Unlock the Power of Reading, Writing and Language

Category 4: Intervention Program in English Language Arts

Grades 4–8
Move California 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 California Common Core State Standards
California Inside is built around the CA criteria and framework. Levels A, B, and C cover standards ranging from grades 1–8 while additional phonics resources ensure mastery of foundational skills.

Students will:
• Explore and discover with age-appropriate texts written at accessible Lexile levels
• Encounter engaging National Geographic exclusives
• Increase reading levels and content knowledge through explicit instruction and science and social studies units
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
» Various genres
» Arguments

Literature
» Common Core exemplars
» Multicultural authors and characters
» Contemporary literature
» Classics
» Complex texts

From the Adventures of Tom Sawyer by Mark Twain

Tom began to think of the fence he had planned for his dog, and his heart was in it. From the town’s wall would come crying along on all sorts of a different pace, and he’d try to make it as long and as straight as he could. Tom fetched his oil-can and put it on the fence corner. Then he took his trowel and began to dig a little space for the posts. He was just about to set the first post when Ben Rogers, the boy next door, came up to him and said:

“Say, Tom, let me whitewash a little.”

Tom considered, was about to consent; then he saw that Ben said something that made him catch his breath. Tom said:

“Oh come, now, you don’t mean to let on you’re going to work!”

“Why, no, Tom—just wish to work a little,” said Ben; “never mind a dollar’s worth—just a little bit, and I won’t take more than enough to buy a dozen boiled potatoes and a peck of nectarines.”

“I don’t want any of that kind of work,” said Tom. “I’ll work cheaper.”

“Cheaper—how much cheaper?” asked Ben.

“Jus’ as cheap as you please,” said Tom.

“What will you call work?”

“Will you call work?” asked Ben.

“What will you call work?” asked Tom.

“Any thing,” said Ben.

“Any thing,” said Tom.

“Then let me try it. I'll call it work.”

“Any thing,” said Ben.

“Any thing,” said Tom.

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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
- California Teacher’s eEdition
- Transparencies
- PDFs of teaching and learning resources
- California Common Core State Standards Search
- Family Newsletters in 8 languages
- Online Planner
- Online Professional Development
- Presentation Tool

**myNGconnect.com for Students**
- California 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

**Comprehension Coach**
The Inside Comprehension Coach® is designed for striving readers and English language learners to build their reading power. Students develop reading skills, practice pronunciation and fluency, and acquire academic vocabulary using the software’s structured supports and voice-recognition technology.

- Student voice recording provides oral fluency practice.
- Oral fluency models help students improve their fluency.
- Comprehension practice is built in.
- Reports provide immediate feedback and recommendations for additional practice.

**Inside Standards Report - Class**

- **Period 2 Class**
- **50% - 69%**
- **RL.6.8**
- **RL.6.4**
- **RL.6.10**
- **Go**

**Inside Standards Report - Class**

- **Period 2 Class**
- **70% - 79%**
- **RL.6.5**
- **RL.6.9**
- **Go**

**Reading and Language**

**Directions:**
Read the passage. Then answer the question.

### Water’s Worth

When the well is dry, we know the worth of water.

—Benjamin Franklin, 1746

### Question:

25 of 37

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 water will not last.
- D   Governments and individuals are trying to solve this problem.

**Performance Summary**

**Percentage Score**

- 100% - 122%  
- 80% - 100%  
- 60% - 79%  
- 40% - 59%  
- 20% - 39%  
- 0% - 19%  

**Reports & Grading**

- **Home Manage File Rostering**
- **Reports & Grading**
- **First Test Submitted**

**Student Name**

- Fuente, Manuel
- Anderson, Shevon
- Clayton, Lamar
- Gomez, Alejandra

**Score**

- 100%
- 90%
- 80%
- 70%
- 60%
- 50%
- 40%
- 30%
- 20%
- 10%
- 0%

**Teacher:**

- Morales, Jenny

**Class:**

- Period 2 Class

**District:**

- Demo District

**School:**

- Demo School

**Class Average**

- Johnson, Shawn
- Fuente, Manuel
- Anderson, Shevon
- Gomez, Alejandra
- Clayton, Lamar
- Morales, Jenny

**Score**

- 100%
- 90%
- 85%
- 81%
- 75%
- 70%
- 65%
- 60%
- 55%
- 50%
- 45%
- 40%
- 35%
- 30%
- 25%
- 20%
- 15%
- 10%
- 5%
- 0%
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

Apply skills and strategies with complex texts.

Grade-level texts meet CCSS quantitative, qualitative, and task guidelines for text complexity

Paragraph numbers support students in citing text evidence

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or problem

SL.6.2

Apply in independent reading.

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

Read alouds of complex texts introduce each unit

Level A Unit 5: Close Reading

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

Read alouds of complex texts introduce each unit

Leveled Library

Content Library

National Geographic excludes!
Practice Book

**Write About the Event**

2. Imagine one of these characteristics that you liked. 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 examples support the characteristic? Give 2 examples.
- What action support the characteristic? Give 2 examples.
- What was the writer's characterization like? Why?

**Cite Text Evidence**

**Write About the Event**

Imagine that a friend has told you about an event. You should go with advice about what your friend should do and why.

**Connect Across the Curriculum**

**Writing Application: Edit and Proofread**

1. Who is Tom’s rival in this text?
2. How does he respond to the rival?

Possible response: Tom acts superior to his rival.

**Check Helping Verbs**

The writer uses might, or might be prepared. Where could you use might or be prepared?

**Write On Your Own**

An earthquake can shatter windows.

You should secure your belongings. Bookshelves and other furniture can fall and hit you. Bookshelves and other furniture may be prepared.

- You might secure your belongings.
- You could fasten bookshelves and furniture to the walls.
- You can be prepared.
- You may be prepared.
Instructional Planning and Teaching Support

Meet the California Common Core with coordinated lessons that put texts at the center of instruction.
Assessment
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

Assess to Monitor Progress
• Quick Checks and Selection Tests for timely information to target instruction
• Unit Tests to measure skills mastery and monitor progress

Reteach
Reteaching prescriptions for tested skills

Show Success!
Use these measures to move students to the next program level or to exit them from the program:
• Summative Assessments demonstrate achievement at mid- and end-of-level
• Reading Lexile® Gains Test shows increase in reading level
• Reading Fluency Measures show increase in words read correct per minute

Includes Smarter Balanced Test Prep and Practice

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.

Show Success!