Unlock the Power of Reading, Writing and Language

Program Overview
Grades 6–8
Alert, an endangered Sumatran Tiger pants in the afternoon heat.
Discover INSIDE

Move 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 Common Core State Standards
The Experience Is Yours

Experience the world in the classroom with authentic, multicultural literature and National Geographic informational texts. Students will become stronger readers with well-known authors and National Geographic Explorers.

Teach with the most comprehensive reading, language and writing support.

Learn the Fundamentals

Students who begin in Levels A and B may need sequential work in phonemic awareness, phonics, decoding and spelling as well as foundational work in reading comprehension, vocabulary, language, and writing.

THE DIGITAL PATH
Take a virtual tour of the program at NGL.Cengage.com/inside
Build Reading and Writing Power

Students who begin in Levels A through C may have more advanced language proficiency and will have mastered basic reading skills and strategies. However, they may need intensive work to build academic vocabulary and language, build fluency with more complex texts and develop skills in comprehension, literary analysis and writing.
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
- Digital genres
- Arguments

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**Selections featuring National Geographic Explorers inspire students**
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 boys would come tripping along on all sorts of delightful expeditions, and they would make a world of fun of him for having to work—the very thought of it hurt 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 sorrows, 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 here 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, malicious whirl to an intermittent ‘spout’, followed by a deep-toned ding-dong, ding-dong, ding-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 pump 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, 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 rapped up alongside of him. Tom’s mouth widened for the apple, but he stuck to his work. Ben said:

“Hullo, old chap; you got to work, hey?”

“Why, it’s you, Ben! I wasn’t noticing.”

“Say—I’m going in a-swimming, I am. Don’t you wish you could? But of course you’d rather work—wouldn’t you? Course you would!”

Tom contempated 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.

“I 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. Tom saw, 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 one boy in a thousand, maybe two thousand, that can do it the way it’s got to be done.”

“Oh, шucks, 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 afraid—”

“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 sterner Big Missouri worked and sweated in the sun, the retired artist sat on a barrel in the shade close by, dangled his legs, munching his apple, and planned the slaughter of more innocents.

There was no lack of material; boys happened along every little while; they came to jest, 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.
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
» Teacher’s eEdition
» Transparencies
» PDFs of teaching and learning resources
» Online extension activities
» Family Newsletters in 8 languages
» Online Planner
» Online Professional Development
» Presentation Tool

Water’s Worth

“Water’s Worth

‘When the well is dry, we know the worth of water’—Benjamin Franklin

Water is precious. 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 understand how much we need it. This is especially true for water.

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

- It may seem that we will never run out of water.
- Ninety-seven percent of Earth’s water is in our oceans.
- Experts worry that small percentage of usable water will not last.
- Governments and individuals are trying to solve the problem.

27 What did Ben Franklin mean? When something is gone, we know the worth of water.”
myNGconnect.com for Students

» 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

eBooks

Powered by Vital Source Bookshelf®, eBooks give students fully integrated online, downloadable, and mobile access to their programs. With eBooks, students can view on mobile devices, access audio and video, search for keywords and phrases, highlight and annotate texts, and make notes.

Comprehension Coach

Build reading power with Comprehension Coach, a complete suite of tools for building comprehension and oral reading fluency.

» Progress Report
» Self-recording
» Reading Reports
» Word practice
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

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
Apply skills and strategies with complex texts.

CLOSE READING

The Power of Mysteries
by Alan Lightman

1. I believe in the power of the unknown. I believe that a sense of the unknown propels us in all of our creative activities, from science to art.
2. When I was a child, after bedtime I would often get out of my bed in my pajamas, go to the window and stare at the stars. I had so many questions. How far away were those tiny points of light? Did space go on forever and ever, or was there some end to space, some giant edge? And if so, what lay beyond the edge?
3. Another of my childhood questions: Did time go on forever? I looked at pictures of my parents and grandparents and tried to imagine their parents, and so on, back through the generations, back and back through time. Looking out of my bedroom window into the vastness of space, time seemed to stretch forward and backward without end, engulfing me, engulfing my parents and grandparents, the entire history of earth. Does time go on forever? Or is there some beginning of time? And if so, what came before?

Key Vocabulary
- beautiful adj., very pretty; pleasing

In Other Words
- propel impel; urge forward.
- engulf envelop; include, absorb.

Historical Background
Albert Einstein was a famous and award-winning physicist.

Key Vocabulary
- discover v. to find something that is not known or hidden

In Other Words
- set out to focus; try to find answers to questions about complex texts.

“...the most beautiful experience we can have is the mysterious.”

Scientists are happy, of course, when they find answers to questions. But scientists are also happy when they become stuck, when they discover interesting questions that they cannot answer. Because that is when their imaginations and creativity are set on fire. That is when the greatest progress occurs.

One of the Holy Grails in physics is to find the so-called “theory of everything,” always things that we don’t know—about the physical world as well as about ourselves. I believe in the exhilaration of standing at the boundary between the known and the unknown. I believe in the unanswered questions of children.

Level A Unit 5: Close Reading

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

Apply skills in independent reading.

Leveled Library

Content Library

Interactive versions of texts support note-taking.
Explore Your Voice

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

Writing to Sources

Provide students with frequent opportunities to practice writing from sources

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

Integrate Grammar and Writing

Provide frequent opportunities for grammar practice and application

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.

**EXAMPLE:** An earthquake can shatter windows.

- 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.

**EXAMPLE:** We can prepare for a quake. A quake could hit our area. It may happen soon.

- Can, could, may, and might are always spelled the same way. They are helping verbs. Use them to give information.

**EXAMPLE:** We might see a film about earthquakes. Our teacher might show it during science class.

Find the Opportunities

I plan to write a report about earthquakes. I will use the newspaper articles about last year’s quake. It is best to use more than one source, so I will also find three or four. My teacher offers her help, too. I ask her for some ideas if I get stuck. I get a really good grade on this report if I work hard!
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 school, I made my way home as fast as I could. Then I got out and walked toward my home. Later I had to walk through vans. By early afternoon, I reached my doorstep. First, I called her name and I searched everywhere downtown. Next, I searched the yard and garbage. 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.

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
  
  People stood, knew, that afternoons, not realizing what their neighborhood was in danger. 
  Flame. Raised. 
  Into the streets.

- show events or ideas in sequence
  
  I walked through the house and searched for her in every place. I heard her pitter-patter on her room.

Study the transitions in this passage.

Narrative with Transitions

Writing Application
Write a Personal Narrative

Write Point: Have you ever experienced a big storm or an earthquake? Or maybe you just read a book on the beach that made you feel like you were about to dive? Take all of these events and use them 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 is 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.

2. Narrow Your Topic
   - Make sure your topic 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.

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.

Cover the complete Writing Process:
- Prewrite
- Draft
- Revise
- Edit & Proofread
- Publish

Support English learners and striving writers with clear examples, organizers, and explanations.
Time for Teaching
Meet the Common Core with coordinated lessons that put texts at the center of instruction.

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

**Lesson 1**
Build Background
Digital Library
- Video: Learn About Vietnam’s Past. T178
Connect
- Quickwrite T178

**Lesson 2**
Build Vocabulary
- Key Vocabulary T180
- Intros and Note Category Charts
- arrive, bloom, chapter, emperor, forget, remainder, special, theme

**Unit 3 Planner for “The Lotus Seed”**

**Reading**
Build Background and Vocabulary

**Language**
Develop Language
- Language & Grammar
  - Use Adjectives That Describe
  - Use Adjectives That Describe
  - Use Adjectives That Describe

**Writing**
Realistic Short Story
Project 5

**Level B Teacher’s Edition**
### LESSON 3
**Build Vocabulary**
- Key Vocabulary
  - Review and Practice T3285
    - arrive
    - bloom
    - chapter
    - emperor
    - forget
    - remember
    - special
    - throne

**Read, Respond, and Vocabulary Build Fluency**
- Reading Fluency
  - Daily Fluency Practice P360
  - Self-Assessment T3285
  - Accuracy and Rate T3285
  - Introduce and Practice T3285

**Grammar**
- Use Adjectives That Describe
  - Introduce and Practice with Transparency 29
  - and Grammar Routine P355

**Connect Reading and Writing**
- Critical Thinking
  - Suggestion
  - Compare
  - Interpret
  - Inference
- Write About the
  - Write an opinion paragraph responding to the statement: "It is important to remember the past."

**Return to the Selection** T3285

### LESSON 4
**Build Vocabulary**
- Key Vocabulary
  - Practice with Routine 4 P338
    - arrive
    - bloom
    - chapter
    - emperor
    - forget
    - remember
    - special
    - throne

**Academic Vocabulary**
- Introduce and Practice T316
  - Identify
  - Analyze

**Use Adjectives That Describe**
- Accuracy and Rate T318

**Grammar**
- Use Adjectives That Describe
  - Introduce and Practice with Transparency 28
  - and Grammar Routine P354

**Connect Reading and Writing**
- Literary Analysis
  - Compare Characters
  - About

**Return to and Extend the Selection** T3186-T3197

### LESSON 5
**Extend the Reading**
- Vocabulary Strategy
  - Use Word Parts
    - Use Prefixes and Suffixes
    - Analyze the Structure of a Poem
    - Analyze Characters

**Grammar & Writing**
- Write About People, Places, and Things
  - Personal: T3289

**Selection Planner** T117M
Realize Achievement

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
- Literary Analysis
- 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
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.

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.
Discover Inside

For the Students

Student Book and Student eBook

Student eEdition

Writing Student Book

Practice Book

Writer’s Workout

Assessment | Print and Online

e-Assessment Website
myNGconnect.com

Digital Assets
- Online assessments
- Reports
- Individualized reteaching prescriptions

Assessment Handbook

Placement Test
Test Booklets
Teacher’s Manual

ExamView® Test Generator

Student Website
myNGconnect.com

Digital Assets
- Digital Library
- Comprehension Coach
- My Assignments
- Selection Recordings
- Fluency Recordings
- Close Readings MP3s
- Glossaries in 8 languages
- eAssessment
For the Teachers

Teacher’s Edition with Language and Selection CDs

Teacher Website
myNGconnect.com

Digital Assets
- Online Lesson Planner
- Presentation Tool
- Progress Reports
- Transparencies
- Teaching and Learning

Resources
- Family Newsletters in 8 languages
- Online Professional Development

Practice Book
Teacher’s Annotated Edition

Inside the USA
Word Builder
Writer’s Workout

Teacher Scripts
Inside Phonics Kit
Sound/Spelling Cards
Sounds & Songs CDs

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

Test Preparation
PARCC Assessments
Smarter Balanced Assessments
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