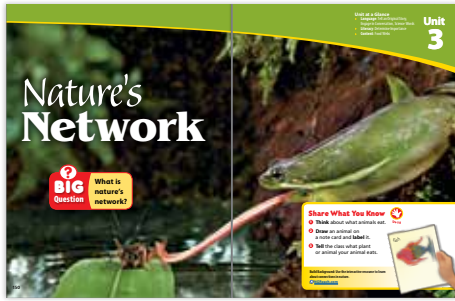


**Reach for Rigor**  
with Reach for Reading!

CALIFORNIA  
NATIONAL GEOGRAPHIC  
**Reach**  
for **Reading**

# 1. National Geographic Content

4-week units are built around a science or social studies topic. Students talk, read and write about captivating content, watch National Geographic videos, and develop academic vocabulary through beautiful, engaging content.



Grade 5 Student Edition Unit Opener



Grade 5 Build Background Video



Grade 5 Content and Academic Vocabulary



Grade 5 Library Books

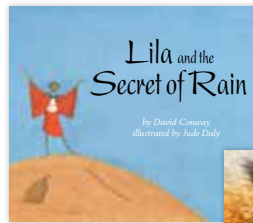
# 2. Authentic Literature and National Geographic Exclusives

Students have access to various genres, make text connections, and engage with texts worth reading. Libraries include authentic texts and National Geographic texts. Students read, analyze and write about SBAC-like texts that encourage curiosity and build reading skills.



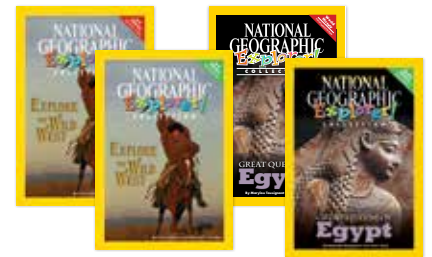
## Leveled Libraries

Leveled Libraries include National Geographic exclusives and various genres of authentic texts, including modern and classic classroom favorites and multicultural literature built around content themes.



## Read with Me Big Books (K-2)

Read-aloud Big Books include complex texts and introduce children to science and social studies topics.



## Explorer Book Collection (3-6)

One title written at two levels is provided every week and is connected to the unit theme. These National Geographic books provide engaging expository text to help students make connections and deepen understanding.

# 3. Foundational Skills with Content-Based Decodable Texts

Daily foundational skill instruction and practice build words and reading skills. Consistent routines build a strong foundation. Content-based decodable texts allow for discussion and engagement. Decodable texts are also available for every phonics skill and High Frequency Word.



Grade 1 Teacher's Edition



Grade 1 Decodable Text (70% decodability)



Tear Out/Fold Up Texts (90% decodability)



K-6 Reach into Phonics Foundations for Tier 2 support

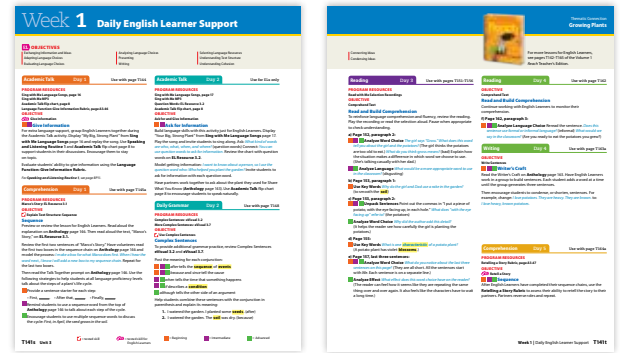


## 4. Designated and Integrated ELD

CA Designated ELD Teacher Guides provide designated daily instruction, support, practice and assessment for ELs at emerging, expanding and bridging levels. Multiple supports for integrated ELD are included at point-of-use in the **California Reach for Reading** Teacher Editions and Student Editions. Features include: “Key Words,” “In Other Words,” “Before You Move On,” visual supports, instructional supports, and much more.



K–6 Designated ELD Teacher Guides



Daily Designated ELD Lessons

## 5. Rigor-Analyzing Texts and Higher Order Questions

Students learn to analyze text through higher order questions beginning in kindergarten with Big Books. These higher order questions help students think about the text at deeper levels. In kindergarten, students begin to prepare for the SBAC as their thinking process develops.

Questions require deeper thinking and text evidence. Samples:

### Kindergarten:

Why do you think the poet includes these details?  
What topic or big idea does the book *Garden Helpers* and the poem “Hurt No Living Thing” both tell about?

### Grade 1:

Why do Pete’s friends care that he is different? How do you know? (text evidence)  
The author wrote this text by asking and answering questions.  
What questions does the text answer?

### Grade 2:

Why would a bioluminescent jellyfish be hard to see in water?  
Answer using the text. (text evidence)  
Brainstorm why the author might have written “Living Lights.” (Author’s purpose)

### Grade 3:

How do you know that Ewango is a brave person? (text evidence)  
How does the author help you understand what the leaves on the giant fern look like? (text evidence)

### Grade 4:

What examples of hyperbole does the author use? (text evidence)  
What do Dona Flor’s actions tell you about her feelings for the people around her?

### Grade 5:

Why is dry weather a problem for Coyote and Badger and how will it affect them in the future?  
What problem do the animals face and what even shows a resolution of this problem? (text evidence)

### Grade 6:

How do the events on pages 10–191 mark a turning point in the story? (text evidence)  
How does the description of the machine add to your understanding of life in ancient Egypt?

## 6. Rigor-Close Reading of Authentic Text

Students in grades 1–6 have mark-up texts for close reading to help them prepare for the SBAC. Grade 3–6 students have additional mark-up texts of passages from the Above-Level Library Books. All students will be exposed to and analyze texts worth reading with titles like *Island of the Blue Dolphins*, *The Quiltmaker’s Journey*, and high quality nonfiction by National Geographic.



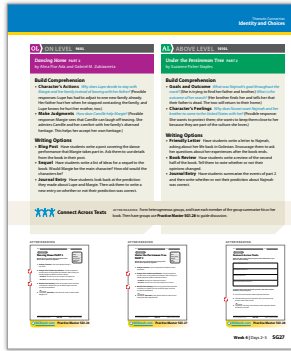
Grades 1–6  
Interactive  
Close Reading

Grade 3  
Above-Level  
Mark-Up Text and  
Close Reading  
Questions

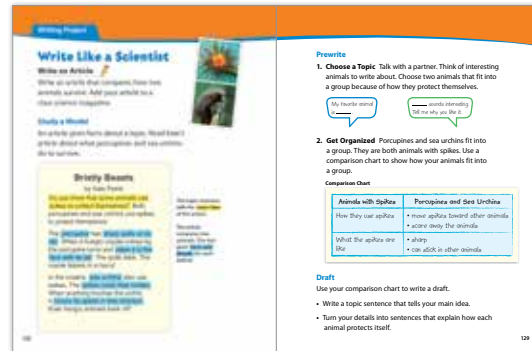


## 7. Writing to Sources and Argument, Expository and Narrative Writing

Students have multiple opportunities to write in response to literature, build writing stamina, increase skills, make connections, retell, and go through the writing process. Every day, students build content knowledge, vocabulary, and understanding of the literature.



**Respond to Literature**  
Students write about novels and longer works of nonfiction.



Expository Writing

### Writing Projects

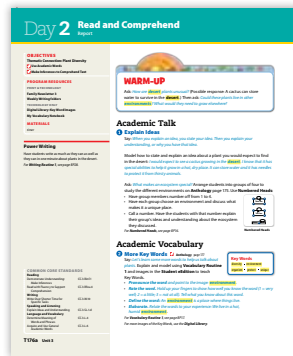
Students study a model and use the writing process to structure clear and coherent narrative, persuasive, and informative/explanatory writing.

## 8. Vocabulary Development through Content

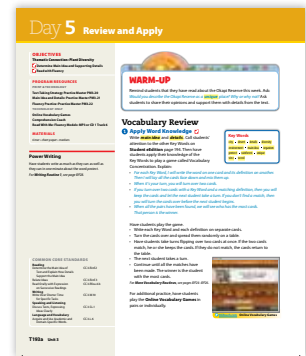
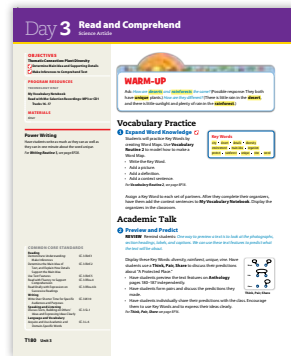
Vocabulary words are chosen based on the terms students need to know in order to understand the unit content. Words come from videos, texts and discussions. Vocabulary includes both academic and content words to increase knowledge and understanding.



Grade 3 Student Anthology



Grade 3 Daily Vocabulary Development Instruction



## 9. Meaningful Collaborative Conversations

California Reach for Reading was created with collaboration in mind. In order for students to build content knowledge, language, comprehension, and vocabulary, they must talk and collaborate both within and across reading. Meaningful collaboration is taught first through routines, and then practiced through:

- Learning Stations
- Daily Grammar
- Daily English Learner Support
- Oral Language Lessons
- Academic Talk
- “Talk Together” feature
- “Talk About It” feature
- Writing Activities
- “Share Your Ideas” feature at the end of the reading selection
- “Connect Across Texts” feature
- “Reread and Discuss” feature

# Top 10 reasons to choose **Reach for Reading**

1. National Geographic Content
2. Authentic Literature and National Geographic Exclusives
3. Foundational Skills with Content-Based Decodable Texts
4. Designated and Integrated ELD
5. Rigor-Analyzing Texts and Higher Order Questions
6. Rigor-Close Reading of Authentic Text
7. Writing to Sources and Argument, Expository and Narrative Writing
8. Vocabulary Development Through Content
9. Meaningful Collaborative Conversations
10. Your dedicated California Sales Team!

# The 10<sup>th</sup> reason to choose **Reach for Reading**

Your dedicated California Sales Team and their  
commitment to the students and teachers of California!

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