation T187 RL.7.10 Daily Fluency Practice PD60 Self-Assessment T195 Accuracy and Rate T185 Self-Assessment T195 Comprehension Coach	<b>Reading Fluency</b> Intonation T187 RL.7.10 Daily Fluency Practice PD60 Accuracy and Rate T185 Comprehension Coach	<b>Reading Fluency</b> Intonation T187 RL.7.10 Daily Fluency Practice PD60 Accuracy and Rate T185 Comprehension Coach
<b>Language</b>	<b>Language &amp; Grammar</b> Describe People, Places, and Things T188 SL.7.1 CD 1 Track 9 T178, T180 Use Adjectives That Describe L.7.2.a T179-T180	<b>Language &amp; Grammar</b> Describe People, Places, and Things T188 SL.7.1 Use Adjectives That Describe L.7.2.a Introduce and Practice with Transparency 24 and Grammar Routine PD54	<b>Grammar</b> Use Adjectives That Describe L.7.1 Introduce and Practice with Transparency 25 and Grammar Routine PD54	<b>Grammar</b> Use Adjectives That Describe L.7.1 Introduce and Practice with Transparency 26 and Grammar Routine PD54	<b>Language &amp; Grammar</b> Describe People, Places, and Things T199 SL.7.1 Pair Talk T199 <b>Grammar &amp; Writing</b> Write About People, Places, and Things T199 Use Adjectives That Describe L.7.2.a
<b>Writing</b>	<b>Model Study</b> Realistic Short Story T108W	<b>Writing Application</b> Write a Realistic Short Story Prewrite Plan Realistic Story Elements T110W Organize Events T111W	<b>Writing Application</b> W.7.3 Draft Your Realistic Short Story T112W Drafting Tips What to Do If Your Writing Sounds Like a List T113W	<b>Writing Application</b> W.7.5 Evaluate the Work T114W Revise T114W-T115W Gather Feedback: Read Aloud to a Partner Mark Changes to Add, Delete, and Rearrange Text	<b>Writing Application</b> Edit and Proofread T116W-T119W Grammar Workout: Check Adjectives Spelling Workout: Check Compound Words Mechanics Workout: Check Abbreviations Presentation Manual TXX Read a Story Aloud

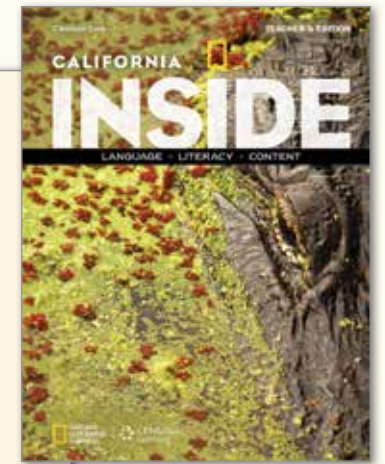
T177c Unit 3 A New Chapter

Tested on Selection Test and/or Unit Reading and Language Test

Tested on Unit Writing Test Tested on Language Acquisition Assessment Program Rubric

Selection Planner T177d

Level B Teacher's Edition



Teachers Edition Level B

National Geographic exclusives!

Monitor progress on California Common Core State Standards

**THE DIGITAL PATH**  
Access digital resources for planning and teaching through [myNGconnect.com](http://myNGconnect.com)





# Assessment

A variety of digital and print assessment tools for placement tests, progress monitoring, and summative assessments help teachers make informed instructional decisions every step of the way.

## Assess & Place

- Measure phonics and decoding ability
- Determine reading level (Lexile®)
- Place into the appropriate program level



## Instruct

Develop language and provide explicit and systematic instruction in:

- Reading Fundamentals
- Vocabulary
- Comprehension and Critical Thinking
- Grammar and Sentence Structure
- California Common Core State Standards
- Listening and Speaking
- Reading Strategies
- Writing

## Assess to Monitor Progress

- Quick Checks and Selection Tests for timely information to target instruction
- Unit Tests to measure skills mastery and monitor progress

## Reteach

Reteaching prescriptions for tested skills

## Show Success!

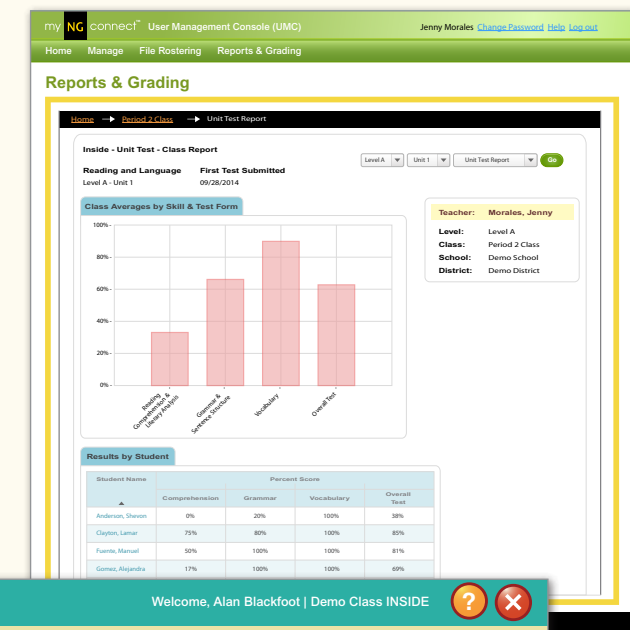
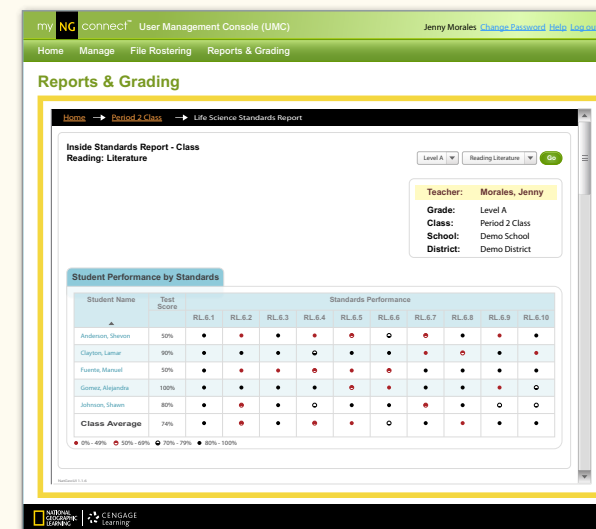
Use these measures to move students to the next program level or to exit them from the program:

- Summative Assessments demonstrate achievement at mid- and end-of-level
- Reading Lexile® Gains Test shows increase in reading level
- Reading Fluency Measures show increase in words read correct per minute

Includes Smarter  
Balanced Test Prep  
and Practice


## eAssessment: Digital Option

eAssessment offers a complete suite of digital assessment tools including immediate feedback and reteaching prescriptions. The digital platform prepares students for online, Common Core testing.



**Review: Level A - Unit 2 - Unit Test - Reading and Language** **Score: 23/37** **Exit**

**Directions:** Read the passage. Then answer the question.



### Water's Worth

"When the well is dry, we know the worth of water."  
—Benjamin Franklin, 1746

What did Ben Franklin mean? When something is gone, we understand how much we need it. This is especially true for water. Every living thing on Earth needs water. Without water, there is no life. It may seem that we will never run out of water. However, let's look at the facts. Ninety-seven percent of Earth's water is in our oceans.

**25** Which detail explains why Earth has a small amount of drinking water?

(A) It may seem that we will never run out of water.

(B) Ninety-seven percent of Earth's water is in our oceans.

(C) Experts worry that small percentage of usable water will not last.

(D) Governments and individuals are trying to solve this problem.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

# CALIFORNIA INSIDE

David W. Moore  
Deborah J. Short  
Michael W. Smith  
Alfred W. Tatum  
Josefina Villamil Tinajero  
Gretchen Bernabei



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