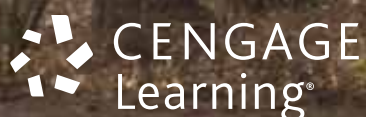



**Grades K–6**  
Program Overview

# NATIONAL GEOGRAPHIC Reach for Reading

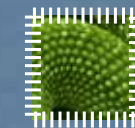
Experience the  
National Geographic  
Difference!







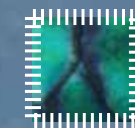
# NATIONAL GEOGRAPHIC Reach for Reading



Literature worth reading and rereading



Direct science and social studies content connections



Rigorous instruction to meet the Common Core



Differentiation for all Learners



# Program Organization

Teach, model, and apply close reading in whole group with print and digital resources. Whole group, small group, and independent practice ensure teachers meet the demands of the Common Core.

Organization

## WHOLE GROUP



## SMALL GROUP

- Multiple levels of differentiation
- Authentic texts built around unit themes
- Instructional support for all levels



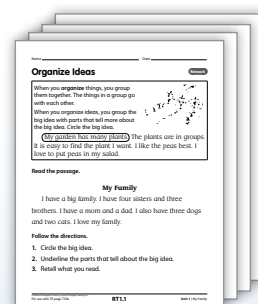
## INDEPENDENT PRACTICE



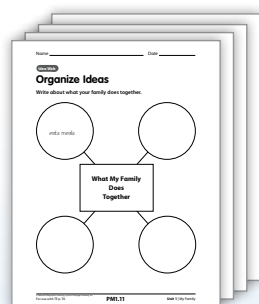
Teamwork Activities



Language Builder Picture Cards



Reteaching Masters

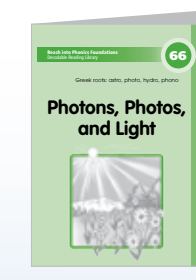


Practice Masters



Online Student Resources

### Phonics



Decodable texts



Reach into Phonics Foundations Teacher's Guide



# Integrated Technology

NGReach.com takes the print content to the next level with activities and resources to extend and enrich learning and content knowledge and provide teachers with easy-to-use digital support tools and time saving resources.

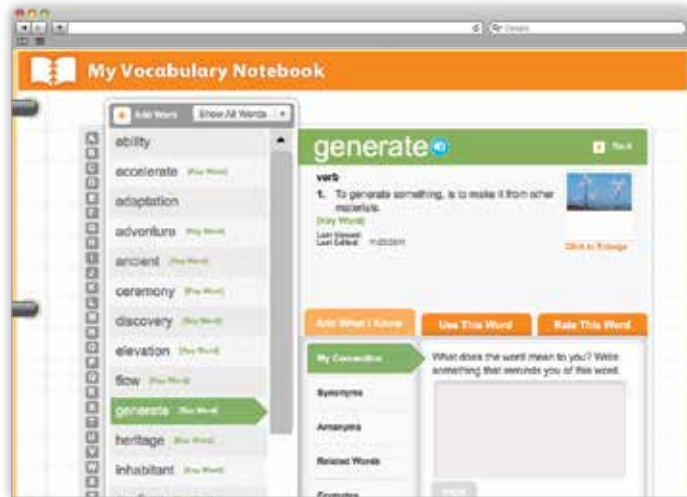
Technology

## Student Technology

- My Assignments
- Digital Library
- Build Background Videos
- Build Background Interactives
- Read with Me Selection MP3s
- Fluency Model MP3s
- Practice Masters
- Teamwork Activities
- Close Reading Mark-Ups



Vocabulary Games



My Vocabulary Notebook



Magazine Maker



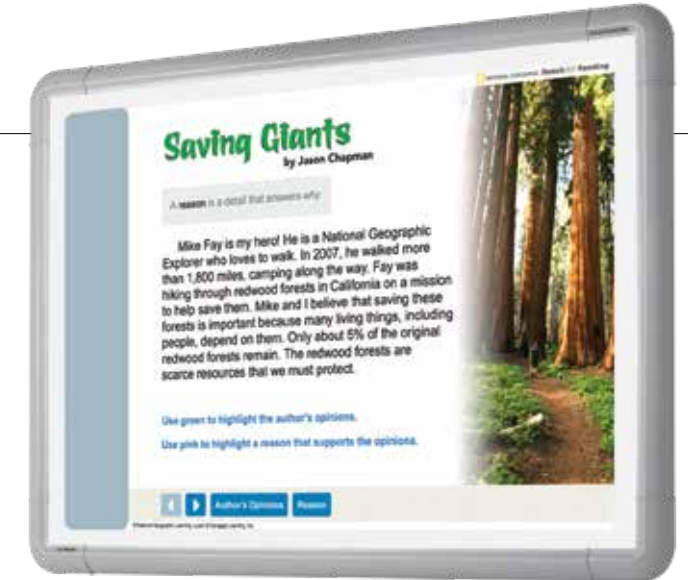
Student eEdition



Comprehension Coach

## Teacher Technology

- Build Background Videos
- Build Background Interactives
- eVisuals
- Family Newsletters
- Teamwork Activities Teacher's Guides
- Test-Taking Strategies Teacher's Guides
- Other Teacher Resources
- Online Professional Development



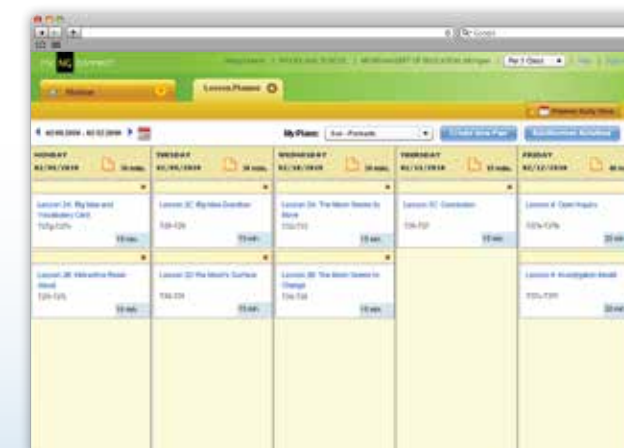
Interactive Whiteboard Lessons



Student and Teacher's eEditions



Digital Library



Online Lesson Planner



Professional Development



# Will students encounter quality, authentic texts?

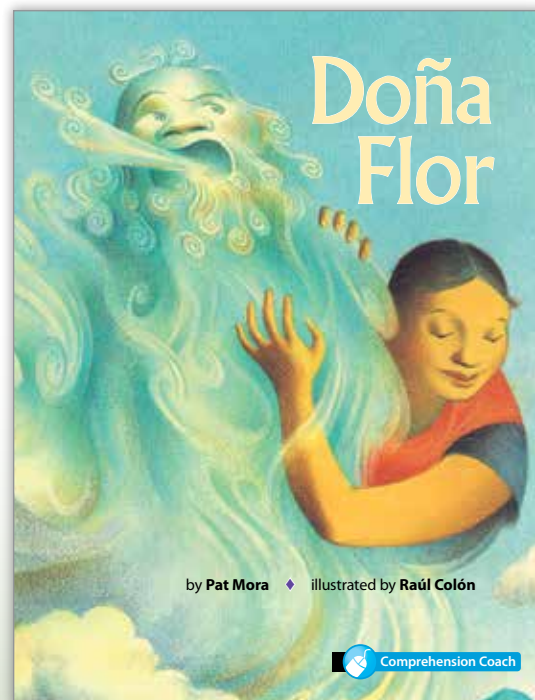
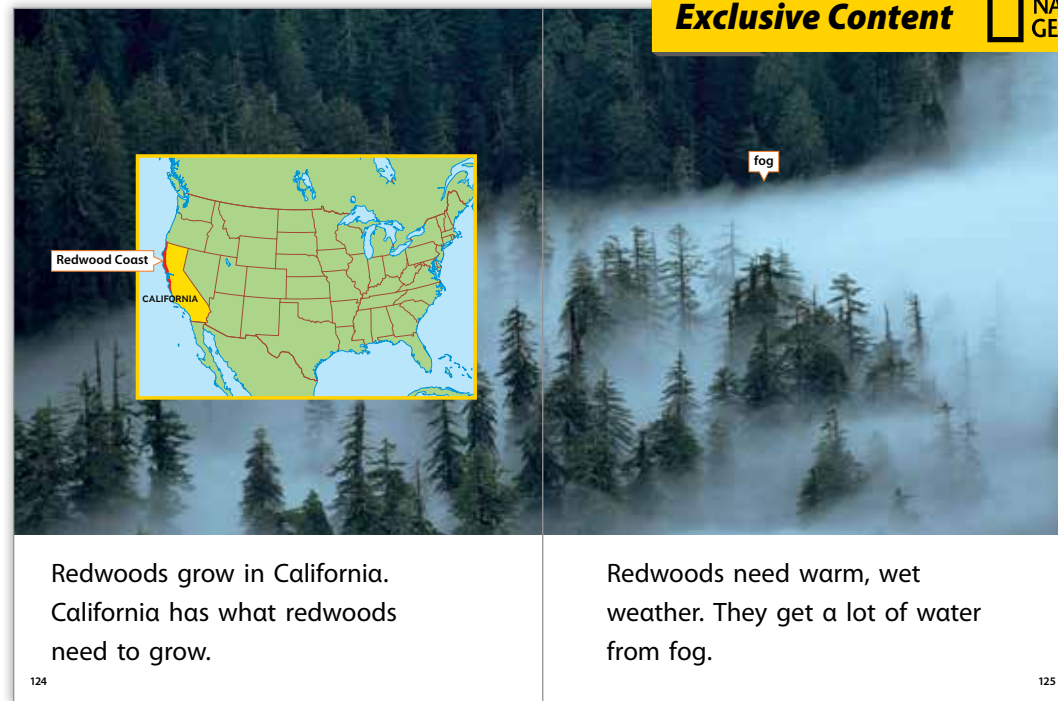


## Literature Worth Reading

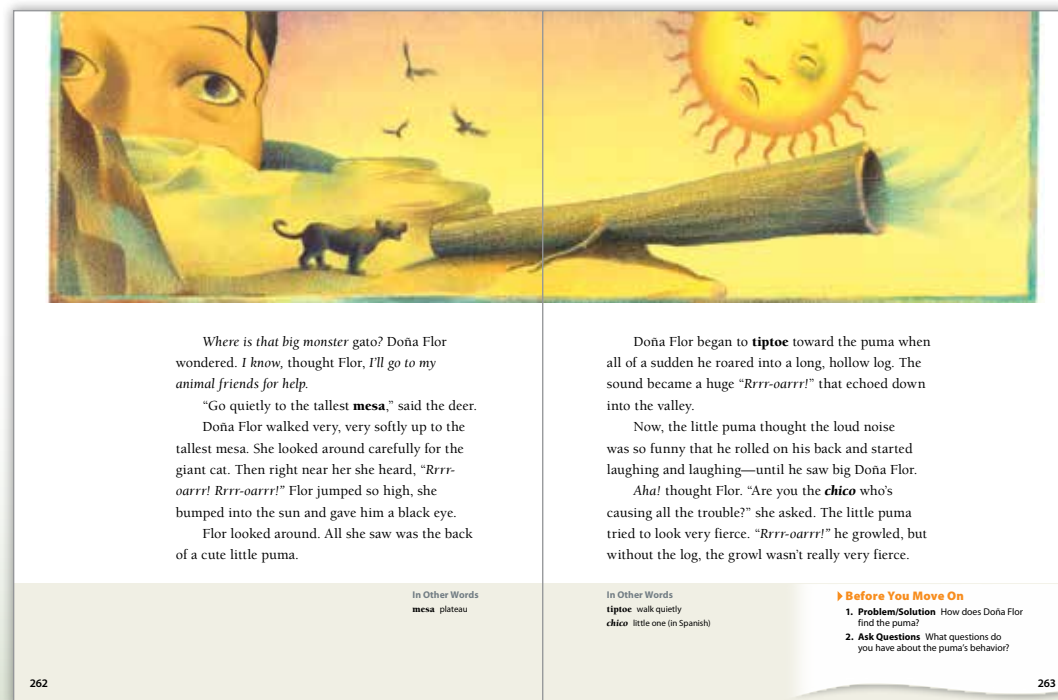
Reach for Reading Student Editions include National Geographic content and authentic literature worth reading and rereading. Four-week units built around a science or social studies topic include engaging fiction and nonfiction selections.



Grade 1 Anthology



Grade 4 Anthology



Exclusive Content



## Leveled Libraries

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



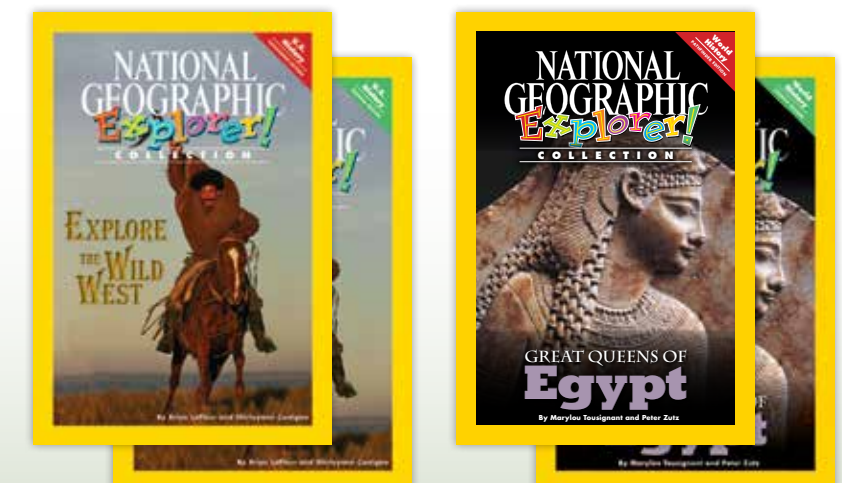
## Read with Me Big Books (K–2)

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.







## Science and Social Studies Connections

Each four-week unit is built around a science or social studies topic and Big Question. All literature and content, as well as reading, writing, speaking, and listening activities, are designed to deepen knowledge and make connections.

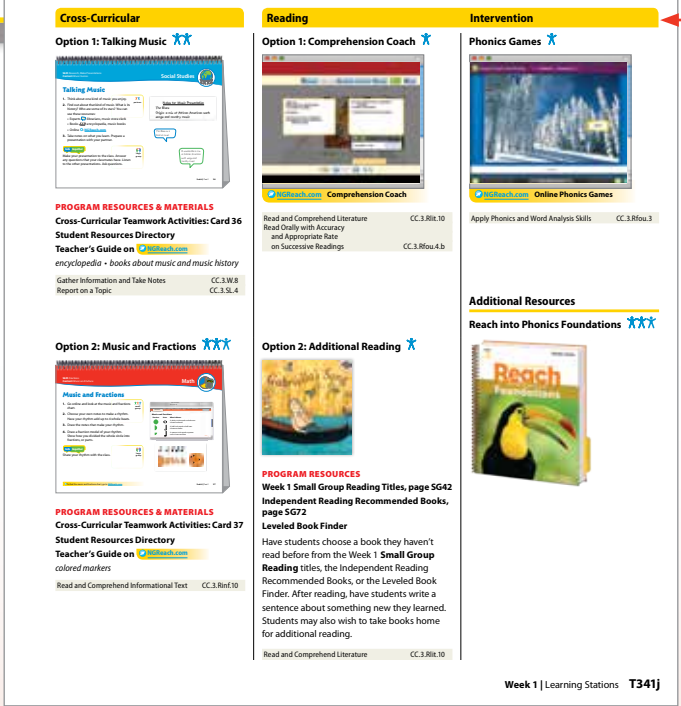
Each unit promotes inquiry with a science- or social studies-based content Big Question.

National Geographic videos set the stage for learning and inquiry every unit.



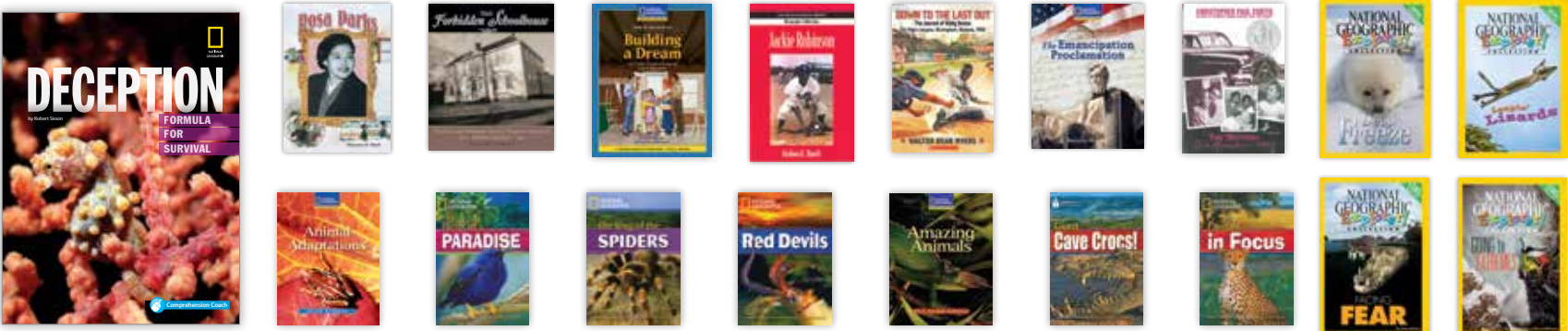
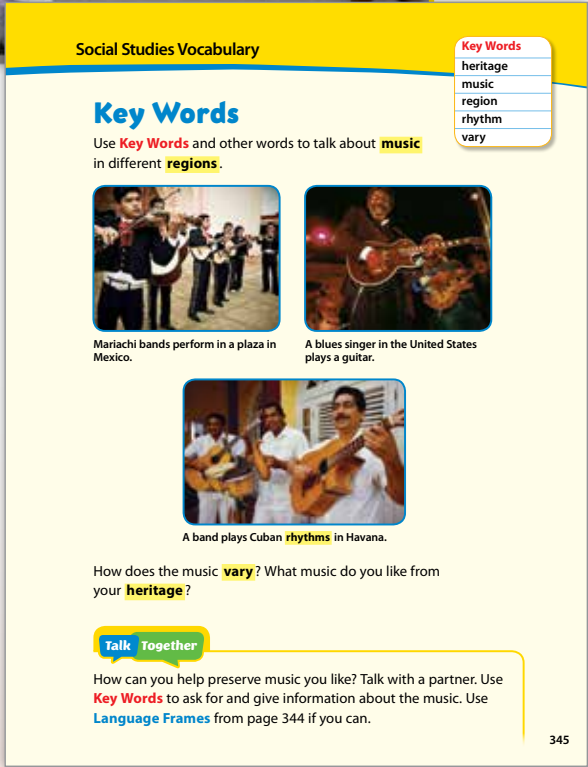
## Build Background Video

Science and social studies connections  
extend students' knowledge.



## Grade 3 Anthology

Students learn domain-specific science and social studies vocabulary in order to engage with the Big Question on an expert level.



Students have academic conversations on science and social studies topics through their explorations of the Big Question.

## Academic Talk

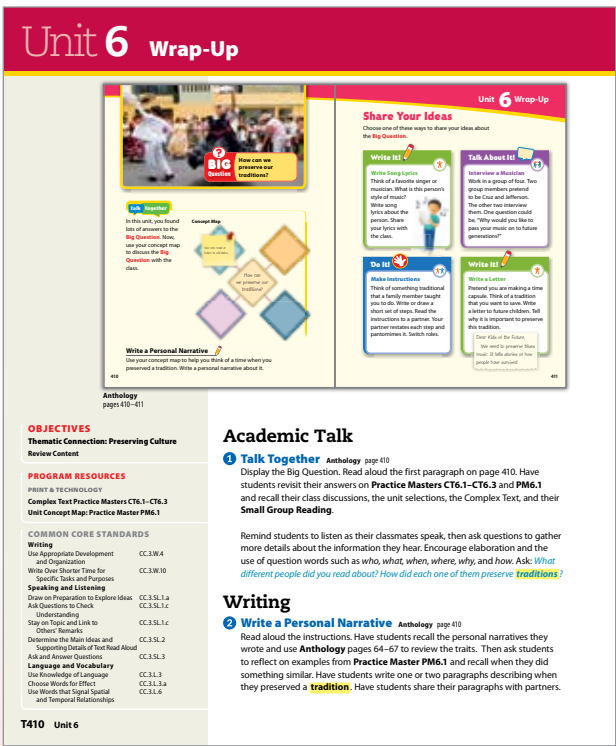
5 **Relate Readings to the Big Question**  page T365t

Have students recall the unit's Big Question: *How can we preserve our traditions?* Introduce the activity: *Think about "Oye Celia: A Song for Celia Cruz," "Blues Legend: Blind Lemon Jefferson," the blog and the biography about flamenco guitarist Moraito Chico, and a **Small Group Reading** book you have read. What do these selections show about how cultural traditions are preserved?*

Model a response to the question for the blog and biography about Moraito Chico on **Practice Masters PM6.13–PM6.14:** *Moraito Chico was part of a family of flamenco guitarists.*

**from Grade 3 Teacher's Edition**

Students wrap up a unit by discussing all their readings as they relate to the Big Question and then extending the new knowledge with performance tasks.





# Will reading and writing instruction meet the demands of the CCSS?



## Meeting the Demands of the Common Core

Reach for Reading Student Editions, Leveled Libraries, Explorer Books, Close Reading Mark-Up Models, and Interactive Whiteboard Lessons provide students with rigorous texts and instructional activities and practice in analyzing those texts.

Daily text-based speaking and writing activities confirm comprehension and aid deeper analysis of selections.

**Day 3**

**Lights in the Sea**  
Many living things live in the deep sea. An anglerfish has a red on its head. The end of the red glow. It attracts small fish. When a fish swims to the light, it gets eaten. The anglerfish eats it.

**Build Comprehension**

**Confirm Predictions** Write your predictions about how an animal uses light correctly. (Possible response: Yes, the anglerfish uses light to attract prey.)

**Active Reading** Use a suspenseful tone to describe how the anglerfish attracts small fish to the light. Have children join in reading SNAP.

**Day 4 Read and Comprehend**

**Compare** *CL* How is the anglerfish like the shark? (Possible response: Both are predators in the sea.) How are they different? (Possible response: The anglerfish uses light to attract food, and the shark does not.)

**Make Inferences** *CI* Why would a bioluminescent jellyfish be hard to see in deep water? (Possible response: I read that the jellyfish is hard to see and I see in the photo that the jellyfish isn't a dark shape like the fish on page 117. The light makes it look clear in the water. I know that clear things are hard to see. And so, I think that the jellyfish is hard to see because it seems to be the same color as the water.)

**Answers Before You Move On**

1. Use Text Features: This part of the article is about how some sea animals use light.  
2. Predict: Possible response: I read that sharks look up because they know dark shapes may be food. I think if sharks glowed light, they wouldn't be dark and the sharks might not know they are food.

**Differentiate**

**Below Level**  
ISSUE: Children cannot compare the anglerfish and the shark.  
STRATEGY: Have children read the text on page 116 and identify details about each fish. After children have listed several details, have them point to details that are similar and then look for ones that are different.

**Key Words**  
glow, attract, bioluminescent, light, lure, prey, predator, bioluminescent, glow, light, lure, prey, predator.

**Daily Language Arts**  
Daily Grammar *CL*  
Point out the singular verbs have on page 116 and have on page 117 "Luring Lights." Then use the Daily Grammar lesson on page 118 to teach about singular verbs.

**WRAP-UP**  
Have children choose an animal they know or one from "Luring Lights" that they think uses light in the most interesting way. Have them illustrate the animal and how it uses light and present their drawings to the class.

**Answers Before You Move On**

1. Explain: Light helps some ocean animals look clear and invisible from predators by making them hard to see.  
2. Details: Possible response: They were animals that light to attract in their environments are by attracting food, using messages, and using light to hide from predators.

Week 3 | Day 3 TT18-119

Children cite evidence from the text to respond orally and in writing.

Multiple interactions with text selections allow students to demonstrate their literal and inferential comprehension.

## Writing to Sources

Activities grounded in content develop students' abilities to produce analytical writing. Students construct responses to text and integrate sources into multiple modes of writing including argument and informative pieces, narratives, and research reports.

## Respond to Literature

Students write about novels and longer works of nonfiction.

**ON LEVEL 1896**  
**Dancing Home** PART 1  
by Anna Lee and Gabriel M. Zubizarreta

**Build Comprehension**

**Character's Actions** Why does Lope decide to stay with Margie and her family instead of leaving with her father? (Possible response: Lope has had to adjust to live new family already. Her father hurt her when he stopped contacting the family and Lope knows he has her mother.)

**Make Judgments** How does Camille help Margie? (Possible response: Margie sees that Camille can laugh off teasing. She admires Camille and her comfort with her family's diverse heritage. This helps her accept her own heritage.)

**Writing Options**

**Blog Post** Have students write a post covering the dance performance that Margie takes part in. Ask them to use details from the book in their post.

**Sequel** Have students write a list of ideas for a sequel to the book. Would Margie be the main character? How did would the characters feel?

**Journal Entry** Have students look at the prediction they made about Lope and Margie. Then ask them to write a new entry on whether or not their prediction was correct.

**ABOVE LEVEL 1896**  
**Under the Persimmon Tree** PART 2  
by Suzanne Fisher Staples

**Build Comprehension**

**Goal and Outcome** What was Nagnah's goal throughout the novel? (She is trying to find her father and brother.) What is the outcome of her goal? (Her brother finds her and tells her that their father is dead. The two will return to their home.)

**Character's Feelings** Why does Nagnah want to go and her brother to come to the United States with her? (Possible response: She wants to protect them, she wants to keep them close to her because they are part of the culture she loves.)

**Writing Options**

**Friendly Letter** Have students write a letter to Nagnah, asking about her life back in Colombia. Encourage them to ask her questions about her experiences after the book ends.

**Book Review** Have students write a review of the second half of the book. Tell them to note whether or not their opinions changed.

**Journal Entry** Have students summarize the events of part 2 and then write whether or not their prediction about Nagnah was correct.

**Connect Across Texts**

AFTER READING: Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use Practice Master SG1.28 to guide discussion.

**After Reading**

**Practice Master SG1.28**

**Practice Master SG1.29**

**Practice Master SG1.34**

Week 4 | Days 2-5 SG27

Also includes Daily Writing Focused on Skills and Daily Writing Focused on Literature.

Grade 6

## Writing Projects

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

Multiple interactions with text selections allow students to demonstrate their literal and inferential comprehension.

**Identify Persuasive Techniques** *CI* What are some of the persuasive words or phrases used in the advertisements on page 520? (Possible response: very cheap; now is the time; finest lands on the Continent; best investment; always improving in value.)

**Make Inferences** *CI* Why do you think Homestead took Bison from private hands and not the wild? (Possible response: There were no longer any bison left in the wild.)

**Determine Goals** What was the goal of the American Bison Society? (To protect bison from extinction.)

**Differentiate**

**English Learners**  
ISSUE: Students have not had sufficient experience of American history education to draw on prior knowledge for this reading.  
STRATEGY: Use maps and place events on a time line to provide scaffolding and background support for students as they read.

**Below Level**  
ISSUE: Students have difficulty deciding which reading strategy to focus on.  
STRATEGY: Before students begin reading, assign one strategy for them to focus on. Have them apply it at the end of each page, until they are comfortable with that strategy. Then go on to a new strategy, but compare it with the first.

**Answers Before You Move On**

1. Evaluate: The ad offered writers special deals to buy land. However, the animal of the settlers took land from the bison and the Native Americans.  
2. Clarify: Homestead felt responsible for protecting our wildlife. He brought a small group of bison from private hands to the Brown Zoo. He took action.

Week 2 | Day 2 TS20-521

**Writing**

**Write a Response**  
Remind students that one way to respond to what they read is to give their opinions about it. Ask students to express their opinions about whether they think the bison would have been left alone if the railroad hadn't come. Model a response: I read that the settlers started killing off the bison before the railroad came. However, the railroad seemed to make it worse.

As students write their opinions, have them refer to specific details from the report. Then have students add their responses to their Weekly Writing folders.

See Differentiate

**Below Level**  
ISSUE: Students are not clear about the effects the railroad had on the bison.  
STRATEGY: Have students read the report and make notes about the railroad. Then have students read their notes and make a decision.

**Above Level**  
ISSUE: Students can write a substantiated opinion.  
STRATEGY: Have students include specific quotes from the report to support their opinions.

**WRAP-UP** Remind students that they have been reading about protecting endangered animals and the environment. Ask students to think about what would be lost by losing a species to extinction, and what would be gained by protecting its habitat.

Week 2 | Day 2 TS23

Multiple close reading lessons are integrated every unit

Students write to explain ideas, citing evidence from the text.

**Writing Project**

**Write Like a Scientist**  
Write an Article  
Write an article that compares how two animals survive. Add your article to a class science magazine.

**Study a Model**  
An article gives facts about a topic. Read Kate's article about what porcupines and sea urchins do to survive.

**Bristly Beasts**  
by Kate Petrie

Do you know that some animals use spikes to protect themselves? Both porcupines and sea urchins use spikes to protect themselves.

The porcupine has sharp quills on its tail. When a hungry coyote comes by, the porcupine turns and slaps it in the face with its tail. The quills stick. The coyote leaves in a hurry!

In the oceans, sea urchins also use spikes. The spikes cover their bodies. When anything touches the urchin, it moves its spikes in that direction. Even hungry animals back off!

The topic sentence tells the main idea of the article.

The article compares two animals. The text gives facts and details for each animal.

**Prewrite**

1. **Choose a Topic** Talk with a partner. Think of interesting animals to write about. Choose two animals that fit into a group because of how they protect themselves.

My favorite animal is \_\_\_\_\_. \_\_\_\_\_ sounds interesting. Tell me why you like it.

2. **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 a group.

**Comparison Chart**

Animals with Spikes	Porcupines and Sea Urchins
How they use spikes	• move spikes toward other animals • scare away the animals
What the spikes are like	• sharp • can stick in other animals

**Draft**  
Use your comparison chart to write a draft.

• Write a topic sentence that tells your main idea.

• Turn your details into sentences that explain how each animal protects itself.

128

129

Grade 2



# Will K-2 students develop a strong foundational skills base?



## Foundational Skills

Comprehensive, targeted teaching materials ensure that children develop the necessary decoding and encoding skills to become fluent readers and writers.

## Sounds, Letters, and Words

Children receive explicit instruction in phonological awareness, phonics, and high frequency words.

Day 1

Learn Sounds, Letters, and Words

**OBJECTIVES**

Thematic Connections: To Your Front Door

✓ Add Initial Sounds

✓ Read and Spell Blends with i

✓ Read and Spell High Frequency Words

**PROGRAM RESOURCES**

Phonics & Technology

Sing with Me Phonics Songs Book, page 32

Phonics Picture Cards 204, 210

Read On Your Own Book 9

Blends with i: Practice Master PM3.1

Write On Wipe-Off Boards

Sound/Spelling Cards 1, 5, 6, 7, 8, 9, 11, 13, 16

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 2, Tracks 1-2

Word Builder

Phonics Games

**COMMON CORE STANDARDS**

Reading

Blend Sounds to Create Words

Produce Words

Add Initial Sounds

Decode Blends with i

Read Irregularly Spelled Words

Language and Vocabulary

Spot Blends with i

Spot High Frequency Words

Spot New Words Fluently

CC.18.2.2

CC.18.2.2

CC.18.2.2

CC.18.2.2

CC.18.2.2

CC.18.2.2

CC.18.2.2

CC.18.2.2

**Phonological Awareness**

**Add Initial Sounds**

Use Phonological Awareness Routine 4

• Say a word: pin. Say the word with the pin.

• Add a sound: Let's add /i/ to the beginning of pin. /i/ pin. What is the word? (spin)

• Say the new word: spin. Say the new word with me: spin.

For Phonological Awareness Routine 4, see page B92.

Have children repeat the routine with the words top/top, nap/snap, lip/sip.

**Check & Reteach**

**OBJECTIVE:** Add initial sounds

Ask: What word do you get if you add /i/ to wing? (twing)

If children do not say wing, have children practice matching and identifying sounds. Say: wing. Have children repeat the sounds with you as you tap the desk for each sound. Then say wing. Have children say the sounds, identify the new sound, and say the word again. Repeat with star (star) and slip (slip).

**Phonics**

**Learn Blends with i**

Sing with Me Phonics Songs Book, page 12

Scaffold language: Explain that a fair is a place to have fun. Point to rides in the pictures as you say: You can spin and swing on rides at the fair. Play Track 1 and have children listen, follow along, and then listen again and chime in. Play Track 2 and have children sing on their own. Practice the gestures until children can perform smoothly.

• Singing arms while spinning around.

• Stop and stand on tiptoes.

• Reach up high.

**Decoding Routine 1**

Use Decoding Routine 1 to connect sounds and spellings in beginning blends with i and to blend words.

**Step 1: Develop Phonological Awareness**

1. Tell children: These words have /i/ /i/ at the beginning.

2. Tell children: I will say a word. Listen for /i/ /i/ at the beginning of the word. If you hear /i/ /i/ raise one hand. If you don't hear it, don't do anything.

Have children repeat.

3. Repeat for beginning blends sk, sm, sn, sp, sw, sc, and sl.

**Step 2: Introduce the Sound/Spelling**

1. Display the picture-only side of **Phonics Picture Card 204**. Say: This is a shad. A shad is a fish that holds something. Say the word shad with me: shad.

2. Turn the card over. Point to the letters at the beginning of the word and say: The letters sh stand for the first two sounds you hear in shad. Blend /sh/ and /ad/ with me: /sh/ /ad/. Give examples of words with sh. Repeat with swing.

3. Then write and read other words with i blends. Point out the sound/spellings for each blend.

**Step 3: Blend Sound-by-Sound**

1. Write sk. Remind children that when they see two consonants together at the beginning of a word, they should blend the sounds together. Say /s/ /k/.

2. Add i. Blend: /s/ /k/ /i/. Sweeping your hand below the spellings, have children blend the sounds with you.

3. Add a. Say: /sk/. Model blending the whole word. Then have children blend with you.

4. Repeat the routine, writing and blending other words with beginning i blends.

For Decoding Routine 1, see page B95.

See Differentiate

**Differentiate**

**English Learners**

**PHONICS TRANSFER**

**ISSUE:** The /i/ sound in Italian Creole is approximately the same as /i/ in English, but these children may need help creating an /i/ sound. There is an approximate sound transfer of the /i/ sound in Vietnamese and Hmong, but there is no sound transfer for /i/.

**STRATEGY:** Have children:

• tell whether sounds /s/, /t/, and /n/ are used in their home languages.

• practice making each sound.

• pronounce and act out words that begin with i and/or blends, such as stand/steer, swim/swim.

**Special Needs**

**ISSUE:** Children are having difficulty blending words with beginning i blends.

**STRATEGY:** Sing the song again, having children reach up high in the air when they hear words that begin with i and another consonant. Then have children segment the sounds and blend the words.

A step-by-step systematic teaching routine provides the lesson path.

A song introduces children to the target phonics skill.

Grade 1

An array of teaching tools, including **Phonics Picture Cards**, **Sound/Spelling Picture Cards**, and an online **Word Builder**, accompanies each lesson.



Phonics Picture Cards



Word Builder



Sound/Spelling Cards

## Comprehension and Fluency

Children read colorful, content-rich fiction and nonfiction

**Read On Your Own** books to apply the skills they have learned.

**In the Ocean**

by Nora Winter

The ocean is filled with animals. Some of them are fish. These fish find shelter in the ocean.

Most fish have fins. Most fish have scales, too. The fish in this photo are shad.

Grade 2

Interactive games provide ample opportunities to practice and review.

**Review Phonics and High Frequency Words**

**Fun Spots**

Look at the picture with a partner. Take turns reading the clues. Find the spots the clues describe.

- Go there if you want to swim.
- You would want to swing there.
- You can see lots of string there.
- She stops and strums there.
- A strip of grass is there.
- One dog is smelling a bug there.

Grade 1



Multiple rereadings of **Read On Your Own Books** and online decodable practice texts provide daily fluency practice.



**Reach into Phonics Foundations** provides a complete Tier II intervention program for children needing broader foundational skills instruction.





# Will 3-6 students have access to targeted foundational skills and practice?

Common Core State Standards



## Foundational Skills

Students have multiple opportunities in Reach for Reading fluency and word study lessons to apply word knowledge to reading and writing activities. **Reach into Phonics Foundations** provides resources for students that allow them to gain the foundational building blocks they need to be fluent readers.

### Grade 3 Reach Into Phonics Foundations Teacher's Edition

A consistent routine introduces each sound/spelling. Students learn phonemic awareness and then blend words by sound.

The **eVisual** in the **Word Builder** online tool is used to model and practice blending and spelling whole words.



Letter and word tiles in the **Word Builder** online tool can be used to introduce high frequency words and model blending.



Online printable **Sound/Spelling Cards** with clear photographic images introduce sounds and their corresponding spellings.

Students read decodable passages and **Tear-Out/Fold-Up Books** to apply what they have learned.

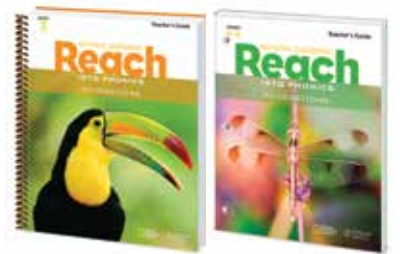
The Reach into Phonics Foundations online **Practice Book** provides activities for targeted skills practice and reinforcement.

### Grades 4–6 Reach into Phonics Foundations Teacher's Guide

Teacher scripts provide routines with a predictable flow to be used with specific lessons.

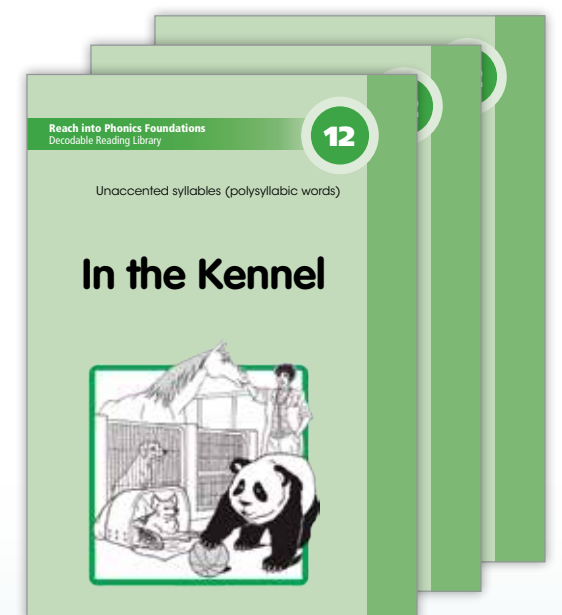
**Skill lessons** introduce new sound/spellings and High Frequency Words and review previously taught skills.

Students use downloadable **Student Practice Pages** to apply new knowledge of the sound/spellings and sight words taught in the lesson.



### Reach into Phonics Foundations Teacher's Guide

Objectives correspond to key foundational skills in print concepts, phonological awareness, phonics, and word recognition.



66 **Decodable Readers** give students the opportunity to apply new and practiced skills to connected text.



# Will differentiated resources provide scaffolds to increase reading achievement?

Differentiation



## Whole Group Differentiation

Supports for students during whole group instruction allow the teacher to provide immediate differentiation and feedback for below level, on level, English language learners, students with special needs, and more.

Manageable chunks of text

Visuals support comprehension

Highlighted key vocabulary

On-page scaffolds

Visuals and labels support comprehension

**Day 3**

**1. Set a Purpose** Find out how the American West was settled.

**The "Wild" West**

If you ask anyone about the history of the West, they may tell you about a wild, lawless time, when brave cowboys rode their horses across wide, dusty plains. This is a popular vision of the Old West. It is often shown on TV and in the movies. But it is not the whole story.

The real history of the West is much more interesting. It is the story of millions of different kinds of people, all with different ideas about the land and their future on it. They came from many different backgrounds, but they had one thing in common. They lived in a time of great changes. It was the time of the western **expansion**.

Many different kinds of people settled in the West.

**The United States in 1801**

By 1801, the United States was much smaller than it is today. People from the East Coast of the United States began moving west in large numbers around 1790. These western **settlers** were mostly farmers, but they saw themselves as pioneers, the first people to settle the land.

They were wrong, though. Native Americans, the real pioneers, had been living on the land for thousands of years before them. Still, the American settlers took the land they wanted, often by force.

By 1801, settlers from the East **occupied** U.S. land all the way to the Mississippi River. Beyond it were large territories **claimed** by France, Spain, and Great Britain. At the time, it may have seemed that the western boundary of the U.S. had been reached.

In 1803, the United States **acquired** French land in the Mississippi River valley. The new divided borders were **announced**.

**Before You Move On**

1. **Visualize** Can you picture the country described in the text? What does it look like? What do you see? What do you hear? What do you feel? What do you think?

2. **Read and Build Comprehension** page 1375

**1. Set a Purpose** Have a student read aloud the purpose statement. Discuss what the main idea of the text might be.

**2. Analyze Author's Point of View** How does the author show that he does not consider the **settlers** to be the true pioneers of the American West? (The author refers to Native Americans as "the real pioneers.")

**3. Analyze Text Features** How does the map illustrate the difference between the U.S. in 1801 and today? (The map uses blue to show the area claimed by the U.S. in 1801. It uses brown and blue to show the land today)

**Differentiate**

**SN Special Needs**

**ISSUE** Students have difficulty visualizing using only the text details they read.

**STRATEGY** Refer students to the illustration on page 386. Ask: *What details show how the people travel? What do you imagine they hear and feel? How does this help you understand the text in the first paragraph?*

**BL Below Level**

**ISSUE** Students have difficulty identifying a cause-and-effect relationship.

**STRATEGY** Remind students that an effect is something that happened. The cause is why it happened. Rephrase the question about the Mississippi River: *What happened when many settlers reached the river? Why did that happen?* Point out that the first answer is the effect and the second is the cause.

**Answers Before You Move On**

1. **Visualize** Possible response: I read about the cowboys riding across the plains. I picture them galloping horses across the flat, dusty land.

2. **Cause/Effect** Most settlers did not move west of the Mississippi River because the land belonged to other countries at the time. The settlers probably thought that they had reached the farthest point in the West.

**T386-387 Unit 6**

**Grade 5 Teacher's Edition**

Frequent differentiation for all learners

**Build Comprehension**

**Day 3. Read and Comprehend**

**1. Active Reading** Have children point to the labels for **butterfly** and egg. Ask: *What do the labels tell us?* (the name of what is in each photo) Have children continue to find and read labels on subsequent pages and identify the part of the photo to which they refer.

**Differentiate**

**BL Below Level**

**ISSUE** Children have difficulty distinguishing between important and unimportant ideas.

**STRATEGY** Read the text aloud, leaving out these details: *A butterfly sits on a plant. A butterfly egg is small. It will hatch soon. The caterpillar is hungry. The caterpillar stays in the chrysalis. Explain how children can understand the main idea with only the text you read. Then have children reread the page text and identify the details that were left out. Explain why the left-out details were not necessary to understanding the main idea.*

**EL English Learners**

**ISSUE** Children do not use newly acquired vocabulary in expressing main ideas and details.

**STRATEGY** Display the words **butterfly**, **caterpillar**, **chrysalis**, **pupa**, and **attach**. Guide children to use the words as they discuss how caterpillars grow and change. Encourage children to use the language frame. *The main idea of \_\_\_\_\_ is \_\_\_\_\_.*

See Differentiate

**Week 3 | Day 3 T252-253**

## Small Group Differentiation

The needs of all students are met every week using a range of leveled, authentic texts and National Geographic exclusives that include teacher supports. Differentiated selections and lessons enrich the unit content.

4 levels of engaging texts are provided every week



### Sample of Grade 4 Leveled Library

Books are available in multiple Lexiles and Guided Reading Levels.

**BL BELOW LEVEL 400L**

**PIONEER EDITION**

Lexile: 450L | GR: P

Content Connection: Hurricanes

**Science Vocabulary**

Use Wordwise on page 7 to introduce new words:

data eye eye wall

Have students add new words to **My Vocabulary Notebook**.

**Build Comprehension**

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

**1. Main Idea** Why is a hurricane dangerous? (A hurricane is the most powerful storm on Earth. Because of its strong winds, it can blow down houses, buildings, and trees. A hurricane can also cause whole cities to flood. People can get hurt or killed during one.)

**2. Details** Why do Hurricane Hunters fly into storms? (They fly into storms to collect data about storms, such as wind speed and air temperature. They also find out if the storm will hit land so that they can warn people and help keep them safe.)

**3. Explain** How do warnings keep people safe? (When people hear the warnings, most leave their homes to go to a safe place away from the storm.)

**4. Comprehend Visual Information** Describe the eye of a hurricane. (Possible response: The eye, or center, is calm since there is no wind there. The eye can be about 15 miles wide.)

**5. Evaluate** Would you like to be a Hurricane Hunter? Possible response: Yes/Why or why not? Possible response: Flying would be exciting and I would feel good knowing that I was helping people stay safe.)

**Check & Reread**

**OBJECTIVE:** Comprehend Visual Information

Have partners take turns using the diagram on pages 8-9 to explain why the eye wall has the highest winds. (wind blows toward the storm's center) Have them explain how the information adds to their understanding. (it helps understand how a hurricane forms)

For students who cannot comprehend visual information, research with the map on pages 6-7. Remind students that the map says that hurricanes form over the ocean (page 5). Say: *The map tells where hurricanes develop most often. What information on the diagram tells you where they form?* Have students look at the light blue areas and read the caption to tell where hurricanes form. (They form above warm ocean water between Asia and Australia, between South America, and on the east side of Africa.) Have students explain how this information adds to their understanding. (It tells me where ocean waters are warm enough to form hurricanes.)

**OL ON LEVEL 440L**

**PATHFINDER EDITION**

Lexile: 640L | GR: R

Content Connection: Hurricanes

**Science Vocabulary**

Use Wordwise on page 7 to introduce new words:

disperse eye eye wall

Have students add new words to **My Vocabulary Notebook**.

**Build Comprehension**

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

**1. Main Idea** Why is a hurricane dangerous? (It is the most powerful storm on Earth. Its strong winds can blow down houses, buildings, and trees. A hurricane can also cause whole cities to flood. People can get hurt or killed during one.)

**2. Comprehend Visual Information** How is a hurricane's eye wall different from its eye? (The eye wall is the wall of clouds that surrounds the eye, or center, of the hurricane. Usually, the eye wall has the strongest winds, but in the eye, there is no wind. It's totally calm.)

**3. Explain** What is a disperse? (It is a piece of weather equipment that looks like a cylinder. Why is it useful to hurricane hunters? (They toss it into a storm so that it can gather data such as the storm's wind speed and air temperature. The disperse radios data back to the plane.)

**4. Make Inferences** Why is a hurricane hunter's work important? (They can warn people about storms and save lives.)

**5. Details** How was New Orleans affected by Hurricane Lili and Katrina? (Lili hit the city but no one was injured. Katrina flooded 80 percent of the city and stranded more than 50,000 people.)

**Week 1 | Day 1 SG41**

**Week 1 Teaching Resources**

Nonfiction

**BL BELOW LEVEL 380L**

**Introduction to Weather**

by Pamela Ellis

Content Connection: Weather Conditions

Expository Nonfiction | Pages: 32 | Lexile: 380L | GR: G

**Wind**

by Mark Kramet

Content Connection: Wind

Expository Nonfiction | Pages: 32 | Lexile: 490L | GR: G

**OBJECTIVES**

**Thematic Connection: Weather**

**Read and Comprehend Informational Text**

**Ask Questions to Comprehend Text**

**Explain Text Structure: Cause and Effect**

**PROGRAM RESOURCES**

**TECHNOLOGY ONLY**

Practice Master SG4.1

Practice Master SG4.2

Practice Master SG4.3

Practice Master SG4.4

Practice Master SG4.5

**Digital Library: Weather**

**SUGGESTED PACING**

DAY 2: Introduce and read pages 1-10

DAY 3: Read pages 20-32 and discuss

DAY 4: Research or conduct investigation

DAY 5: Connect across texts

**Summary** People have looked to the sky for thousands of years, wondering why and how the weather changes. In ancient times, people invented myths to account for those changes. Scientists now know that the air is made up of particles, and weather patterns are subject to change according to certain principles. Warm air rises, for example, because it is lighter than cool air. It can mix with water vapor in the troposphere to create clouds, rainfall, and snow. Satellites high in the atmosphere gather information about weather patterns so that meteorologists can predict what the weather will be in the future.

**Activate Prior Knowledge** Ask: *What do you know about the wind?* (Possible responses: The wind changes all the time. Sometimes it is soft and breezy. Sometimes it is really strong.)

**Build Background** Show Digital Library photos and video clips of weather, such as hail, wind, tornadoes, and hurricanes. Explain that weather changes when heat, water, and air combine in different ways.

**Story Words** Use Practice Master SG4.1 to extend vocabulary.

data, page 11

portable, page 7

quality, page 7

data, page 11

violent, page 16

**SG42 Unit 4**

**BL BELOW LEVEL 400L**

**TECHNOLOGY ONLY**

Practice Master SG4.1

Practice Master SG4.2

Practice Master SG4.3

Practice Master SG4.4

Practice Master SG4.5

**Digital Library: Wind**

**SUGGESTED PACING**

DAY 2: Introduce and read pages 1-17

DAY 3: Read pages 18-32 and discuss

DAY 4: Research or conduct investigation

DAY 5: Connect across texts

**Summary** Wind is a powerful force of nature. It can blow large amounts of soil from one place to another. It can even change the shape of the Earth by wearing away rock and land. These changes can happen over a long period of time, or they can happen very suddenly. Sometimes the wind can cause serious problems. During the 1930s, for example, winds blew away the dusty soil of the Great Plains during a prolonged drought, creating a huge "Dust Bowl." Today, scientists try to help people understand how the wind works so that they can minimize the damage it causes.

**Activate Prior Knowledge** Ask: *What do you know about the wind?* (Possible responses: The wind changes all the time. Sometimes it is soft and breezy. Sometimes it is really strong.)

**Build Background** Use photos and video clips from the Digital Library to introduce the wind and some of its powerful effects.

**Story Words** Use Practice Master SG4.1 to extend vocabulary.

affected, page 17

despite, page 14

impact, page 23

cause, page 11

softly, page 23

**Week 1 | Day 1 SG41**



# Differentiation



Daily, systematic, scaffolded instruction for beginning, intermediate, and advanced levels of language proficiency are provided in the Teacher Editions each week and help to build language through purposeful tasks.

# Week 1

## Daily English Learner Support

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**EL OBJECTIVES**

Exchanging Information and Ideas  
Adapting Language Choices  
Evaluating Language Choices

Analyzing Language Choices  
Presenting  
Writing

Selecting Language Resources  
Understanding Text Structure  
Understanding Cohesion

**Academic Talk** Day 1

**PROGRAM RESOURCES**

Sing with Me Language Songs, page 16  
Sing with Me MP3  
Academic Talk flip chart, page 8  
Language Function: Give Information Rubric, page A3.46

**OBJECTIVE**

Give Information

**Give Information**

For extra language support, group English Learners together during the Academic Talk activity. Display “My Big, Strong Plant” from **Sing with Me Language Songs** page 16 and replay the song. Use **Speaking and Listening Routine 1** and **Academic Talk** flip chart page 8 to support students in their discussions. Encourage them to stay on topic.

Evaluate students’ ability to give information using the **Language Function: Give Information Rubric**.

For **Speaking and Listening Routine 1**, see page BP11.

**Academic Talk** Day 2

**PROGRAM RESOURCES**

Sing with Me Language Songs, page 17  
Sing with Me MP3  
Question Words: EL Resource 3.2  
Academic Talk flip chart, page 8

**OBJECTIVE**

Ask for and Give Information

**Ask for Information**

Build language skills with this activity just for English Learners. Display “Your Big, Strong Plant” from **Sing with Me Language Songs** page 17. Play the song and invite students to sing along. Ask: *What kind of words are who, what, when, and where?* (question words) Connect: *You can use question words to ask for information.* Review the chart with question words on **EL Resource 3.2**.

Model getting information: *I want to know about a person, so I use the question word who: Who helped you plant the garden?* Invite students to ask for information with each question word.

Have partners work together to ask about the plant they used for Share What You Know (**Anthology** page 143). Use **Academic Talk** flip chart page 8 to encourage students to speak naturally.

Use with page T144

Use for ELs only

**Comprehension** Day 1

**PROGRAM RESOURCES**

Marco’s Story: EL Resource 3.1

**OBJECTIVE**

Explain Text Structure: Sequence

**Sequence**

Preview or review the lesson for English Learners. Read aloud the explanation on **Anthology** page 146. Then read aloud the text, “Marco’s Story,” on **EL Resource 3.1**.

Review the first two sentences of “Marco’s Story.” Have volunteers read the first two boxes in the sequence chain on **Anthology** page 146 and model the process: *I make a box for what Marco does first. When I hear the word next, I know I will add a new box to my sequence chain.* Repeat for the last two boxes.

Then read the Talk Together prompt on **Anthology** page 146. Use the following strategies to help students at all language proficiency levels talk about the steps of a plant’s life cycle.

Provide a sentence starter for each step:

- First, \_\_\_\_.
- After that, \_\_\_\_.
- Finally, \_\_\_\_.

Remind students to use a sequence word from the top of **Anthology** page 146 to talk about each step of the cycle.

Encourage students to use multiple sequence words to discuss the cycle: *First, in April, the seed grows in the soil.*

**Daily Grammar** Day 2

**PROGRAM RESOURCES**

Complex Sentences: eVisual 3.2  
More Complex Sentences: eVisual 3.7

**OBJECTIVE**

Use Complex Sentences

**Complex Sentences**

To provide additional grammar practice, review Complex Sentences **eVisual 3.2** and **eVisual 3.7**.

Post the meaning for each conjunction:

- after tells the **sequence of events**
- because and since tell the cause
- when tells the time that something happens
- if describes a **condition**
- although tells the other side of an argument

Help students combine these sentences with the conjunction in parenthesis and explain its meaning:

- I watered the garden. I planted some **seeds**. (after)
- I watered the garden. The **soil** was dry. (because)

Use with page T145a

Use with page T148

**T141s Unit 3**

= tested skill

= tested skill for English Learners


= Beginning

= Intermediate

= Advanced

Reading, academic talk, writing, and grammar activities provide ample opportunities for students to gain proficiency in academic English and content-area literacy.

Thematic Connection
**Growing Plants**



For more lessons for English Learners, see pages T142–T165 of the Volume 1 *Reach Teacher's Edition*.

with pages T151–T156

**Reading**

Day 4

Use with page T162

**OBJECTIVE**  
**Comprehend Text**  
**Read and Build Comprehension**  
 Continue working with English Learners to monitor their comprehension.

**f) Page 162, paragraph 3:**

**Analyze Language Choice** Reread the sentence. *Does this sentence use formal or informal language?* (informal) *What would we say in the classroom?* (Are you ready to eat the potatoes you grew?)

**Writing**

Day 4

Use with page T163a

**OBJECTIVE**  
**Write Sentences**  
**Writer's Craft**

Read the Writer's Craft on **Anthology** page 163. Have English Learners work in a group to build sentences. Each student adds a word at a time until the group generates three sentences.

Then encourage students to condense, or shorten, sentences. For example, change: *I love potatoes. They are heavy. They are brown.* to: *I love heavy, brown potatoes.*

**Comprehension**

Day 5

Use with page T164a


**PROGRAM RESOURCES**  
**Retelling a Story Rubric, page A3.47**

**OBJECTIVE**  
**Sequence**

After English Learners have completed their sequence chains, use the **Retelling a Story Rubric** to assess their ability to retell the story to their partners. Partners reverse roles and repeat.

End-of-unit projects support Language Development and allow opportunities for students to connect reading, writing, speaking, and listening to the content.

Each unit includes an **Oral Language Project** and **Theme Theater** in which students work collaboratively to plan and deliver a presentation or performance.

Unit 3 English Learner Extension Activities	Plant Life
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>Ask for and Give Information</li> <li>Present in Sequence</li> <li>Listen and Take/Make Notes</li> <li>Listen and Ask Questions</li> <li>Speak Clearly</li> </ul> <p><b>PROGRAM RESOURCES</b></p> <p>PRINT &amp; TECHNOLOGY</p> <p>Theme Theater Rubric, page A3.47</p> <p>Academic Talk flip chart, page 8</p> <p><b>MATERIALS</b></p> <p>materials for props such as construction paper, scissors and glue, tongue depressors, garden tools, food serving and eating utensils, and so on</p> <p><b>SUGGESTED TIMING</b></p> <p>Conduct this activity on Week 1, Day 5 during your speaking and listening time.</p>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>Define and Explain</li> <li>Present in Sequence</li> <li>Adjust Your Language for Your Audience</li> <li>Listen for Important Details</li> <li>Listen and Ask Questions</li> </ul> <p><b>PROGRAM RESOURCES</b></p> <p>PRINT &amp; TECHNOLOGY</p> <p>Oral Language Project Rubric, page A3.48</p> <p>Academic Talk flip chart, page 10</p> <p>TECHNOLOGY ONLY</p> <p>Digital Library</p> <p><b>MATERIALS</b></p> <p>materials for props such as construction paper, scissors and glue, markers, table and chairs</p> <p><b>SUGGESTED TIMING</b></p> <p>Conduct this activity on Week 3, Day 5 during your speaking and listening time.</p>
<p><b>Multi-Level Strategies</b></p> <ul style="list-style-type: none"> <li>Coach students on how to pantomime actions and use props to communicate.</li> <li>Tell students to practice lines slowly, focusing on correct sentence structure.</li> <li>Encourage students to change their voices for the character.</li> </ul> <p> <span style="color: orange;">■</span> = Beginning         <span style="color: purple;">■</span> = Intermediate         <span style="color: green;">■</span> = Advanced       </p> <p><b>T205c Unit 3</b></p>	<p><b>Theme Theater: Step into the Story</b></p> <p><b>Introduce the Activity</b></p> <p>Tap prior knowledge by asking students to summarize “Two Old Potatoes and Me.”</p> <p>Prompt brainstorming: <i>Imagine you are the girl in the story and you found another old vegetable or fruit in the kitchen. What might you find? Collect ideas. Now imagine that you planted it. What would happen?</i> Encourage elaborations: <i>Why do you think that?</i></p> <p>Form casts of five students each. Have each cast use <b>Speaking and Listening Routine 2</b> to negotiate a story extension. Guide students at different proficiency levels to select appropriate roles.</p> <p>For <b>Speaking and Listening Routine 2</b>, see page BP12.</p> <p><b>Plan and Rehearse</b></p> <p>Have casts work together to create storyboards to show the action and dialogue. The characters should use <b>Academic Talk</b> flip chart page 8 to ask for and give information and the action should follow a clear sequence. For example, the girl can ask her grandfather for information about planting and then work with her dad to do the planting. Ask: <i>Would the girl and her dad use formal or informal language?</i> (Informal) <i>Why?</i> (because they are family)</p> <p>See <b>Multi-Level Strategies</b></p> <p>Have students create or bring props from home.</p> <p><b>It’s Showtime!</b></p> <p>Clear space and let the action begin! Have students use <b>Speaking and Listening Routine 3</b> as they perform. Ask students in the audience to write down questions they have about the plants in the presentations. At the end of each performance, give students a chance to ask their questions. Evaluate performances using the <b>Theme Theater Rubric</b>. For each performance, assess the audience members’ listening skills. For <b>Speaking and Listening Routine 3</b>, see page BP13.</p> <p><b>Debrief and Compare</b></p> <p>Ask each group to share what they enjoyed in the performances. Encourage them to compare and contrast the performance events to events in “Two Old Potatoes and Me.” Have them add any ideas they learned about plants to their unit concept map.</p> <p><b>Oral Language Project: News Report</b></p> <p><b>Introduce the Activity</b></p> <p>Tap prior knowledge: <i>What is a news report like? What kind of language do reporters use—formal or informal? Why?</i> Guide students to understand that news reports give information to the general public. Explain that each student will create a news report to define and explain an amazing plant.</p> <p><b>Plan</b></p> <p>Brainstorm possible cast members such as botanists, new reporters, and news anchors. Include non-speaking roles, such as videographer, cue card holder, etc.</p> <p>Have each group use <b>Speaking and Listening Routine 2</b> to negotiate a real or imaginary plant to report about. Then they should use <b>Academic Talk</b> flip chart page 10 and think about how the botanist will define and explain the plant. Encourage reporters to write about ideas to use as prompts during the news report. For <b>Speaking and Listening Routine 2</b>, see page BP12.</p> <p><b>Rehearse</b></p> <p>Remind students to listen actively as they talk with one another in the news reports. Model and review listening for details and asking questions.</p> <p>See <b>Multi-Level Strategies</b></p> <p>Have students brainstorm props they will need for their report, such as a microphone and note cards. They can also collect live plants, find images in the <b>Digital Library</b>, or create plants out of paper.</p> <p><b>We’re Live!</b></p> <p>Have students use <b>Speaking and Listening Routine 3</b> as they deliver their news reports. Evaluate the reports using the <b>Oral Language Project Rubric</b>. For each performance, assess one group’s listening skills. For <b>Speaking and Listening Routine 3</b>, see page BP13.</p> <p><b>Debrief and Compare</b></p> <p>Ask each group to share and compare what they most remember in the performances. Then encourage them to add ideas to their unit concept maps, as appropriate.</p>  <p><b>Multi-Level Strategies</b></p> <ul style="list-style-type: none"> <li>Students can draw a picture of the plant and then label the important parts.</li> <li>Students can decide on a plant and then explain what makes it amazing.</li> <li>Challenge students to give more details about the plant, including specific details about how it grows.</li> </ul> <p><b>English Learner Extension Activities T205d</b></p>

## Integrated Language Support

**EL English Learners**

**ISSUE** In many languages, the past tense does not change form as it does in English.

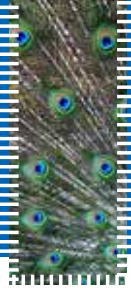
**STRATEGY** Have students practice using and comparing past- and present-tense regular verbs by completing sentence frames.

- I \_\_\_\_\_ through the forest preserve now.  
(walk)
- I \_\_\_\_\_ through the forest preserve  
yesterday. (walked)
- I \_\_\_\_\_ about protecting habitats now. (learn)
- I \_\_\_\_\_ about protecting habitats yesterday.  
(learned)

On-page supports provide strategies for differentiating core instruction for English learners.

**Multi-Level Strategies** provide opportunities for students at all levels to participate in authentic, meaningful ways.





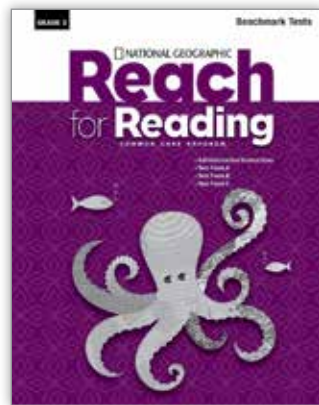
# Will assessments help guide instruction and prepare students for success?



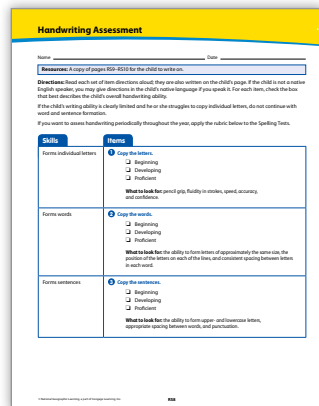
## Assessments

Monitor progress and inform instruction in real time throughout the year with a variety of diagnostic, formative, and summative assessment tools in print and digital formats.

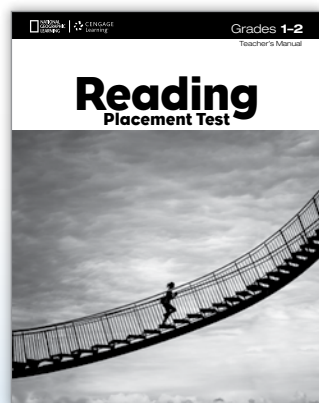
### 1. Assess & Place



Use the **Benchmark Tests** to measure proficiency in Common Core reading and writing skills.



Use the **Prerequisite Foundational Skills Assessments** in the Unit 1 Teacher's Edition to assess children's concepts of print, phonological awareness, decoding, fluency, and handwriting skills.



Assess reading levels with the **Reading Placement Test** and place children in the appropriate leveled books.

### 2. Assess & Monitor Progress

#### Teacher's Edition

Embedded assessment informs instruction at point of use.

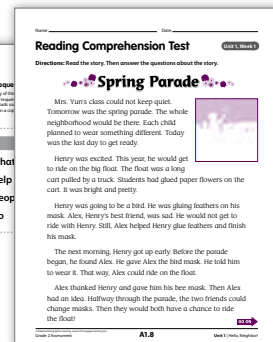
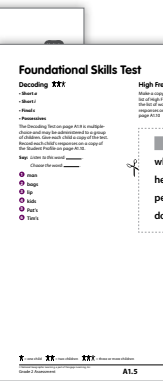
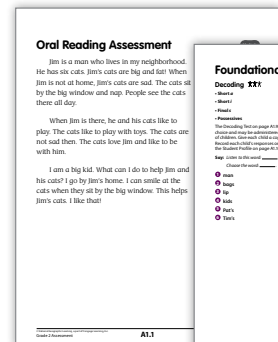
##### Check & Reteach

**OBJECTIVE:** Comprehend Plot

Ask volunteers to read aloud the events in their event chains from **Talk Together**. If students have difficulty identifying the most important events or placing them in sequence, ask guiding questions such as: *What happens first? What happens next?*

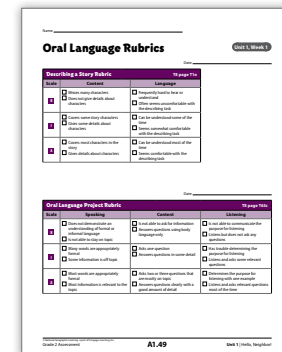
#### Assessment Handbook

- **Weekly** and **Unit Tests** assess skills taught throughout the unit.
- Assessments prepare children for high stakes assessment with multiple choice and constructed response items as well as performance tasks.

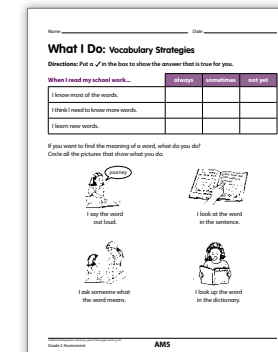


eAssessment

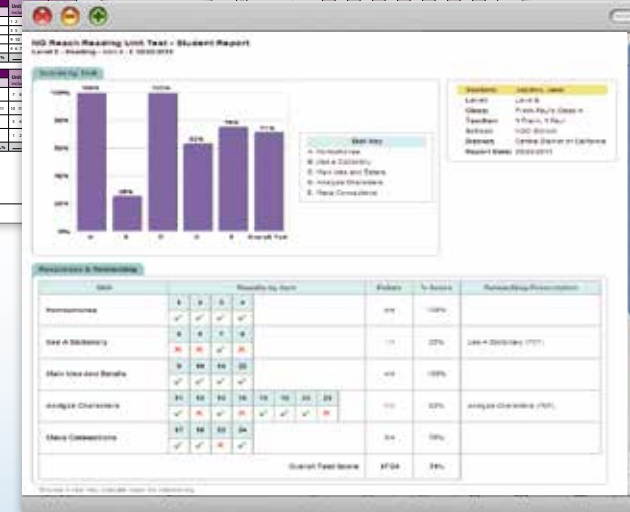
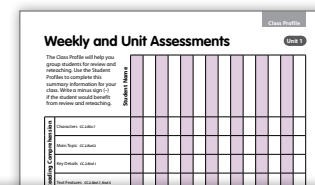
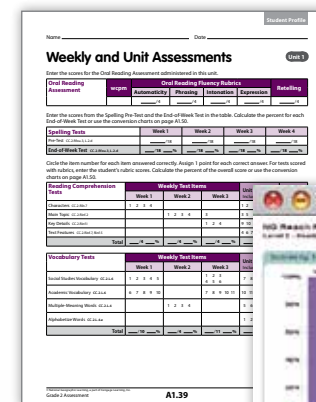
- **Language Function Rubrics** and **Oral Language Rubrics** provide criteria for evaluating and tracking children's language proficiency level throughout the unit.



- **Affective and Metacognitive Measures** provide regular opportunities for self assessment and progress sharing with family members.



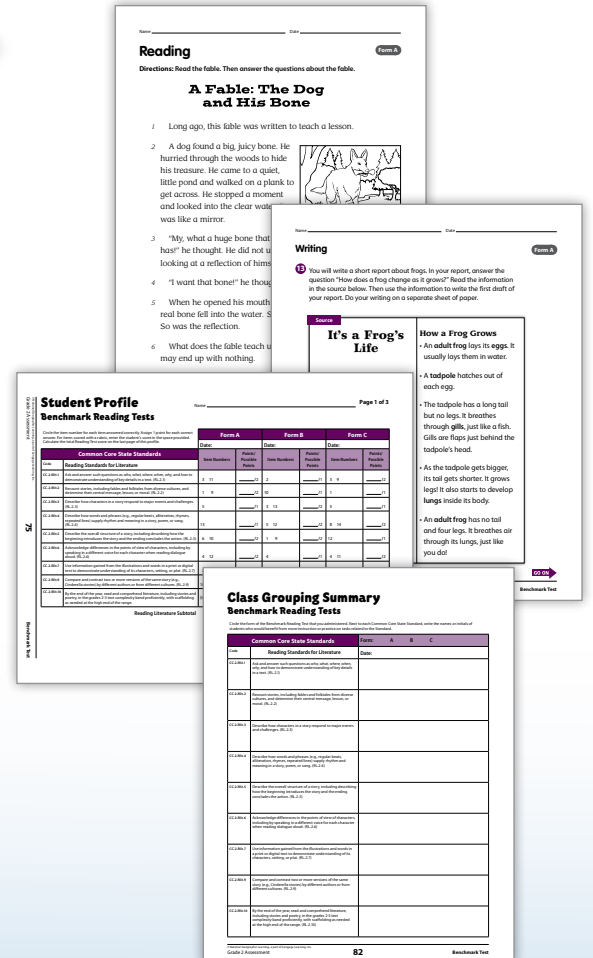
- **Profiles** and **reports** help track progress and identify when children need reteaching. Use these tools to share progress with each child's family.



### 3. Show Success



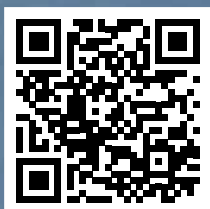
Monitor children's progress in the Common Core reading and writing skills by administering the **Benchmark Tests**.



Grade 2 Examples

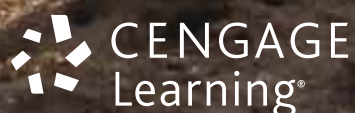


# NATIONAL GEOGRAPHIC **Reach** for **Reading**



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