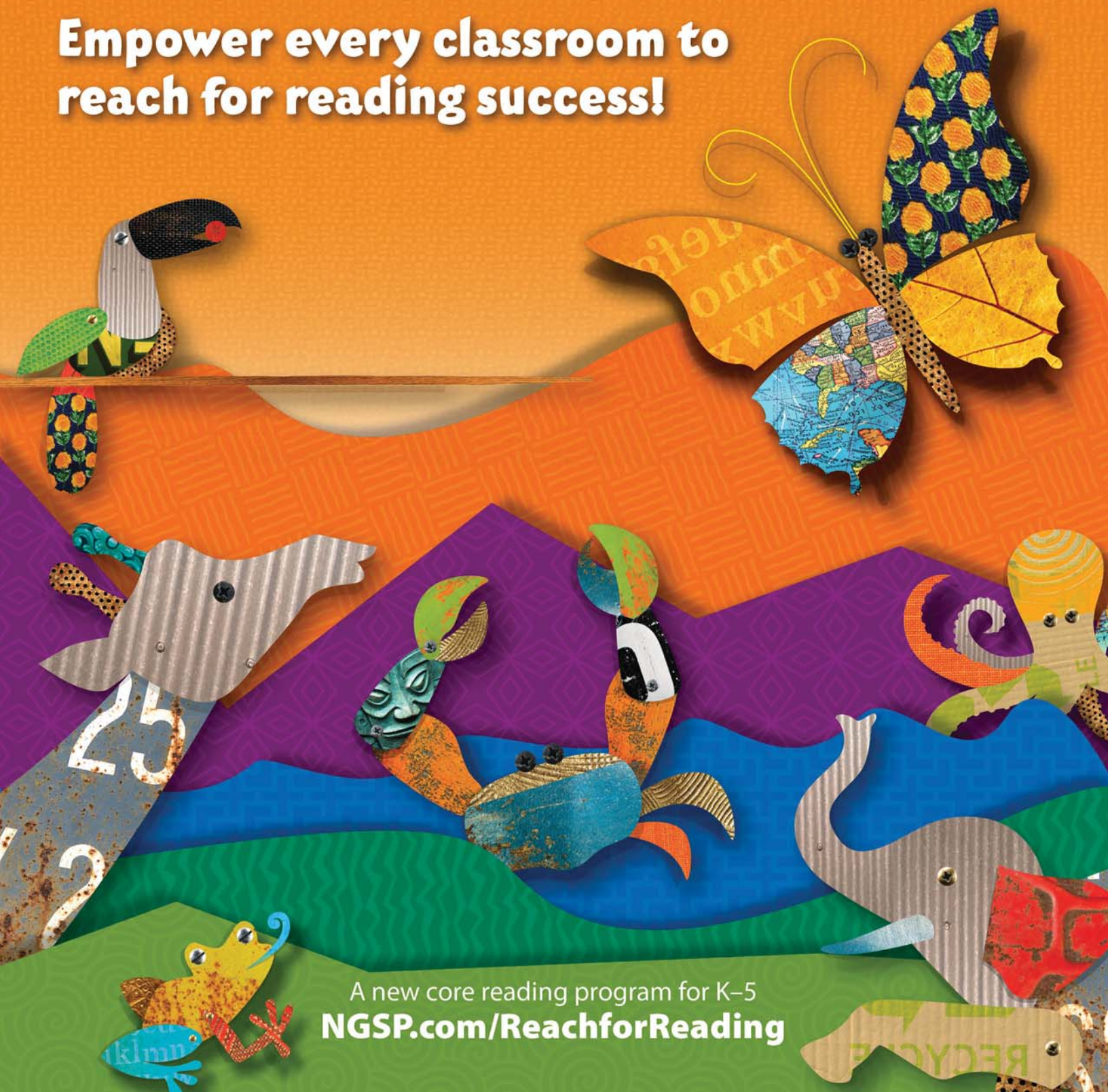


NATIONAL GEOGRAPHIC
Reach for **Reading**
COMMON CORE PROGRAM

**Empower every classroom to
reach for reading success!**



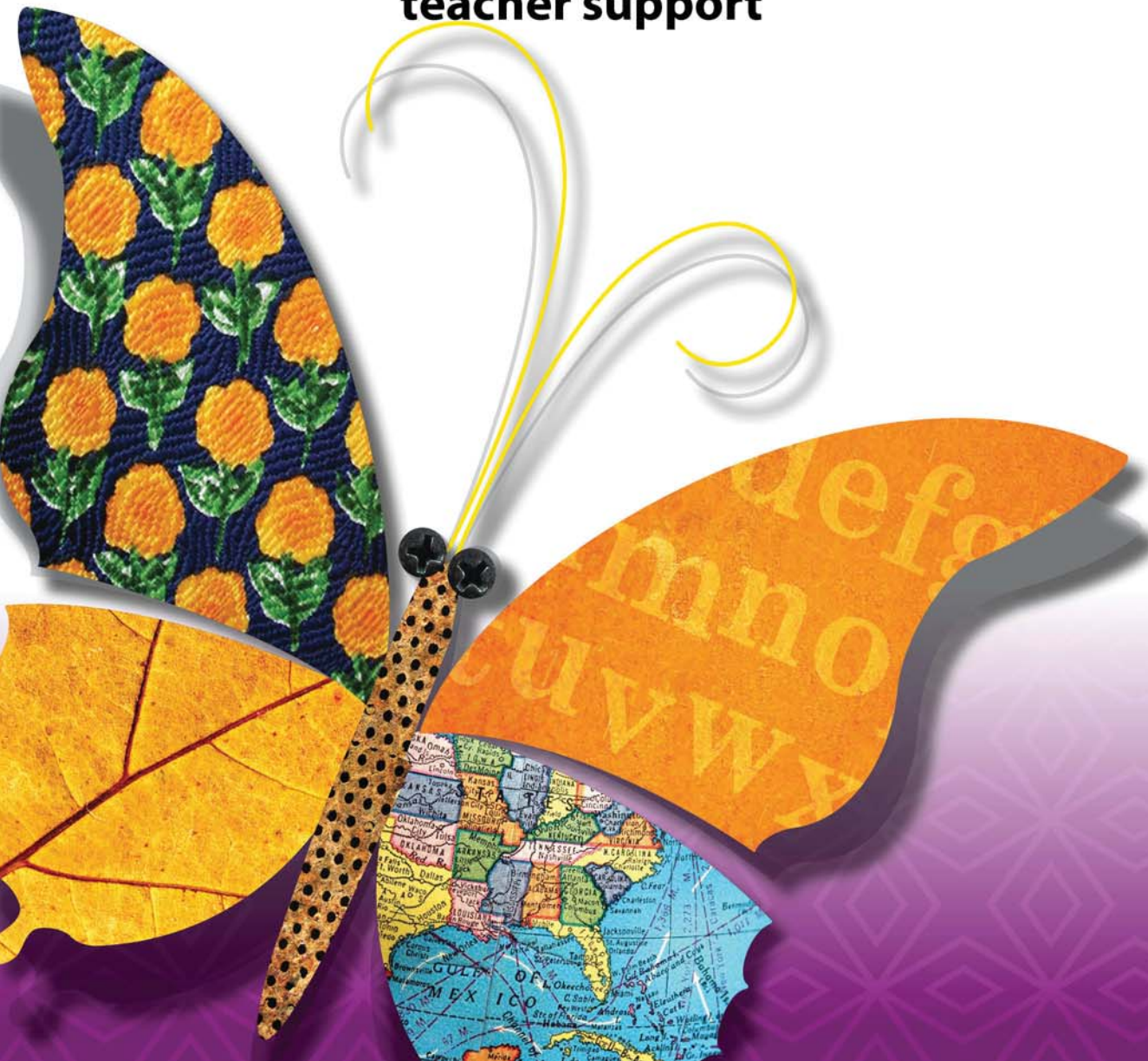
A new core reading program for K-5
NGSP.com/ReachforReading

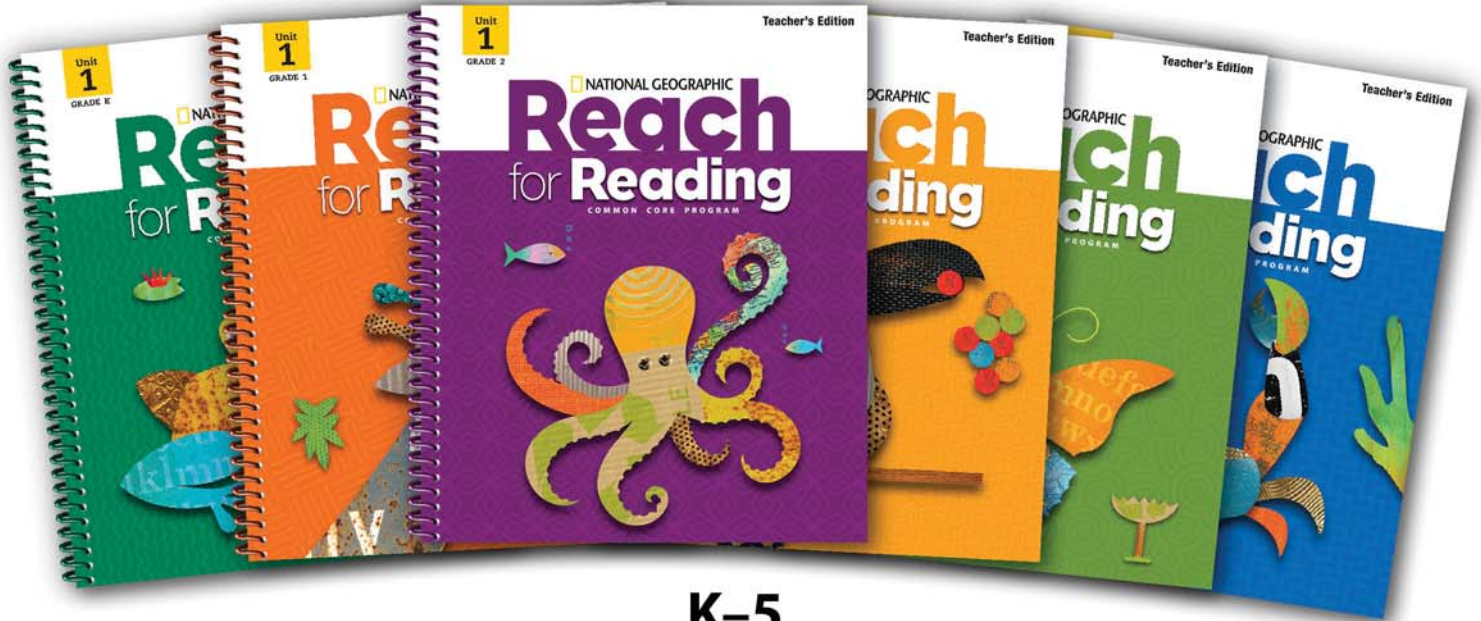
National Geographic Reach for Reading

An innovative, new common core reading program that reaches all students

Empower every classroom to reach for reading success through

- **Content-based instruction**
- **Reading for every learner**
- **Structured and flexible teacher support**





K-5

National Geographic Reach for Reading Student Books



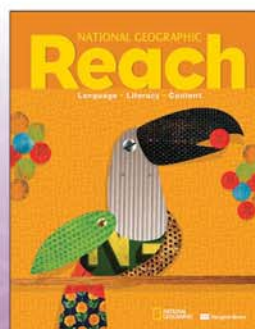
Kindergarten



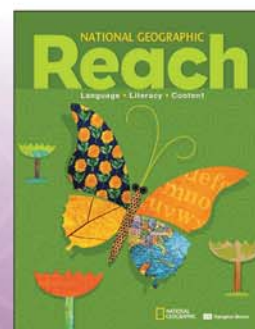
Grade 1



Grade 2



Grade 3



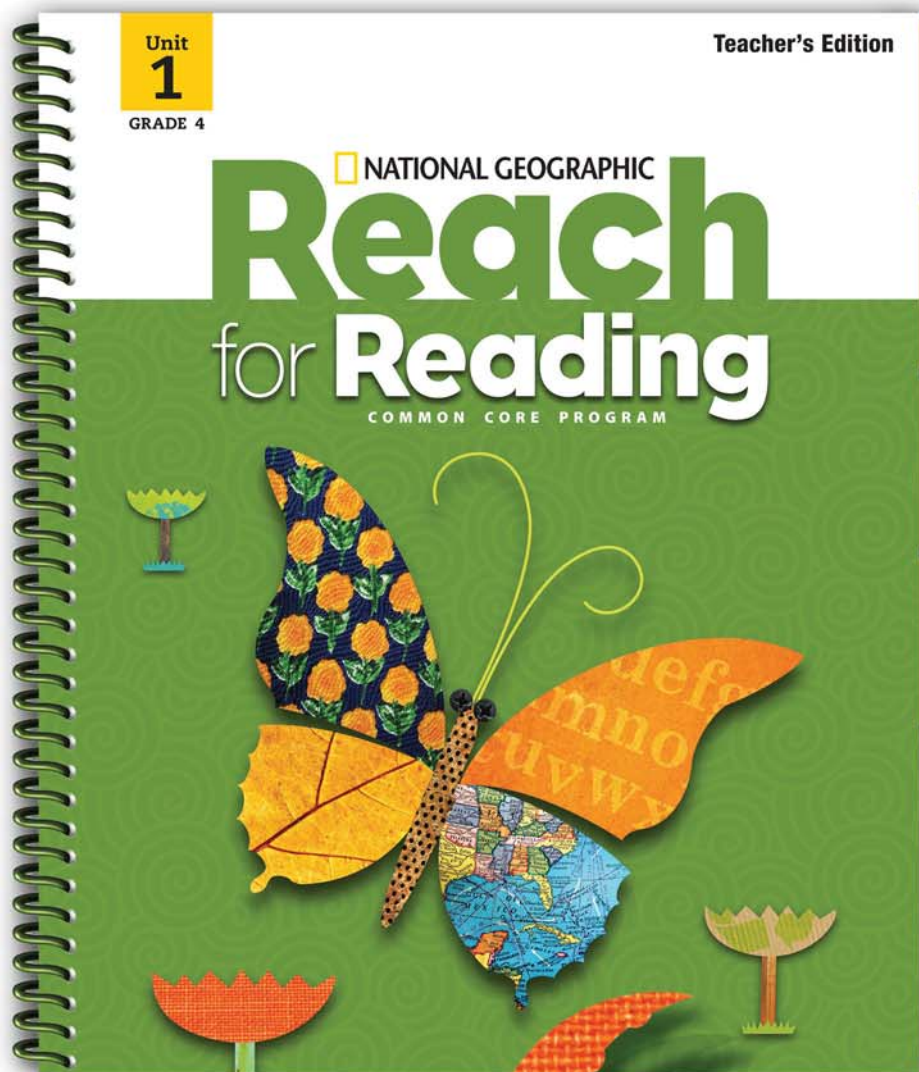
Grade 4



Grade 5

Comprehensive Teacher's Edition

**Everything you need for the unit
in one module**



1 of 8 Teacher's Editions

Whole Group Lessons



Whole Group Lessons

Practice Masters



Practice Masters

Small Group Reading



Small Group Reading

Assessment and Reteaching



Assessment and Reteaching

A

B

Name _____ Date _____

Fluency Practice

"Wind at Work"

Use this passage to practice reading with proper intonation.

Tornadoes may be terrifying, but hurricanes are huge and terrifying. A hurricane can easily stretch across three states with winds that pack a major punch.

Hurricanes form over tropical oceans. Warm, moist air rises. More air moves in underneath and then rises. Big, wet clouds start to gather.

Over a few days, Earth's rotation causes the growing mass of clouds to spin. When winds reach 119 kilometers (74 miles) an hour, the storm becomes a hurricane.

Once hurricanes hit land, they can do extreme damage. The winds can destroy trees and buildings, and huge waves flood coasts.

From "Wind at Work," page 234

Intonation

- 1 ☐ Does not change pitch. 2 ☐ Changes pitch to match some of the content.
3 ☐ Changes pitch, but does not match content. 4 ☐ Changes pitch to match all of the content.

Accuracy and Rate Formula

Use the formula to measure a reader's accuracy and rate while reading aloud.

$$\frac{\text{words attempted in one minute} - \text{number of errors}}{\text{words correct per minute (wcpm)}}$$

For use with TE p. T237

PM4.7

Unit 4 | Power of Nature

C

D

Name _____ Date _____

Reading Comprehension Test

Unit 4, Week 2

Directions: Read the passage. Then answer the questions about the passage.

It's Our Job

The more we learn about our planet, the more we see that earth's habitats, including the places we live, are connected. This means that if one habitat gets spoiled, it has an effect. It can hurt plants, animals, and even people. For example, suppose a bird that eats mosquitoes loses its habitat. This could cause an increase in mosquito bites. In some areas of the world, these bites can lead to sickness.

Plants and animals are unable to speak for themselves. They can't stand up for and protect the natural places where they live. People must be responsible for that.

- How does the author support the opinion that people are responsible for protecting natural habitats?
 - by telling about a sickness caused by mosquito bites
 - by suggesting that plants and animals depend on us *
 - by warning about the dangers of a spoiled habitat
 - by stating that habitats are connected
- The author uses the example of the bird that eats mosquitoes to support the idea that —
 - when a habitat gets spoiled, it has an effect on other living things. *
 - the more we learn about our planet, the more we understand.
 - people are responsible for taking care of the places we live.
 - plants and animals can't speak for themselves.

© Houghton Mifflin Harcourt

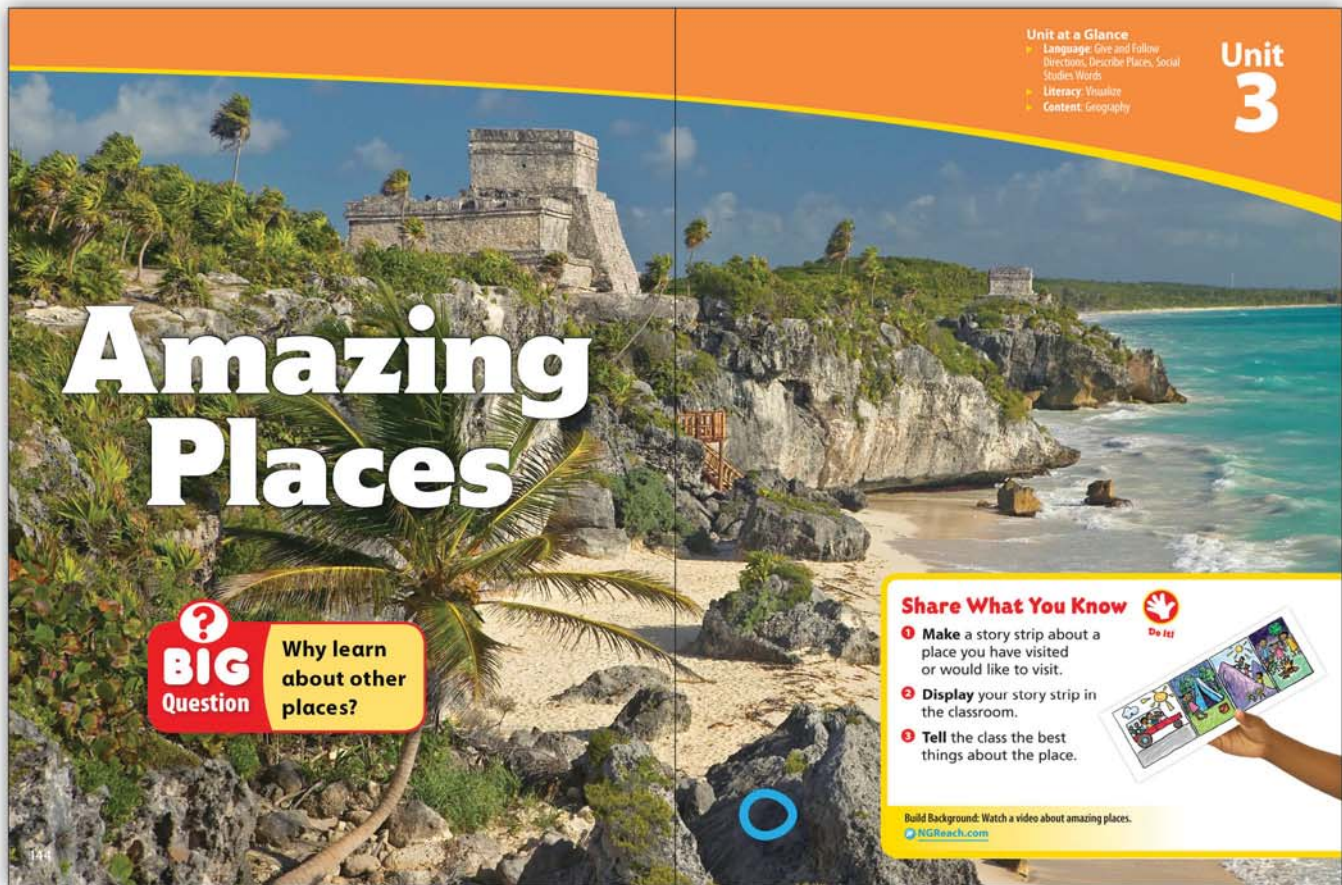
DONE!

Grade 4 Assessment

A4.12

Unit 4 | Power of Nature

Exclusive National Geographic content engages students



Unit at a Glance

- Language: Give and Follow Directions, Describe Places, Social Studies Words
- Literacy: Visualize
- Content: Geography

Unit 3

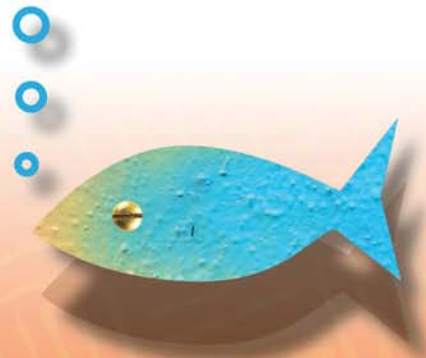
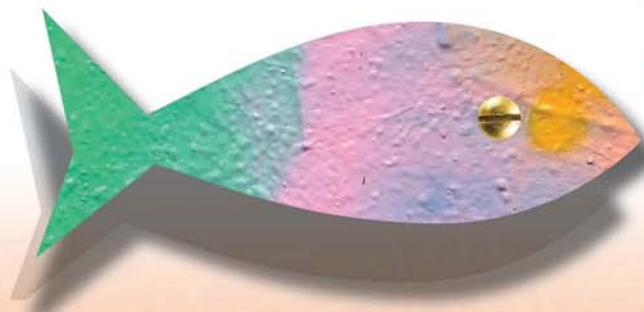
Amazing Places

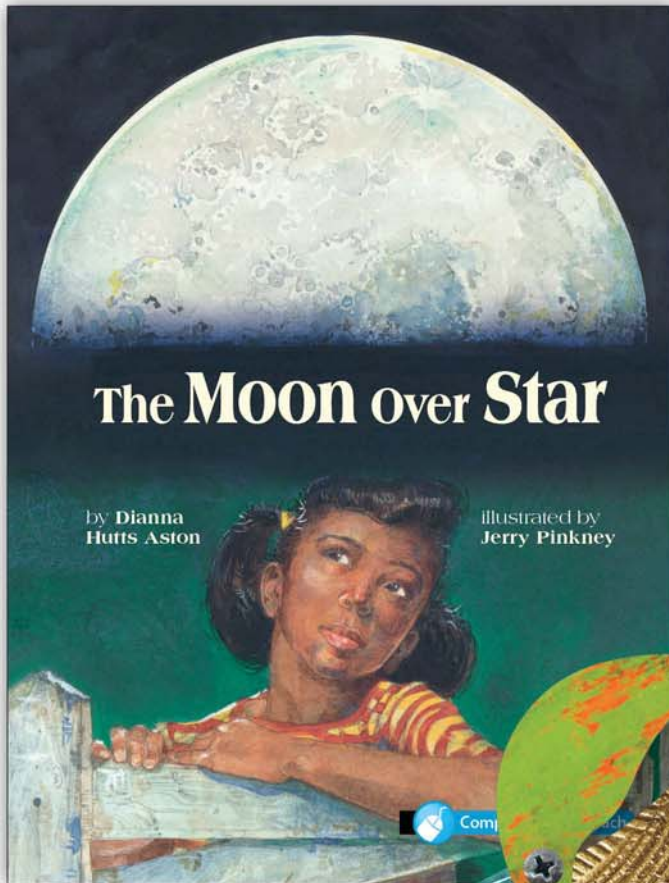
BIG Question Why learn about other places?

Share What You Know

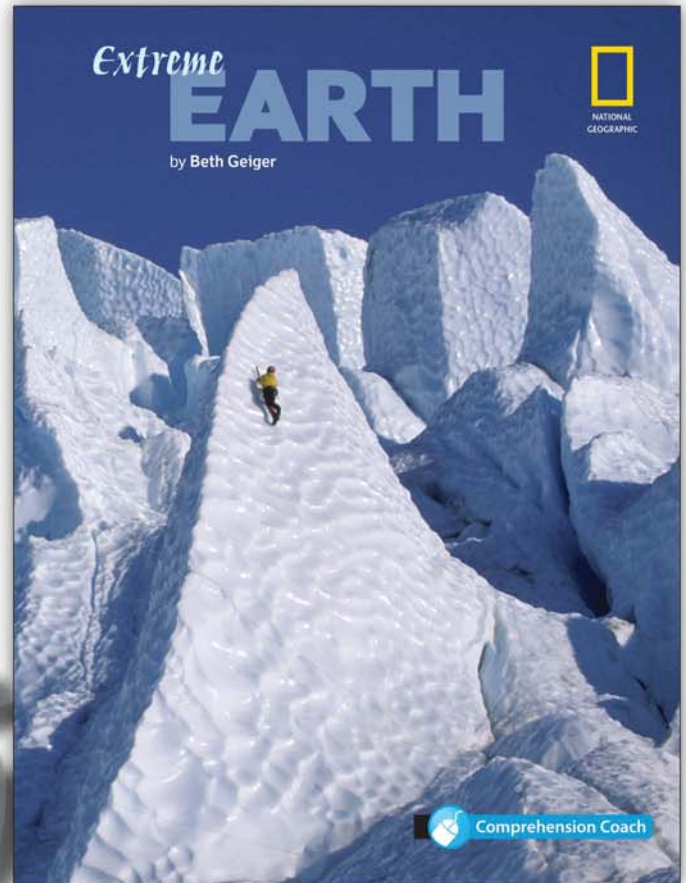
- 1 Make a story strip about a place you have visited or would like to visit.
- 2 Display your story strip in the classroom.
- 3 Tell the class the best things about the place.

Build Background: Watch a video about amazing places.
[NGReach.com](https://www.ngeach.com)





Authentic, multicultural literature



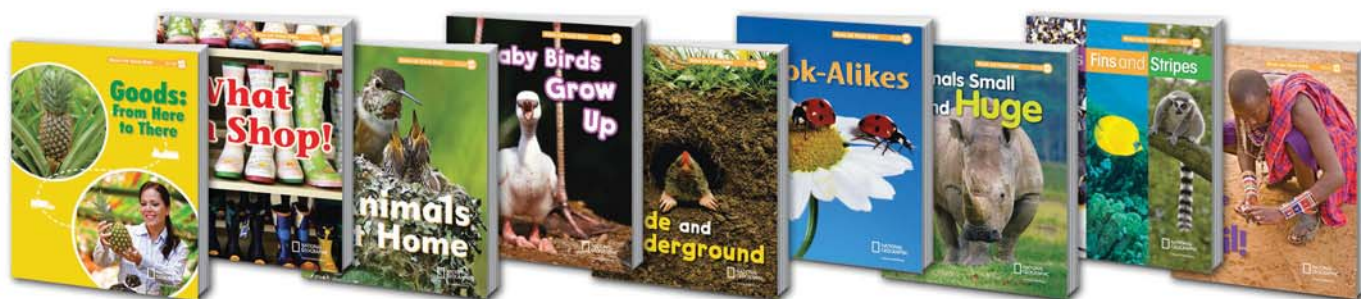
Amazing visuals



Content-based Phonics Instruction

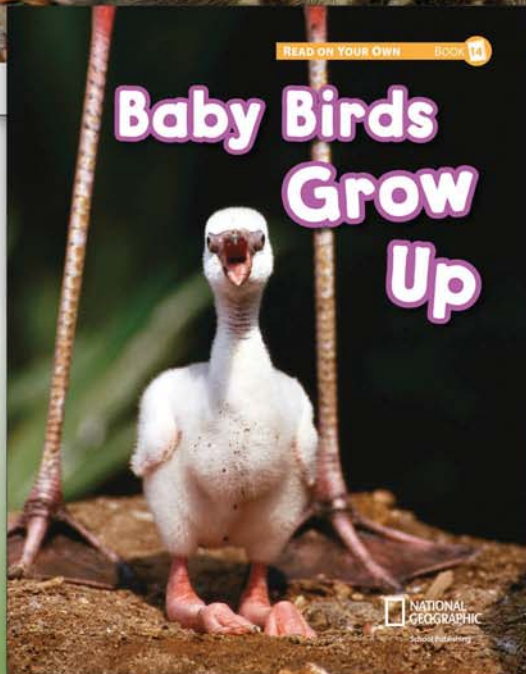
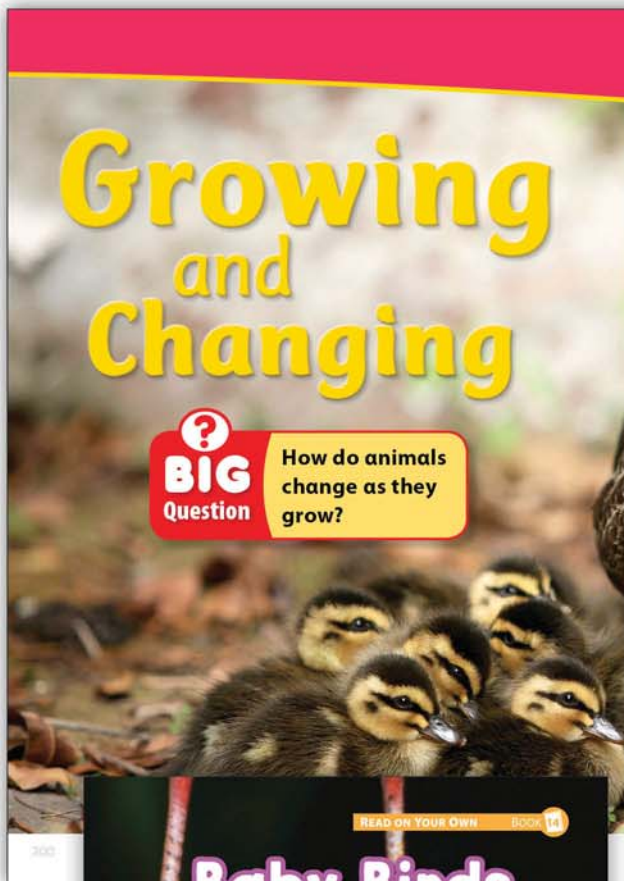
Compelling, decodable texts align with K-2 anthologies

Read on Your Own Books, Grade 1



Read on Your Own Books, Grade 2

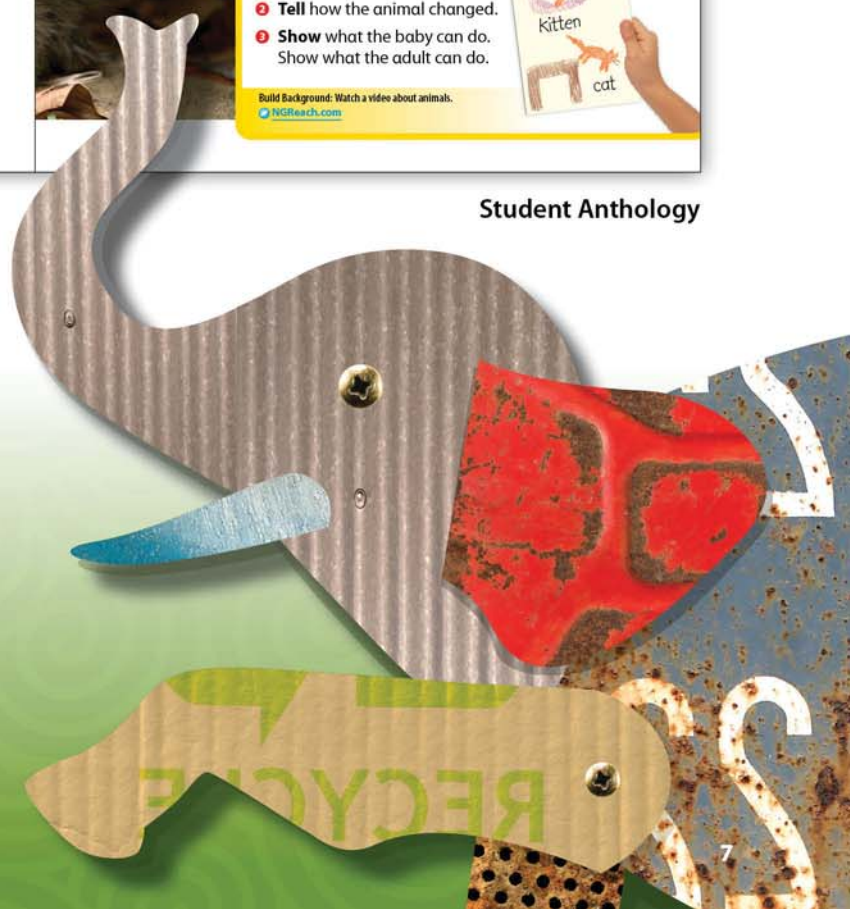




Read on Your Own Book



Student Anthology



Differentiation that builds successful readers

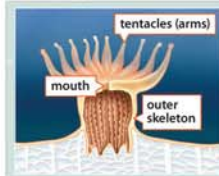
UNDERWATER KINGDOM

Our next extreme place is under water. It is the Great Barrier Reef, off the coast of Australia. It is the largest **reef** on Earth. It is bigger than New Mexico. In fact, the Great Barrier Reef is the largest thing ever built by living creatures.

The builders are tiny animals called coral polyps. Each polyp takes **chemicals** from the sea. It uses the chemicals to make a hard **outer skeleton** shaped like a cup. This cup protects the polyp's soft body.



Coral Polyp



▲ Each of these tiny polyps will help to form the reef.

In Other Words
reef underwater structure
chemicals matter; things
outer skeleton
skeleton on the outside of its body

188

Visuals support comprehension

Vocabulary

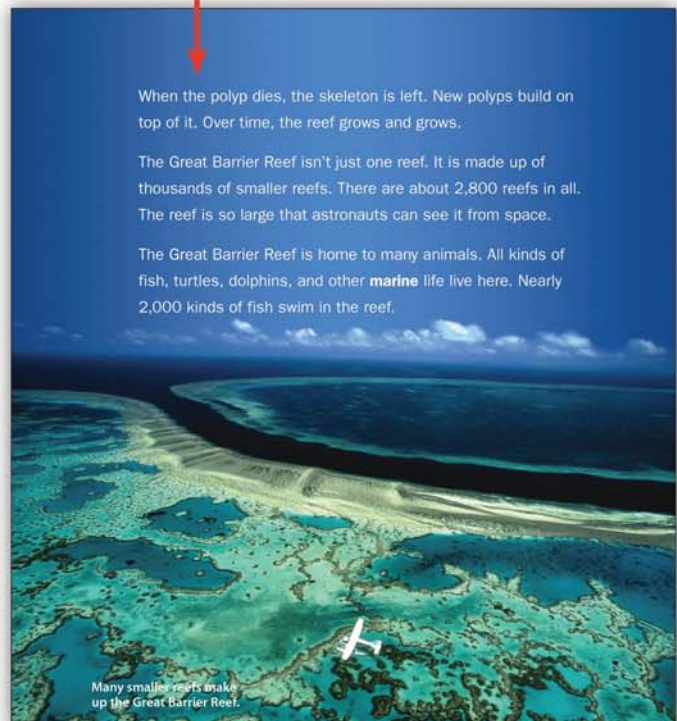
- Content Vocabulary
- Academic Vocabulary

Manageable chunks of text

When the polyp dies, the skeleton is left. New polyps build on top of it. Over time, the reef grows and grows.

The Great Barrier Reef isn't just one reef. It is made up of thousands of smaller reefs. There are about 2,800 reefs in all. The reef is so large that astronauts can see it from space.

The Great Barrier Reef is home to many animals. All kinds of fish, turtles, dolphins, and other **marine** life live here. Nearly 2,000 kinds of fish swim in the reef.



Many smaller reefs make up the Great Barrier Reef.

In Other Words
marine **ocean**

Before You Move On

1. **Use Text Features** Use the diagram on page 188 to tell about the body parts of a coral polyp.
2. **Visualize** Draw a picture of what you think the Great Barrier Reef looks like from above. Which words help you draw this?

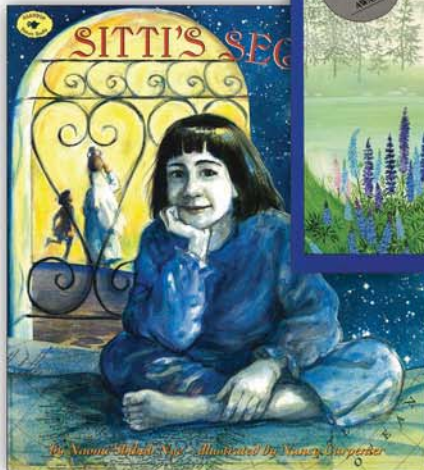
189

On-page scaffolding

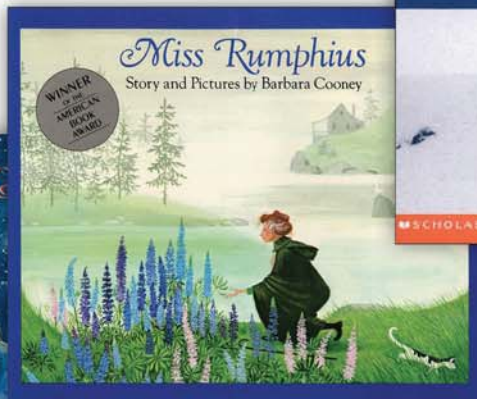
Frequent comprehension checks

**Compelling
topics appeal
to all learners**

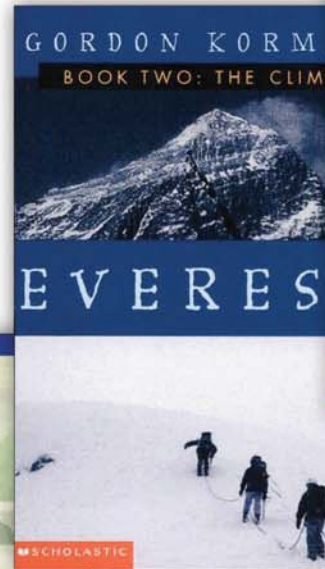
**Accessible books for
struggling readers**



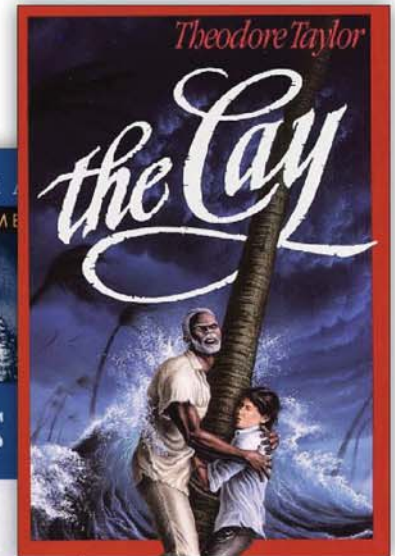
Below Level



Below Level



On Level



Above Level

**Challenging books for
above level readers**



Structured and Flexible Planning

Structured lesson path or the flexibility to tailor instruction

Week 1 Planner

Online Lesson Planner
NGReach.com

☑ = TESTED

WHOLE GROUP TIME

Day 1

Day 2

Speaking and Listening 5–10 minutes

Language and Vocabulary 15–25 minutes

Reading 20–40 minutes

Writing 15–45 minutes

Read and Comprehend

Academic Talk Connect Causes and Effects T218a

Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d

Daily Grammar CC.4.L.1; CC.4.L.3

Academic Vocabulary CC.4.L.6

Reading CC.4.Rinf.10

Comprehension CC.4.Rinf.10

Fluency CC.4.Rfou.4

Power Writing T218a

Daily Writing Skills CC.4.W.7; CC.4.W.8; CC.4.W.9

Writing CC.4.W.7; CC.4.W.8; CC.4.W.9

Research Project: Natural Energy CC.4.W.8

Read Science Articles

Vocabulary CC.4.L.6

Reading CC.4.Rinf.7

Read Nonfiction Books

Vocabulary CC.4.L.6

Reading CC.4.Rinf.10

Learning Station Time 20 minutes

Speaking and Listening CC.4.SL.1; CC.4.SL.1.a; T213i

Language and Vocabulary CC.4.L.6

Writing CC.4.W.7; CC.4.W.8; CC.4.W.9

Cross-Curricular T213j

Reading and Intervention T213j; SG68

T213g Unit 4

Clear time allotments

Integrated fluency

Numerous writing opportunities

Thematic Connection Weather		
Big Question How do we relate to nature?		
Day 3	Day 4	Day 5
Read and Comprehend Academic Talk CC.4.Rinf.1; CC.4.SL.1.b Preview and Predict T222 Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d Practice T213l Daily Grammar CC.4.L.1; CC.4.L.1.b; CC.4.L.3 Present Progressive T213n Vocabulary Practice CC.4.L.6 Expand Word Knowledge T222 Reading CC.4.Rinf.2; CC.4.Rinf.7; CC.4.Rinf.10 Read a Science Article T223–T231 Comprehension CC.4.Rinf.5 Explain Text Structure: Cause and Effect T224–T225; T228–T229 Ask Questions T224–T225–T230–T231 Fluency CC.4.Rfou.4.a Practice Intonation, Accuracy, and Rate T224–T225 Power Writing T222 CC.4.W.10 Daily Writing Skills CC.4.W.7; CC.4.W.8; CC.4.W.9 Finding Information in Sources T213p Writing CC.4.W.10 Write Questions T230–T231 Research Project: Natural Energy CC.4.W.7; CC.4.W.8; CC.4.W.9 Research T237a	Read and Comprehend Academic Talk CC.4.SL.1.b; CC.4.SL.2 Paraphrase Reading T232 Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d Practice T213l Daily Grammar CC.4.W.5; CC.4.L.1; CC.4.L.1.b; CC.4.L.3 Grammar and Writing T213n Vocabulary Practice CC.4.L.6 Share Word Knowledge T232 Reading CC.4.Rinf.10 Read a Science Article T233–T235 Comprehension CC.4.Rinf.5 Explain Text Structure: Cause and Effect T233–T235 Ask Questions T234 Explain Diagrams T234 Fluency CC.4.Rfou.4.a Practice Intonation, Accuracy, and Rate T233 Power Writing T232 CC.4.W.10 Daily Writing Skills CC.4.W.7; CC.4.W.8; CC.4.W.9 Finding Information in Sources T213p Writing CC.4.Rinf.7; CC.4.W.9.b Write About Diagrams T235 Research Project: Natural Energy CC.4.W.8 Organize T237b	Review and Apply Academic Talk CC.4.Rinf.1; CC.4.SL.1.b Talk About “Wind at Work” T236 Daily Grammar CC.4.L.1; CC.4.L.1.b; CC.4.L.3 Review T213n Vocabulary Practice CC.4.L.6 Apply Word Knowledge T235a Reading CC.4.Rinf.10 Reread a Science Article T236a Comprehension CC.4.Rinf.5 Explain Cause and Effect T236a Fluency CC.4.Rfou.4.b Check Intonation, Accuracy, and Rate T236a Power Writing T235a CC.4.W.10 Daily Writing Skills CC.4.W.7; CC.4.W.8; CC.4.W.9 Finding Information in Sources T213p Writing CC.4.W.10 Write About a Windy Day T236 Research Project: Natural Energy CC.4.SL.2 Present T237b
Read Nonfiction Books Vocabulary CC.4.L.6 Expand Vocabulary Through Wide Reading SG8–SG9 Reading CC.4.Rinf.10 Read and Integrate Ideas SG8–SG9 Ask Questions to Comprehend Text SG8–SG9 Explain Text Structure: Cause and Effect SG8–SG9	Read Nonfiction Books Vocabulary CC.4.L.6 Expand Vocabulary through Wide Reading SG6–SG9 Reading CC.4.Rinf.10 Read and Integrate Ideas SG8–SG9 Ask Questions to Comprehend Text SG8–SG9 Explain Text Structure: Cause and Effect SG8–SG9	Read Nonfiction Books Vocabulary CC.4.L.6 Expand Vocabulary Through Wide Reading SG8–SG9 Reading CC.4.Rinf.3; CC.4.Rinf.10; CC.4.SL.1.a Connect Across Texts SG9 Writing CC.4.W.2 Choose a Writing Option SG9
ASSESSMENT & RETEACHING Assessment and Reteaching T237c–T237d Reading Comprehension Test A4.4–A4.5 CC.4.Rinf.5 Reading Strategy Assessment SG4.30–SG4.31 CC.4.Rinf.10 Oral Reading Assessment A4.1–A4.3 CC.4.Rfou.4 Vocabulary Test A4.6–A4.7 CC.4.L.6 Spelling Test: Words with Long a; oi, oy, and Commonly Misspelled Words T213k CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d Writing, Revising, and Editing Test A4.8–A4.10 CC.4.W.5; CC.4.W.7–10; CC.4.L.1–1.b; CC.4.L.3 Reteaching Masters RT4.1–RT4.2 CC.4.Rinf.5; CC.4.Rinf.10		

Common Core Standards correlations

Focused reading skills and strategies

Substantive differentiation

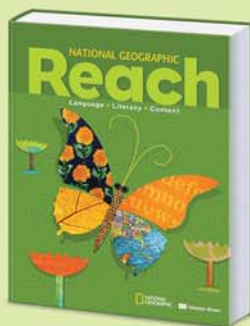
Week 1 | Planner T213h



Structured and Flexible Grouping

Resources for every grouping option

Whole Group Time

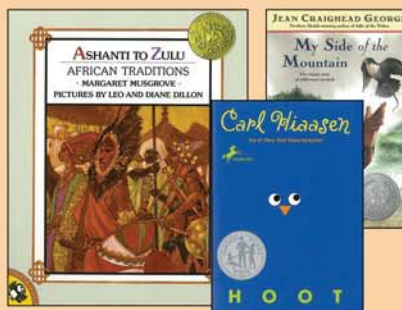


Anthology

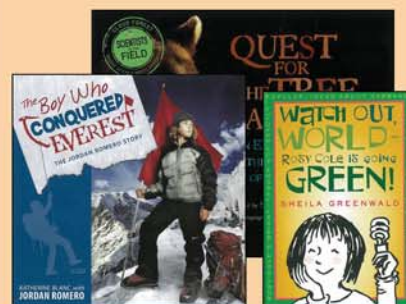


Interactive Whiteboard Activities

Small Group Reading Time



Fiction Books



Nonfiction Books

Learning Station Time



myNGconnect.com



Digital Library

Represents Grade 4



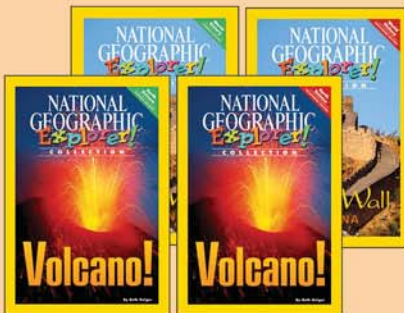
Student eEdition



Build Background Videos



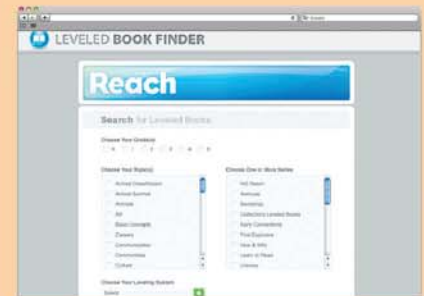
myNGconnect.com



Explorer Books (leveled)



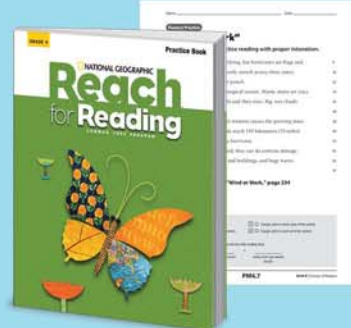
Small Group Reading Masters



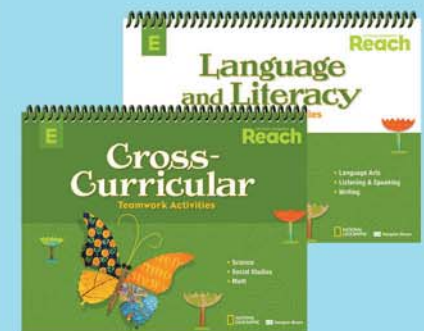
Leveled Book Finder



My Vocabulary Notebook



Practice Book/Practice Master



Teamwork Activities



Flexible Language Arts Options

Opportunities for Spelling and Word Work, Grammar, and Writing Every Day

Week 1 Daily Spelling & Word Work

OBJECTIVES
Thematic Connection: Weather
✓ Spell Words with Long *a*: *ai*, *ay*
✓ Use Commonly Misspelled Words Correctly

SUGGESTED PACING
DAY 1 Pretest
DAY 2-4 Daily Practice Options
DAY 5 Test

Spelling Pretest Day 1

Spelling Test Day 5

Spelling Words
Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Words with Long <i>a</i> : <i>ai</i> , <i>ay</i>	
1. betray	I would never betray my friend's trust by lying about the weather.
2. daily	The daily weather forecast helps me decide what to wear each day.
3. decay	That dead fish began to decay in the hot sun.
4. display	The museum will display an exhibit about weather patterns in our region.
5. entertain	That exciting movie about dangerous lightning storms will entertain you and keep your interest.
6. hail	During the storm, it began to hail , showering me with small balls of ice.
7. maintain	It was hard to maintain our footing on the icy road.
8. mermaid	I read a book about a mermaid who had the torso of a woman and the tail of a fish.
9. praise	Forecasters receive a lot of praise when they predict the weather accurately.
10. relay	Please relay the weather report to the community so that everyone knows a storm is coming.
11. remain	We must remain inside until the storm passes.
12. sustain	Remember to sustain yourself by drinking plenty of water on hot, dry days.
13. traitor	The traitor lied to the ship's captain about the weather forecast.
14. waterway	Is that waterway a natural river or an artificial canal?
15. yesterday	Yesterday was rainy, but today is sunny.
16. toe	During the flood, my toe got stuck under a heavy boulder.
17. tow	The rescuers used a rope to tow the boulder away.
18. real	Those rescuers were real heroes.
19. really	I was really happy to be free from that heavy rock!

Unit 4

Spelling and Word Work

CVVC Pattern Day 2

MATERIALS
Index cards, 9 per pair of students • scissors

Teach
Display the word *entertain*. Circle the letters *ai*. Explain: *When a and i are together between vowels, they make the long a sound.*

Prepare
• Have partners print each *ai* spelling word leaving spaces between the letters.
• Have students cut apart their words into letters for each word together.

Play a Game
• Have each student mix up the letters for one word and exchange them with his or her partner.
• Have each partner unscramble the letters and read the word aloud.
• Ask partners to play until they have used all the words.

Compose a Dialogue Day 2
Write a Dialogue
Invite small groups to write a dialogue using as many of the words as possible. Tell students to underline the spelling words. Have groups perform their dialogues for the class.

Watch Out! Day 2
Play a Game
Have students write silly sentences to help them remember the words. Provide an example: I stub my toe. I was **really** happy to be free from that heavy rock!

CVV Pattern Day 3 **Option 1**

MATERIALS
Index cards, 1 per student • scissors

Teach
Display the word *betray*, circle the letters *ay*, and pronounce the word. Explain: *When the letters ay follow a consonant, they make the long a vowel sound.*

Prepare
Have each student write *ay* on his or her index card and the headings *ay* and *ai* on a sheet of paper.

Play a Game
• Tell students to take turns saying a spelling word aloud. Explain that students should hold up the *ay* card if they hear a spelling word in which the long *a* sound is spelled with *ay*.
• Then have students write the spelling word on their papers under the appropriate heading: *ai* or *ay*.
• Have students continue until each of the first 15 spelling words are recorded under the correct heading.

Apply Phonics and Word Analysis Skills
Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words
CC.4.Rfou.3
CC.4.Rfou.3.a

Word Play Day 3 **Option 2**

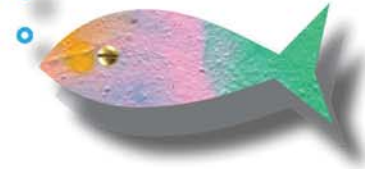
Prepare
• Divide students into groups of two.
• Have partners choose two rhyming words from this list: *betray*, *decay*, *display*, *relay*; *entertain*, *remain*, *sustain*, *maintain*.
• Tell each partner to use the words in a simple rhyme. Provide an example:
The snowman and snow woman we can **maintain**,
If the cold snowy weather would only **remain**.

Play a Game
• Have one partner read aloud his or her rhyme while the other partner spells each spelling word used in the rhyme.
• Have partners reverse roles.
• Then have pairs exchange rhymes with another team.
• Tell each pair to choose one of the other team's rhymes and replace the spelling words with another two rhyming words. (New words do not need to be spelling words.) Provide an example:
The snowman and snow woman will surely **decay**,
If the sun melts the snow away today.
• Have students read aloud their new rhymes.

Demonstrate Command of Spelling
CC.4.L.2

14

No need to look for other resources.
Everything you need is within reach.



Long a: ai, ay

Grammar

Day 3

PROGRAM RESOURCES

Game: Practice Master PM4.3

MATERIALS

beanbags • scissors

Teach the Rules

Use the suggestion on page T231 to introduce the present progressive, using the verb *be* (*is growing*). Explain: *Present-progressive verbs tell about an action as it is happening. They contain a helping verb am, is, or are and a main verb that ends in -ing. The helping verb is a form of the verb be. The helping verb always agrees with the subject.* Review the present forms of *be*.

Subject	Form of <i>be</i>	Example
I	am	I am watching the rain.
he, she, it	is	Right now, it is pouring!
we, you, they	are	We are waiting to play outside.

Play a Game ★★

Briefly discuss each weather topic before beginning the game. Then distribute Practice Master PM4.3 and have partners play "Agree with Me." Tell students to play until each topic word is used at least once.

NAME _____ DATE _____

Agree with Me

Topics

SUN	HAIL	SNOW	WIND	RAIN
-----	------	------	------	------

1. Cut out the cards and arrange them on a desk or the floor.
2. Toss a beanbag onto a gray helping verb card.
3. Toss another beanbag onto a subject card.
4. Toss a third beanbag onto a main verb card.
5. If the first two cards agree, choose topic from the box and orally compose a sentence. Be sure to use the subject, helping verb, and main verb in your sentence. If the subject and helping verb do not agree, choose a different helping verb. Then compose your sentence.

am	are	is
I	you	we
he	she	it
slipping	running	flying
pounding	blowing	

Practice Master PM4.3

Differentiate

BL Below Level

ISSUE Students need repeated exposure to correct subject-verb agreement before they can correctly apply the skill on their own.

STRATEGY Allow students to pair subject-pronoun cards with the correct forms of *be* cards before tossing the beanbags.

Writing

Skim Web Articles

Day 3



Option 1



Practice

Print the article from Resource Directory > Student Resources > Unit 4 > Daily Writing Skills > Ten Cool Archaeological Sites. Have groups skim the article and determine which of the following questions it answers.

1. Has anyone ever found treasure in an Egyptian tomb?
2. Why do people erect snow fences?
3. Are there countries made up of small islands?

Skim Web Articles

Day 3



Option 2



Practice

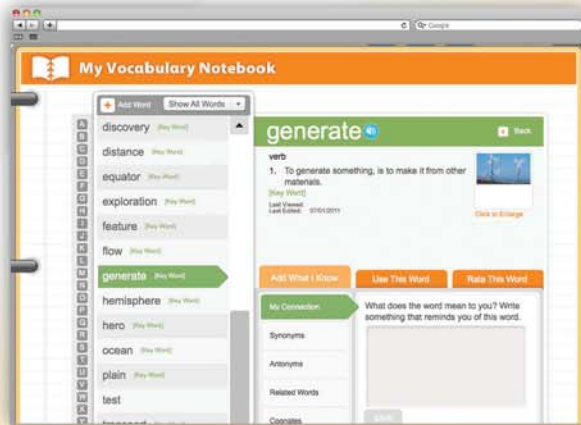
Print the article from Resource Directory > Student Resources > Unit 4 > Daily Writing Skills > Ten Forces of Nature. Have partners skim the article and determine which of the following questions it answers.

1. Do animals ever fall from the sky?
2. How does an avalanche occur?

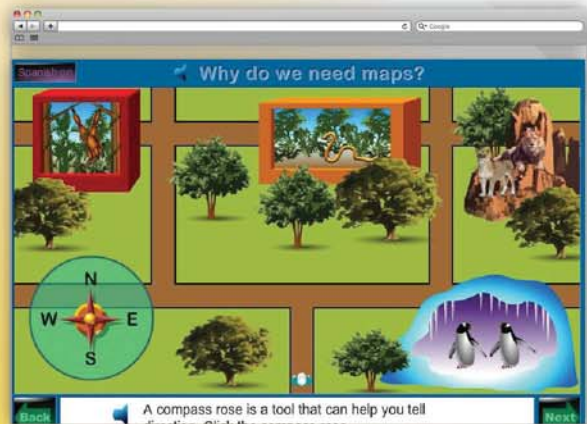
Grade 4 shown

Engaging Technology Tools

Bring content to life at myNGconnect.com



Vocabulary Notebook



Build Background Interactives



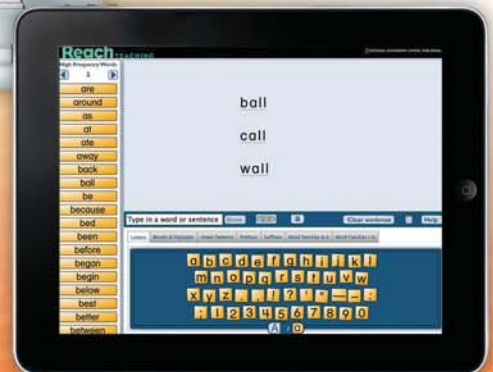
Student eEdition



Vocabulary Games



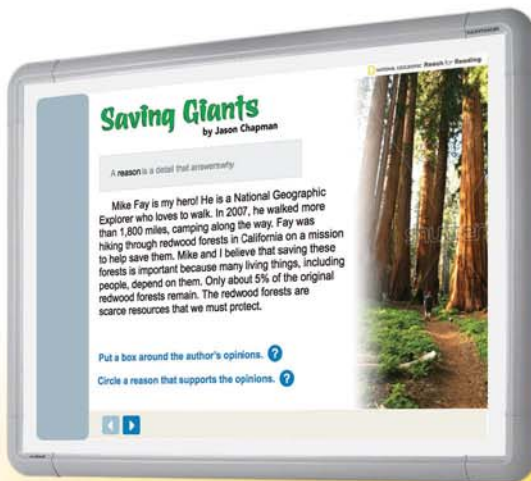
Student Site



Word Builder App



Available for download



Interactive Whiteboard Activities



Digital Library



Build Background Video



Lesson Planner



Teacher Site



Frequent and Varied Assessment

Inform instruction every step of the way

Teacher's Edition Resources

- Weekly and Unit Tests
- Oral Reading Assessments
- Reading Strategies and Assessments
- Rubrics and Answer Keys
- Test-Taking Strategies

Week 1 Assessment & Reteaching

✓ = TESTED SKILL

Assess

OBJECTIVES

Reading

- ✓ Determine Theme
- Review Skill: Identify Main Idea and Details
- ✓ Visualize to Comprehend Literature

Reading Comprehension Test
A3.4–A3.5
Reading Strategy Assessment
SG3.37–SG3.38

Fluency

- ✓ Intonation
- ✓ Accuracy and Rate

Oral Reading Assessment
A3.1–A3.3

Use these passages throughout Unit 3. Work with Below Level students this week.

Vocabulary and Spelling

- ✓ Use Domain-Specific Words
- ✓ Use Academic Words
- ✓ Spell Words with Long e, i, o
- ✓ Use Commonly Misspelled Words Correctly

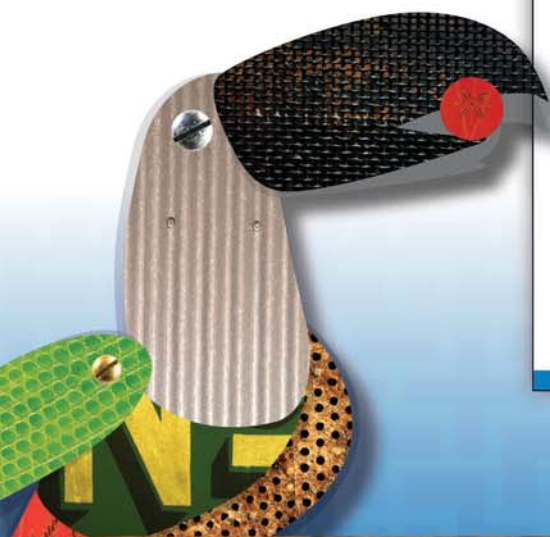
Vocabulary Test
A3.6–A3.7
Spelling Pretest/Spelling Test
T143k


Grammar and Writing


- ✓ Grammar: Use Plural Nouns
- ✓ Use Signal Words in Writing
- ✓ Writing Trait: Organization

Writing, Revising, and Editing Test
A3.8–A3.9
Writing Rubric
A3.40

T167e Unit 3




Text TK Text TK




Reteach and Practice


REPORTS TO INFORM RETEACHING




PRINT & TECHNOLOGY
Report Forms for Teacher to Complete


Student Profile: Weekly and Unit Tests	A3.35
Student Profile: Weekly Projects	A3.36
Class Profile: Weekly and Unit Tests	A3.37
Student Profile: Strengths and Needs	A3.38
Student Profile: Oral Reading Progress Tracker	A1.00

Reading

RETEACH
Theme: Reteaching Master RT3.1
Visualize: Reteaching Master RT3.2
ADDITIONAL PRACTICE
Comprehension Coach 

Fluency


RETEACH
Fluency Routines, page BP33
ADDITIONAL PRACTICE
Comprehension Coach 



TECHNOLOGY ONLY
Automated Reports

Student Profile: Weekly and Unit tests
Class Profile: Weekly and Unit tests
Standards Summary Report

Vocabulary and Spelling

RETEACH
Vocabulary Routine 6, page BP40
Spelling and Word Work Routine, page BP52
ADDITIONAL PRACTICE
Vocabulary Games 
Daily Spelling Practice, pages T143k–T143l

Grammar and Writing

RETEACH
Plural Nouns: Anthology Handbook, page 596
Writing: Reteaching Writing Routine, page BP51
Organization: Reteaching Master RT3.3
ADDITIONAL PRACTICE
More Grammar Practice RT3.4
Daily Writing Skills Practice, pages T143o–T143p

Additional Resources



Benchmark Tests



ExamView® CD-ROM



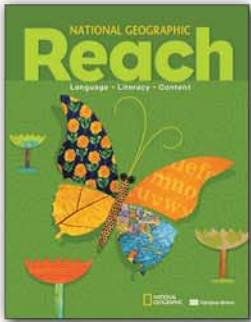
eAssessment™

Week 1 | Assessment & Reteaching **T167f**

Grade 4 shown

Reach for Reading Components (Grade 4 shown)

The resources you expect from a comprehensive National Geographic reading program



Student Book



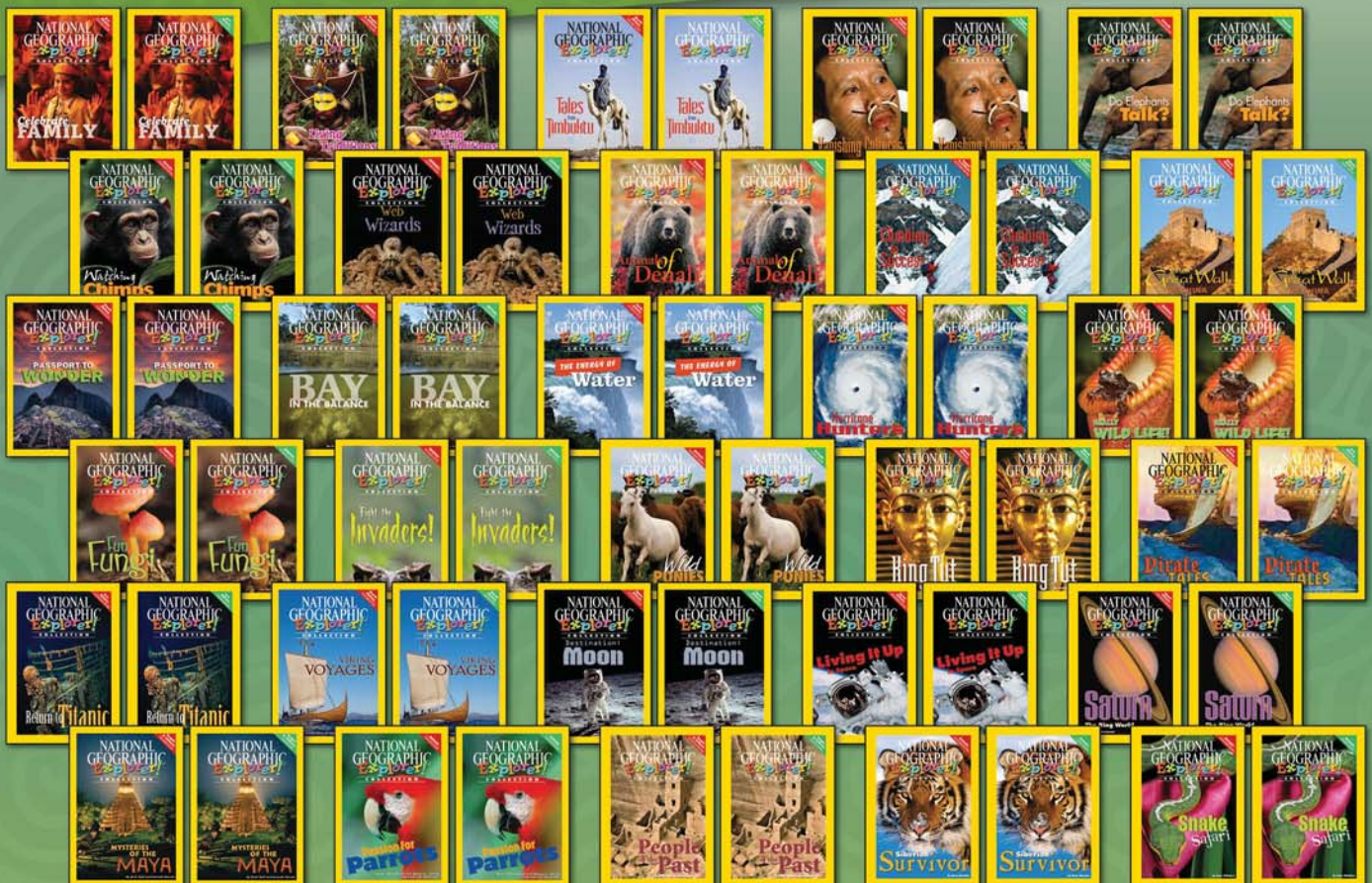
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