Unlock the Power of Reading, Writing and Language
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 need sequential work in phonemic awareness, phonics, decoding and spelling as well as foundational work in reading comprehension, vocabulary, language, and writing.
Build Reading and Writing Power

Students who begin in Levels A through C have more advanced language proficiency, and they have learned to read. However, they need intensive work to build academic vocabulary and language, build fluency with more complex texts and develop skill 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
Tom began to think of the fun he had planned for this day, and his spirits 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 thrilled 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 straitened 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. He was light and his anticipations high. He was

From the Adventures of Tom Sawyer

BY MARK TWAIN

eating an apple, and giving a long, malicious whoop, at intervals, followed by a deep-toned 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 laborous 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-yi! 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 tasted for the apple, but he stuck to his work. Ben said:

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

Tom whished suddenly and said:

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

"Say—I'm going in a-somnambulating, I am. Don't you wish you could? But of course you'd rather 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 isn'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 one 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 scared—"

"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 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.
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
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

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 Power of Mysteries
by Alan Lightman

1. I believe in the power of the unknown. I believe in the mystery. One of my childhood questions was, “What is space?” Did time go on forever? Did space go on forever? 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?

2. Another of my childhood questions was, “What is time?” 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 great-grandparents, the entire history of earth. Does time go on forever? Or is there some beginning of time? And if so, what came before?

3. When I grew up, I became a professional astrophysicist. Although I never answered any of these questions, they continued to challenge me, to haunt me, to drive me in my scientific research, to cause me to live on tuna fish and no sleep for days at a time while I was obsessed with a science problem. These same questions, and questions like them, challenge and haunt the leading scientists of today. Einstein once wrote that “the most beautiful experience we can have is the mysterious. It is in the fundamental emotion which stands at the cradle of true art and true science.” What did Einstein mean by “this mysterious?” I don’t think he meant that science is full of unpredictable or unknowable or supernatural forces. I think that he meant a sense of awe, a sense that there are things larger than us, that we do not have all the answers at this moment. A sense that we can stand right at the boundary between known and unknown and gaze into that cavern and be exhilarated rather than frightened.

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.
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

Write Advice

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.

Practice Book

Student Book: Reading and Language

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.

Student Book: Writing Level A

Explore Advice

When you give people advice, give them ideas of what they should do. Include enough details to explain why they should do it, too.

1. Who is Tom's rival in this text?

Possible responses:
- clever, tricky, wily
- strong, determined
- easy-going, friendly

Possible response:
The writer believes that one way to deal with rivals is to make them envious of you.

2. How does he respond to the rival?

Possible responses:
- he fights back
- he ignores the rival
- he laughs off the rival

Possible response:
The writer uses dialogue to tell what is possible. Someone or something is able to do. Use can, could, may, or might to tell what is possible.

ADD SENTENCES

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

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.

The people should stay away from the house to the road.

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 destroy a house.

- 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 might happen soon.

- Can, could, may, and might are always spelled the same way. They do not change with different subjects.

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. Our school library has newspaper articles about last year's quake. It is best to use more than one source, so I plan to 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!
**Writing Application**

**Write a Personal Narrative**

**NOTICE POINT:** Notice how the story transitions. Have you ever experienced a big storm or an earthquake? Or maybe it was just a really bad storm on the beach that made you feel like you were about to drown? Take out your notebook and share your experiences. Then write a personal narrative that tells about a memorable experience that tells about:

- what happened in the beginning, middle, and end
- what you experienced and learned
- 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.

   **Ideas**
   - Earthquakes
   - Tsunamis
   - Volcanoes
   - Tornadoes
   - Hurricanes
   - Thunderstorms

   **Step 1:** Write down what you know about each topic.  
   - I touched the fabric of my backpack
   - I smelled the fabric of my backpack
   - I tasted the fabric of my backpack
   - I saw the fabric of my backpack

   **Step 2:** Write down what you know about each topic.  
   - It was exciting for some, but not for others.
   - He was just a baby.
   - That storm was the worst.
   - I can remember it pretty well.

   **Step 3:** Select the topic you want to write about.
   - Write about your life.

   **Step 4:** Narrow your topic.
   - Make sure you limit your topic so that it is not too broad.
   - A smaller, more specific topic is easier to write about.

   **How Josh Narrowed His Topic**
   - **1st** wash clothes with soap
   - **2nd** wash clothes with soap
   - **3rd** wash clothes with soap
   - **4th** wash clothes with soap
   - **5th** wash clothes with soap
   - **6th** wash clothes with soap

2. **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... "smelled like stale paper"
   - I heard... "dust in the air"
   - I touched... "fuzzy dimpled"
   - I smelled... "burning paper"

   **How to Use the Diagram**
   - Write your topic at the top.
   - Write your details around the topic.
   - The details are organized by sense.
   - The diagram shows the organization of your writing.

**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 stopped home, then aferwards, rode the streetcar.

- show events or ideas in sequence
  - I walked through the house and searched for her.

Study the transitions in this passage.

**Narrative with Transitions**

**Helping Out an Old Friend**

**Josefin A. Alvarado**

When I think about it today, it seems foolish. But back then I did not hesitate to do it. 

**After school,** I made the bus so fast I could have run.

I got out and walked toward my home.

**Later,** I had to wade through water.

I reached my doorstep.

I got out and walked toward my home. Later I had to wade through water. By early afternoon, I reached my doorstep.

In our hurry, we sometimes don’t agree with the changes engineers want to make. 

First, engineers must find ways to protect a city that was built years ago. 

Second, they must consider how the structures will heat. 

Finally, engineers must get approval for planned changes.

**Writing Strategy:**

**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**
- **in the future**

For some cities near large rivers, flooding has been a problem for a long time. 

**Yesterday,** flooding can be an even greater danger. 

According to city officials, the city has a problem. 

Alaska, many of the cities have built systems that protect against 

In the future, these cities will have to plan and build systems that control flooding as much as possible.

**Writing Strategy:**

**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**
- **second**
- **next**
- **last**
- **finally**

It’s not easy to build a system to control flooding, especially in large, older cities. 

First, engineers must find ways to protect a city that was built long ago. 

Second, they must consider how the structures will heat. 

Finally, engineers must get approval for planned changes.

**Writing Strategy:**

**Cover the Complete Writing Process:**

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

**Build Writing Power through Clear Instruction in Writing Skills and Strategies**

**Support English Learners and Striving Writers with Clear Examples, Organizers, and Explanations**

**Conduct Explicit Writing Instruction**
Time for Teaching
Meet the Common Core with coordinated lessons that put texts at the center of instruction.

Lesson 3 Planner for “The Lotus Seed”

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

LESSON 1
Build Background and Vocabulary
Digital Library
Video: Learn About Vietnam’s Past: 7.2.B
Connect
Quickwrite: 7.2.B

LESSON 2
Build Vocabulary
Key Vocabulary
• arrive
• bloom
• chapter
• emperor
• forget
• remember

Literary Analysis
• Analyze Interactions: 7.3.B

Focus Strategy
• Visualize: 7.3.1

Read the Selection
• Introduce the Genre
• Realistic Fiction: Poem
• Analyze Characters: 7.3.B
• Analyze the Structure of a Poem: 7.3.B

Focus on Reading
• Analyze Interactions: 7.3.2
• Focus on Vocabulary

Use Word Parts
• Use Prefixes: 7.3.4
• Use Word Parts: 7.3.4.a

Focus Strategy
• Visualize: 7.3.1

Reading Fluency
• Information: 7.3.6
• Daily Fluency Practice: PD60
• Accuracy and Rate: 7.3.10

Accuracy and Rate: 7.3.10

Language & Grammar
• Comprehension Coach

Writing Application
• Write a Realistic Short Story: 7.3.6

Realistic Short Story
• Plan Realistic Short Story Elements: 7.3.6
• Dialogue Events: 7.3.6

Level B Teacher’s Edition
Lessons Overview

Lesson 3
- Build Vocabulary
  - Key Vocabulary
    - Review and Practice T285
    - emperor
    - special
    - chapter
    - remember
    - throne
- Return to the Selection T285
  - Critical Thinking
    - Compare
    - Interpret
    - Inference
  - Write About the
    - Write a paragraph responding to this statement: "It is important to remember the past."
- Reading Fluency
  - Daily Fluency Practice P290
  - Self-Assessment T285
  - Accuracy and Rate T285
  - Accuracy and Rate T285
- Grammar
  - Use Adjectives That Describe
    - Introduce and Practice with Transparency 28
    - Grammar Routine P954

Lesson 4
- Build Vocabulary
  - Key Vocabulary
    - Practice with Routine 4 PD94
    - emperor
    - special
    - chapter
    - remember
    - throne
  - Academic Vocabulary
    - Introduction and Practice T196
    - Identify
    - Analyze
- Return to and Extend the Selection T286–T287
  - Vocabulary Strategy
    - Use Prefixes
    - Use Word Parts
- Reading Fluency
  - Daily Fluency Practice P560
  - Self-Assessment T285
  - Accuracy and Rate T285
- Grammar
  - Use Adjectives That Describe
    - Introduce and Practice with Transparency 28
    - Grammar Routine P954

Lesson 5
- Build Vocabulary
  - Key Vocabulary
    - Practice with Routine 9 PD94
    - emperor
    - special
    - chapter
    - remember
    - throne
- Extend the Reading
  - Vocabulary Strategy
    - Use Adjectives That Describe
    - Introduce and Make Category Charts
- Reading Fluency
  - Daily Fluency Practice P560
  - Self-Assessment T285
  - Accuracy and Rate T285
- Language & Grammar
  - Descriptive People, Places, and Things
    - Par la vie T289
  - Grammar & Writing
    - Write About People, Places, and Things T289
    - Use Adjectives That Describe T289

Writing Application
- Draft Your Realistic Short Story T320
  - Drafting Tips
    - What to Write: If Your Writing Sounds Like a List, T320
- Evaluate the Work T321
  - Get Feedback: Read Aloud to a Partner
  - Mark Changes to Add, Delete, and Reorganize Text

Tools
- Online Planner
- My NG Connect
- Teachers Edition Level B

Monitor progress on Common Core State Standards

THE DIGITAL PATH
Access digital resources for planning and teaching through myNGconnect.com
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

**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

**Reteach**
Reteaching prescriptions for tested skills
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.

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.
Discover Inside

For the Students

Student Book and Student eBook

Student eEdition

Student Website
myNGconnect.com

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

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
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

Teacher Scripts

Inside the USA

Word Builder

Writer’s Workout

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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