Reach for Rigor with Reach for Reading!

california Beage Construction C

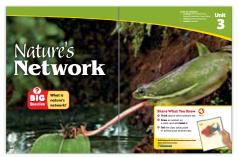




NGL.Cengage.com/California

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.

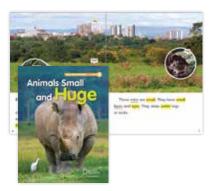


3. Foundational Skills with Content-Based Decodable Texts

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. Samp	loci
Questions require deeper tranking and text evidence. Samp	162.

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

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 Ouestions

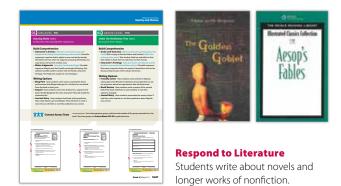
true The Quiltmaker's Journey	true The C
This may have price least: the story of a splittraker with lead in a new tasks to the table of a magnitum, tee only neighbors the sun- and the neuron and the size. Each large via rated away on the beautiful with the dat and serve the investigat in the least	O amar a fo
Next water where the other threshold are exploring more clock on the time. The many time was the time time the time time time time the many time provide and the time time time time. The time time time time time time time tim	 Decemb In Decemb In
	4. Junai Re na ar Ric
	•
The second secon	Terrat Land

9	-
e Quiltmaker's Journey	true T
duity as your treacher reach alread a short Sort. Then teacher's instructions as you answer these guestions.	6
a Pile Nati reactly alread? Mitte and id fae) congilere reas.	
ns have specifiers with pice particle. Then there pice ing in the class discussion.	
multitle flat peraphysis. What do people key about the altimulan's suffici' Code the endlesce that suggests exact amount.	1.1.1
	1.10
read the second paragraph. What does the guiltmaker do ith ner guilty' stratected the exciting that facts you	
ter alloc around the words 'And or 'in the learned paragraph. And do from words help per underhaltered alocal the merg	
egte also remarche die sultander to that proyen?	
enad the last paragraph. Highlight the test that talk what is see that for the quadraskie which the top parager, faved in this enderse. Now has the charge off	0
Read the test on the rest page Discuss the questions with	
year parimer. Then these year tilles, with the class.	
CONTRACTOR AND	1

	was the result gifted and gaining enrout eve tail the could face growt iterationally rich in redrost quite.
Wah work majoristici	otione (the author'), use of hypertonia, in give (
	here exaggeration is the test when office approxime have on the time of the story!
	earth. She sould faint grower transmisely a three words left pits about the quiltrake
	thy Guerdran. How do jung to hop dates this land answer that question?

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.



Construction of Construction o			Writing
Write Like a Scientia		Prewrite 1. Choose a Topic Talk with a partner. Think of interesting	Projects
Write all or fields that Compared, Name Seek	1000	animals to write about. Choose two animals that fit into a group because of how they protect themselves.	Students stud
annels savere Add part attribution. class planel trapping		My frontie mind is	a model and
Etherita a Ministel Ann a Maria (annu Annu (annu) a Incon, Minist			use the writir
article detect what perception and test of the total field.		 Get Organized Porcupines and sea urchins fit into a group. They are both animals with spikes. Use a comparison chart to show how your animals fit into 	process to
Brittig Beaute		a group. Comparison Chart	structure clea
NAME OF COMPANY OF TAXABLE PARTY.	And and Address of Concession, Name of Street, or other	Animala with Spikes Porcupines and Sed Urchina	and coheren
in lower, parateries	Second Second	How they use spikes • move spikes toward other onimola • score away the onimola	una concret
B Patrice of the state	street, for her	What the spikes are • sharp Re • can slick is other asimals	narrative,
and safe an (all The spin has Not together based, it is bard	And a set	- San abox in some damage	persuasive, a
soften enterta dels arteres ator una conten. Por genera como real content		Draft Use your comparison chart to write a draft.	informative/
- Single bit game in the state		Write a topic sentence that tells your main idea.	in ion inderve,
		 Turn your details into sentences that explain how each animal protects itself. 	explanatory
		animai protects risen. 129	writing.

8. Vocabulary Development through Content

Control of the second s

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

ay 2 Read as	nd Comprehend	Day 3 Read and Corr		
CTYPE Comments and the set the set of the s	<section-header><section-header><section-header><section-header><section-header><section-header></section-header></section-header></section-header></section-header></section-header></section-header>	Provide a straight of the stra	Vocab Vocab O Crpse Nations Statistics	
	Yee programming water of Yeen 1 M. Nor enably-produces are instrumented and water shift. Shore mail-programming the shore the first number and durate shift. Store programming and the shore		Acade organize Acade	
ON COME ITANDABOL se biscounting ELikely shows, shows, processor based processor based	CONTROL VOLUMENT	CREATE CONTRACTOR TRADUCTOR Marcine contraction of California Terminal Procession of	Belada Dapitay U dudents alaud X - Have d made - Have d Mare L Ione L Ione L	
Unit 3		7180 umi 3		



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

mic Talk

• "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 10th reason to choose **Reach for Reading**

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

Connie Bates

connie.bates@cengage.com 510-865-2629 Counties: Alameda, Contra Costa, Marin, Monterey, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano

Rachel Farrell

rachel.farrell@cengage.com 714-330-0770 Counties: Imperial, Orange, Riverside, San Bernardino, San Diego

Sabrina Hernandez

sabrina.hernandez@cengage.com 559-824-6499 Counties: Alpine, Calaveras, Freson, Inyo, Kern, Kings, Madera, Mariposa, Merced, Mono, San Benito, San Joaquin, San Luis Obispo, Stanislaus, Tulare, Tuolumne

Patrick Morrison

patrick.morrison@cengage.com 805-302-3865 Counties: Santa Barbara, Ventura, LA County (excluding Compton, Inglewood, Los Angeles, Long Beach, Lynwood, Santa Monica)

James King

james.king@cengage.com 310-701-5170 Counties: LAUSD, Compton, Inglewood, Long Beach, Lynwood, Santa Monica

Open Position

Counties: Amador, Butte, Colusa, Del Norte, El Dorado, Glenn, Humboldt, Lake, Lassen, Mendocino, Modoc, Napa, Nevada, Placer, Plumas, Sacramento, Shasta, Sierra, Siskiyou, Sonoma, Sutter, Tehama, Trinity, Yolo, Yuba

Pat Williams

California State Adoption Manager pat.williams@cengage.com 310-947-0978

al Geographic.""National Geographic Society* and the Yellow Border Design are registered trademarks of the National Geographic Society • Marcas Registradas

