

Common Core



INSIDE

LANGUAGE • LITERACY • CONTENT

Program Overview
Grades 6–8

**Unlock the Power
of Reading, Writing
and Language**



INSIDE

LANGUAGE • LITERACY • CONTENT



Alert, an endangered Sumatran Tiger pants in the afternoon heat.



Discover **INSIDE**

Move students to grade-level performance by bringing the world to the classroom.

- ✓ Teach with new explorations and discovery
- ✓ Engage students with National Geographic exclusive content
- ✓ Achieve success with Common Core State Standards

The Experience Is Yours

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

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



Learn the Fundamentals

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



THE DIGITAL PATH

Take a virtual tour of the program at
NGL.Cengage.com/inside



Build Reading and Writing Power

Students who begin in Levels A through C have more advanced language proficiency, and they have learned to read. However, they need intensive work to build academic vocabulary and language, build fluency with more complex texts and develop skill in comprehension, literary analysis and writing.

Celebrate our World

A balance of informational texts and literature enables students to experience a variety of genres.

Informational Text

- ✓ National Geographic articles
- ✓ Narrative nonfiction
- ✓ Expository texts
- ✓ Digital genres
- ✓ Arguments



Emerging Explorers

National Geographic's Next Generation

OUR EXPLORERS ABOUT THE PROGRAM

MIREYA MAYOR
EXPLORER/CORRESPONDENT

2007 2008 2009

- John Bul Dau
HUMANITARIAN/
SURVIVOR
- David de Rothschild
ENVIRONMENTAL
STORYTELLER
- MIREYA MAYOR
EXPLORER/
CORRESPONDENT
- Roshini Thirakaran
FILMMAKER/
GLOBALIST

"The rainforest appears to be a **gigantic, green mishmash** of unknowns. We are still discovering new species and who knows what else might be out there. But we do know that every tree and creature in it plays a vital role in our existence. **Ensuring** their survival helps to ensure ours."

Mireya Mayor has slept in the rainforest among poisonous snakes. She has been chased by gorillas, elephants, and leopards. She even swam with great white sharks! Mayor is a city girl and a former NFL cheerleader. How does she find herself as an **explorer** in situations like this?

It all began in college. Mayor began studying **primates**. "I was **seized** by the fact that some of these incredible animals are **on the verge of** extinction. And they had never been studied. In some cases, not even a mere photograph existed to show their existence. I asked more questions. It became clear to me that much about our natural world still remained a mystery." Mayor decided to dedicate her life to solving that mystery.

Today, Mayor is a Fulbright scholar and a National Science Foundation Fellow. She also appears as a **correspondent** on the National Geographic Ultimate Explorer television series. Each **expedition** allows Mayor to teach viewers about a different species of animal that needs our help.

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Emerging Explorers

National Geographic's Next Generation

OUR EXPLORERS ABOUT THE PROGRAM

MIREYA MAYOR
EXPLORER/CORRESPONDENT

For example, one of Mayor's Ultimate Explorer TV expeditions allowed her to go to the Gulf of California. Her goal there was to research the powerful six-foot-long Humboldt Squid. It was a time of personal **discovery** that gave Mayor the opportunity to climb rocky cliffs and look at untouched tropical ecosystems.

An expedition led Mayor to Namibia. She went into a veterinarian's haven, or safe place, for leopards. "While caring for the leopards," Mayor explains, "the vet accidentally discovered a cure for fluid in the brain. It is a disease that also occurs in human infants. As a result of our film and the media attention it received, new studies are now taking place in children's hospitals. That is why I consider my television work just as important as my **conservation** field work," she notes. "The TV series sheds light on the **plight** of endangered species and animals around the world. Television has the power to help people know and connect with these animals and habitats that are disappearing. We may be facing the largest mass extinction of our time. **Awareness** is crucial. If we don't act now, it will be too late."

Mayor went to Madagascar on another of her Ultimate Explorer expeditions. On that expedition, she discovered a new species of mouse

Page 2 of 5

Key Vocabulary

ensure *v.*, to make sure that something happens

explorer *n.*, someone who travels around the world to discover new information

expedition *n.*, a trip

In Other Words

gigantic, green mishmash big, green mixture

primates apes, gorillas, and other animals like them

seized by completely focused on

on the verge of close to

correspondent reporter

378 Unit 5 Our Precious World

Key Vocabulary

discovery *n.*, something that is seen and made known for the first time

conservation *n.*, a careful protection of something

awareness *n.*, having knowledge of

In Other Words

plight difficult situation

Before You Move On

- Fact and Opinion** What is one fact and one opinion that Mayor expresses?
- Personal Connection** Which of Mayor's **expeditions** seems the most exciting or interesting to you? Why?

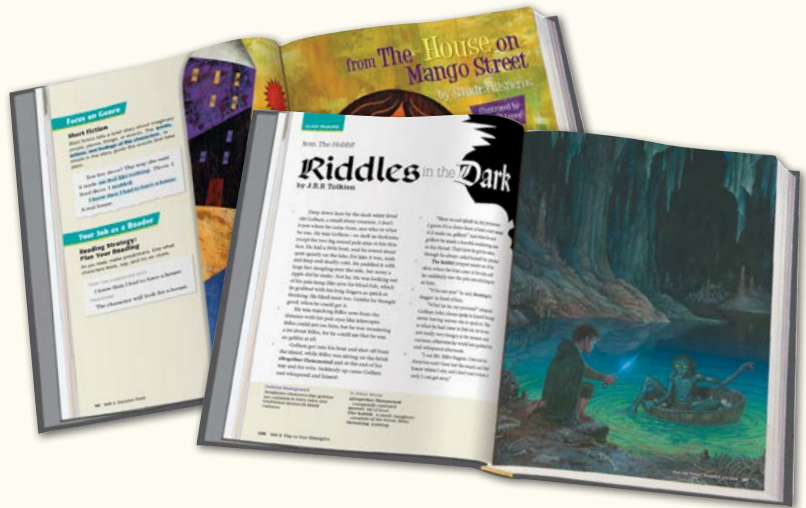
Mireya Mayor: Explorer/Correspondent 379

Selections featuring
National Geographic Explorers
inspire students



Literature

- ✓ Common Core exemplars
- ✓ Multicultural authors and characters
- ✓ Contemporary literature
- ✓ Classics
- ✓ Complex texts



CLOSE READING

From the Adventures of **TOM SAWYER** BY MARK TWAIN



1 Tom began to think of the fun he had planned for this day, and his sorrows multiplied. Soon the free boys would come tripping along on all sorts of delicious expeditions, and they would make a world of fun of him for having to work—the very thought of it burnt him like fire. He got out his worldly wealth and examined it—bits of toys, marbles, and trash; enough to buy an exchange of work, maybe, but not half enough to buy so much as half an hour of pure freedom. So he returned his **straitened means** to his pocket, and gave up the idea of trying to buy the boys. At this dark and hopeless moment an inspiration burst upon him! Nothing less than a great, magnificent inspiration.

2 He took up his brush and went tranquilly to work. Ben Rogers hove in sight presently—the very boy, of all boys, whose ridicule he had been dreading. Ben's gait was the hop-skip-and-jump—proof enough that his heart was light and his anticipations high. He was

eating an apple, and giving a long, melodious whoop, at intervals, followed by a deep-toned ding-dong-dong, ding-dong-dong, for he was personating a steamboat. As he drew near, he slackened speed, took the middle of the street, leaned far over to starboard and rounded to ponderously and with laborious pomp and circumstance—for he was personating the Big Missouri, and considered himself to be drawing nine feet of water.

3 Tom went on whitewashing—paid no attention to the steamboat. Ben stared a moment and then said:

4 “Hi-yi! You’re up a stump, ain’t you?”

5 No answer. Tom surveyed his last touch with the eye of an artist, then he gave his brush another gentle sweep and surveyed the result, as before. Ben ranged up alongside of him. Tom’s mouth watered for the apple, but he stuck to his work. Ben said:

6 “Hello, old chap, you got to work, hey?”

7 Tom wheeled suddenly and said:

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

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

10 Tom contemplated the boy a bit, and said:

11 “What do you call work?”

12 “Why, ain’t *that* work?”

13 Tom resumed his whitewashing, and answered carelessly:

14 “Well, maybe it is, and maybe it ain’t. All I know, is, it suits Tom Sawyer.”

15 “Oh come, now, you don’t mean to let on that you like it?”

16 The brush continued to move.

17 “Like it? Well, I don’t see why I oughtn’t to like it. Does a boy get a chance to whitewash a fence every day?”

18 **That put the thing in a new light.** Ben stopped nibbling his apple. Tom swept his brush daintily back and forth—stepped back to note the effect—added a touch here and there—criticized the effect again—Ben watching every move and getting more and more interested, more and more absorbed. Presently he said:

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

20 Tom considered, was about to consent; but he altered his mind:

21 “No—no—I reckon it wouldn’t hardly do, Ben. You see, Aunt Polly’s awful particular about this fence—right here on the street, you know—but if it was the back fence I wouldn’t

mind and she wouldn’t. Yes, she’s awful particular about this fence; it’s got to be done very careful; I reckon there ain’t one boy in a thousand, maybe two thousand, that can do it the way it’s got to be done.”

22 “Oh, shucks, I’ll be just as careful. Now lemme try. Say—I’ll give you the core of my apple.”

23 “Well, here—No, Ben, now don’t. I’m afraid—”

24 “I’ll give you *all* of it!”

25 Tom gave up the brush with reluctance in his face, but **alacrity** in his heart. And while the late steamer Big Missouri worked and sweated in the sun, the retired artist sat on a barrel in the shade close by, dangled his legs, munched his apple, and planned the slaughter of more innocents.

There was no lack of material; boys happened along every little while; they came to jeer, but remained to whitewash. And when the middle of the afternoon came, from being a poor poverty-stricken boy in the morning, Tom was literally rolling in wealth.

26 Tom said to himself that it was not such a hollow world, after all. He had discovered a great law of human action, without knowing it—namely, that in order to make a man or a boy covet a thing, it is only necessary to make the thing difficult to attain.

“What do you call work?”

In Other Words
straitened means tiny amount of treasure
up a stump, ain’t you in trouble, aren’t you
I warn’t noticing I didn’t see you.

In Other Words
druther prefer to
That put the thing in a new light. That changed how Ben saw it.
alacrity eagerness

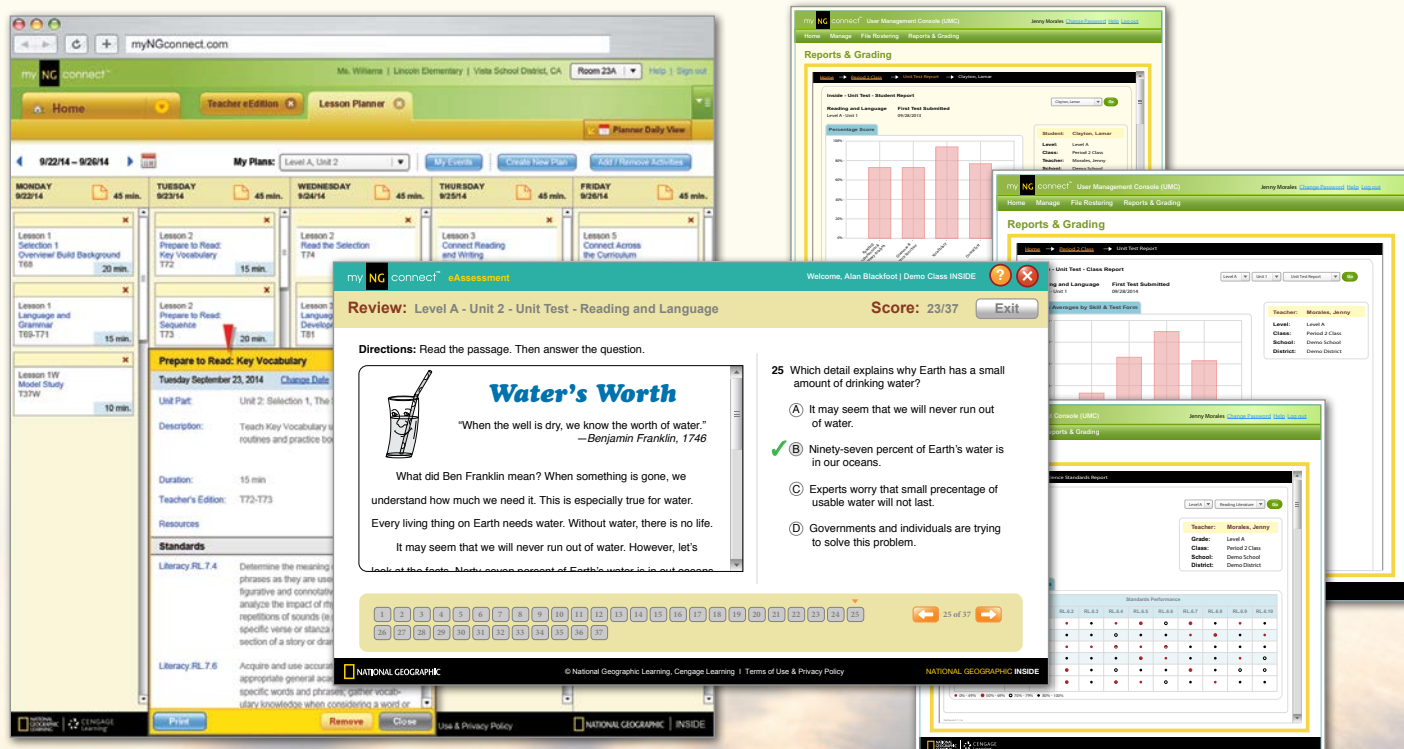


Your Digital Experience

National Geographic Learning's myNGconnect.com offers an engaging digital experience for you and your students using *Inside*. Enhance the print and enjoy the digital experience.

myNGconnect.com for Teachers

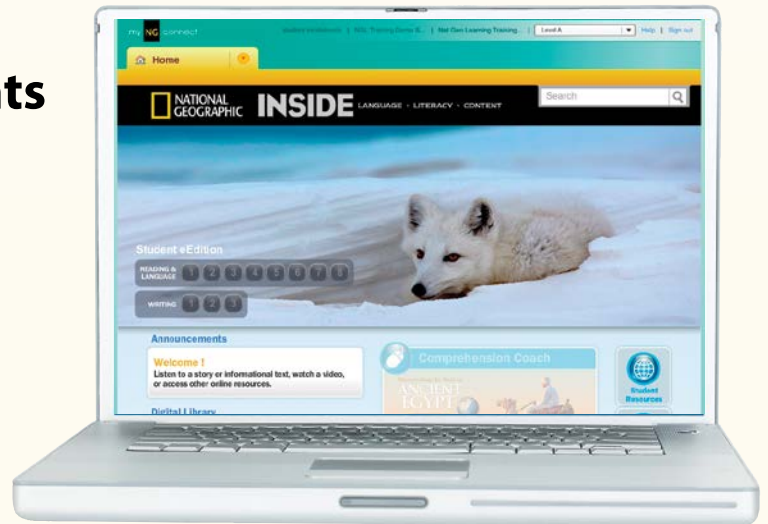
- ✓ eAssessment and Progress Reports
- ✓ Teacher's eEdition
- ✓ Transparencies
- ✓ PDFs of teaching and learning resources
- ✓ Online extension activities
- ✓ Family Newsletters in 8 languages
- ✓ Online Planner
- ✓ Online Professional Development
- ✓ Presentation Tool





myNGconnect.com for Students

- ✓ Student eEdition
- ✓ National Geographic Digital Library
- ✓ My Assignments
- ✓ Build Background Videos
- ✓ Selection Recordings, Fluency Models and Close Readings CD ROMs and MP3s.
- ✓ Language CDs and MP3s
- ✓ Links to online resources
- ✓ Selection Summaries in 8 languages



eBooks

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



Comprehension Coach

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

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



THE DIGITAL PATH

Motivate and engage students with eBooks for mobile devices.



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

Go To **Choose Book** *Inside* **Reading & Language Student Book** **Level A**

Danger Ahead!
Titanic set off for New York. At first, the ride was like a party. By April 14, the ship was in the middle of the Atlantic Ocean. That night, the weather was clear, and stars twinkled against the dark sky. On the ship, people danced late into the night. No one knew that danger was near. Shortly before midnight, a sailor on lookout saw something in the darkness. He knew it could be only one thing. It was an iceberg, a floating mountain of ice. The sailor raised the alarm: "Iceberg ahead!" Next, the crew tried to turn *Titanic* away from the iceberg, but it was too late. Finally, the ship scraped along the ice.

Water Rushes In
 The problem did not seem too bad at first. Then water started pouring into the ship, and nothing could stop it. The ship was going to sink!
 The crew tried to get help. They shot off fireworks to attract the attention of nearby ships. Crew members on those ships thought the fireworks were for fun, so they did not stop to help. Passengers began climbing into the lifeboats on *Titanic*. Women and children mostly went first, but there was not enough room for everyone. When the last lifeboat was lowered into the water, there were still 1,500 people on the sinking ship.

A Ship Torn Apart
 Soon passengers heard a terrible sound. It was the sound of the ship ripping apart. The ship sank just 20 minutes later, with most of the passengers and crew still on board.

Key Vocabulary
 ocean *n.*, a large body of salt water
 alarm *n.*, a signal to warn people of danger

Before You Move On
 1. **Cause and Effect** Why did the ship sink?
 2. **Explain** What happened to the passengers when the ship went down?
 3. **Inference** Do you think most of the people who lived through the disaster were men or women? How do you know?

Labels, captions, graphics and call-outs provide support comprehension for all students

Restatements of difficult words and idioms make complex texts accessible

Frequent comprehension checks with questions concentrating on text evidence focus readers

THE DIGITAL PATH

Selection Recordings and Fluency Models are available in CD and online in MP3 format



Explore Your Voice

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

Student Book:
Writing Level A



Writing to Sources

Provide students with frequent opportunities to practice writing from sources



Explore the Drive to Discover

Why do you think Robert Ballard put his life in danger to **discover** Titanic? Read the selection again. Support your opinion with examples from the text.

Student Book: Reading and Language

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

2. Choose one of the characteristics that you listed. Write a paragraph about how the writer showed the characteristic. Use the questions below to organize your thoughts.

- What characteristic did the writer show?
- What dialogue supports the characteristic? Give 2 examples.
- What actions support the characteristic? Give 2 examples.
- Was the writer's characterization convincing? Why?

Answers will vary.

Practice Book

Integrate Grammar and Writing

Provide frequent opportunities for grammar practice and application

Writing and Grammar

Write Advice

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

NOT OK

An earthquake **can** be dangerous. You **should** be prepared. You **should** secure your belongings.

The writer uses some helping verbs to give advice, but there are not many details.

OK

An earthquake **can** be dangerous. Vases **could** tumble off shelves and hit you. Bookshelves and other furniture **may** fall over on you.

You **should** be prepared. You **should** secure your belongings. You **can** use special way to attach vases to the shelves. You **should** fasten bookshelves and furniture to the walls.

Now the reader has more information. The writer uses more helping verbs to add details.

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

WRITE ON YOUR OWN Imagine that a friend has moved to an area that has earthquakes. Write a letter with advice about what your friend should do and why.



REMEMBER

- Use **can** to tell what someone or something is able to do.
- Use **could**, **may**, or **might** to tell what is possible.
- Use **should** to tell what is good for someone to do.

◀ The people should stay away from the hole in the road.

Personal Narrative

GrammarWorkout

Check Helping Verbs

- A **helping verb** is a verb that works together with another verb. The **main verb** shows the action or state of being. The helping verb supports the main verb's meaning.

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

- *Can*, *could*, *may*, and *might* are helping verbs. Use *can* to tell what someone or something is able to do. Use *could*, *may*, or *might* to tell what is possible.

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

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

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

Find the Opportunities

I plan to write a report about earthquakes. Our school library **might have** some newspaper articles about last year's quake. It is best to use more than one source, so I **could** **try** to find three or four. My teacher offers her help, too. I ask her for some ideas if I get stuck. I get a really good grade on this report if I work hard!

Check the verbs. Where **could** you add a helping verb to make the meaning more precise? (You may have to change the main verb.)



Conduct Explicit Writing Instruction

Build writing power through clear instruction in writing skills and strategies

Writing Strategy

More On Transitions

Some time words and some order words can serve as transitions. You can use these transitions to help you:

- show time

People stayed home that afternoon, not realizing that their neighborhood was in danger. ^{Soon} Floodwater rushed into the streets.
- show events or ideas in sequence

I waded through the house and searched for her everywhere. ^{Finally} I found her upstairs in her room.

Study the transitions in this passage.

Narrative with Transitions

Helping Out an Old Friend

Alyx Del Lago

When I think about it today, it seems foolish. But **back then** I did not hesitate to do it. **After I left school**, I rode the bus as far as I could. Then I got out and walked toward my home. **Later** I had to wade through water. **By early afternoon**, I reached my doorstep. **First**, I called her name as I searched everywhere downstairs. **Next**, I searched the yard and garage. **Meanwhile**, I heard helicopters overhead and sirens. I went upstairs and **finally** found my cat, hiding under my bed.

These transitions show when events occur.

These transitions show the order of events or steps in a process.

Without transitions, the reader would not get a clear sense of the order of events.

122W Write About Your Life

Show Time

Read these time words that can work as transitions to show when events happen. Then study the passage.

now	soon	back then	meanwhile	recently
today	after	never	in the future	in the past

For some cities near large rivers, flooding has been a problem **in the past**. **Today**, however, flooding can be an even greater danger. **Recently**, climate changes have produced stronger storms, and more of them. As a result, major floods are more common now. Also, many of the cities have grown. Since a lot more people are living in these areas, more people are at risk from floods. Not all of these cities have built systems that protect against flooding. **In the future**, these cities will have to plan and build systems that control flooding as much as possible.

Show Events or Ideas in Sequence

These order words can work as transitions to show the order of events or the steps in a process. Study the words and the passage.

first	third	second	next	last	finally
-------	-------	--------	------	------	---------

It's not easy to build a system to control flooding, especially in large, older cities. Engineers face many challenges. **First**, engineers must find ways to protect a city that was built long ago, long before anyone thought about flood-control planning. **Second**, they must consider how the structures will look. Citizens sometimes don't agree with the changes engineers want to make. **Next**, they must think about cost. It can be difficult to find money to pay for an advanced flood-control system. **Finally**, engineers must get approval for planned changes.

Writing Strategy: More On Transitions 123W

Student Book: Writing

Writing Application

Write a Personal Narrative

WRITING PROMPT Nature can be scary sometimes. Have you ever experienced a big storm or an earthquake? Or maybe it was just a really tall wave at the beach that made you feel like you were about to drown? Think of an experience you'd like to share with your classmates. Then write a personal narrative that tells

- what happened in the beginning, middle, and end
- what you saw, heard, and experienced
- how you felt while it was happening
- what made the event memorable for you or what life lesson you have learned from it.

Prewrite

Here are some tips for before you start writing.

1 Choose a Topic

It works best to choose an event that

- was exciting, unusual or interesting
- you remember well, so you can include enough details.

It helps to write down several ideas and then choose the best. Josh used a chart like this to choose a topic.

Ideas	Good and Bad Points
The time the wave came into the whale-watching boat.	Exciting! Can't remember very well—I was just a baby.
The Loma Linda earthquake in second grade.	That was exciting for sure! I can remember it pretty well.
The time the lights went out and I got scared of thunder.	Not interesting enough to others.

124W Write About Your Life

2 Narrow Your Topic

Make sure you limit your topic so that it is not too broad for the kind of writing you want to do. Some topics take a whole book to do well! A smaller, more specific topic is easier to write about and will be much more interesting. Study how Josh narrowed his topic.

How Josh Narrowed His Topic

Strong earthquakes can damage buildings.

3 Gather Details

Next, gather details about the experience. Take notes to help you later as you draft. One way to gather specific sensory details is with a **five-senses diagram**.

Five-Senses Diagram

I saw . . .	scared look on people's faces kids crouching under desks books all over the floor
I heard . . .	kids crying blocks clattering off shelves
I smelled . . .	the fabric of my backpack dust in the air
I tasted . . .	the salt of my own tears!
I touched or felt . . .	the rough underside of the desk my friend's hair in my face

Cover the complete Writing Process:

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

Support English learners and striving writers with clear examples, organizers, and explanations

Student Book: Writing

Time for Teaching

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

Promote academic discussion and teach argument with guiding questions

Unit 3

Planner for "The Lotus Seed"



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



Student Book: Reading and Language

Reading

Build Background and Vocabulary

Read, Respond, and Build Skills

Build Fluency

Language

Develop Language

LESSON 1

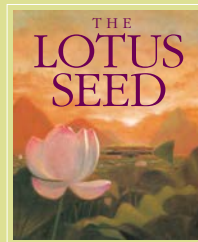
Build Background

Digital Library

Video Learn About Vietnam's Past T178

Connect

- Quickwrite T178



BY SHERRY GARLAND
ILLUSTRATED BY TATSURO KIUCHI

LESSON 2

Build Vocabulary

Key Vocabulary T182 RL.7.4; L.7.6

- Introduce and Make Category Charts

arrive **emperor** **special**
bloom **forget** **throne**
chapter **remember**

Literary Analysis

Analyze Interactions T183 RL.7.3

Focus Strategy

Visualize T183 RL.7.1

Read the Selection T184-T194

Introduce the Genre RL.7.10

• Realistic Fiction, Poem RL.7.6

• Analyze Characters T189 RL.7.5

• Analyze the Structure of a Poem T194

Focus on Reading

Analyze Interactions RL.7.3; L.7.6

Focus on Vocabulary

Use Word Parts RL.7.4; L.7.4; L.7.4.b

• Use Prefixes and Suffixes

Focus Strategy

Visualize RL.7.1

Reading Fluency

Intonation T187 RL.7.10

• Daily Fluency Practice PD60

Accuracy and Rate T185

Comprehension Coach

Language & Grammar

Describe People, Places, and Things T188 SL.7.1

Use Adjectives That Describe L.7.2.a

• Introduce and Practice with Transparency 24

and Grammar Routine PD54

LESSON 1W

Model Study

Realistic Short Story T108W

LESSON 2W

Writing Application

Write a Realistic Short Story

Prewrite

• Plan Realistic Story Elements T110W

• Organize Events T111W

Writing

Realistic Short Story

Project 5



Student Book: Writing

T177c Unit 3 A New Chapter

🔴 = Tested on Selection Test and/or Unit Reading and Language Test

Level B Teacher's Edition



Online Planner
myNGconnect.com



Teachers Edition Level B

LESSON 3	LESSON 4	LESSON 5
Build Vocabulary Key Vocabulary • Review and Practice T195 L.7.6 arrive emperor special bloom forget throne chapter remember	Build Vocabulary Key Vocabulary • Practice with Routine 4 PD36 L.7.6 arrive emperor special bloom forget throne chapter remember Academic Vocabulary • Introduce and Practice T196 L.7.6 identify analyze	Build Vocabulary Key Vocabulary • Practice with Routine 9 PD41 L.7.6 arrive emperor special bloom forget throne chapter remember
Return to the Selection T195 Connect Reading and Writing Critical Thinking • Summarize RL.7.2 • Compare RL.7.1 • Interpret RL.7.1 • Inference W.7.9; W.7.10 Write About the • Write an opinion paragraph responding to this statement: "It is important to remember the past."	Return to and Extend the Selection T196-T197 Vocabulary Strategy Use Word Parts L.7.4.b • Use Prefixes T197 Literary Analysis Compare Characters RL.7.6	Extend the Reading Leveled Library Content Library
Reading Fluency Intonation T187 RL.7.10 • Daily Fluency Practice PD60 • Self-Assessment T195 Accuracy and Rate T185 • Self-Assessment T195 Comprehension Coach	Reading Fluency Intonation T187 RL.7.10 • Daily Fluency Practice PD60 Accuracy and Rate T185 Comprehension Coach	Reading Fluency Intonation T187 RL.7.10 • Daily Fluency Practice PD60 Accuracy and Rate T185 Comprehension Coach
Grammar Use Adjectives That Describe L.7.1 • Introduce and Practice with Transparency 25 and Grammar Routine PD54	Grammar Use Adjectives That Describe L.7.1 • Introduce and Practice with Transparency 26 and Grammar Routine PD54	Language & Grammar Describe People, Places, and Things • Pair Talk T199 SL.7.1 Grammar & Writing • Write About People, Places, and Things T199 Use Adjectives That Describe L.7.2.a
LESSON 3W	LESSON 4W	LESSON 5W
Writing Application W.7.3 Draft Your Realistic Short Story T112W Drafting Tips • What to Do If Your Writing Sounds Like a List T113W	Writing Application Evaluate the Work T114W Revise T114W-T115W • Gather Feedback: Read Aloud to a Partner • Mark Changes to Add, Delete, and Rearrange Text W.7.5	Writing Application Edit and Proofread T116W-T119W • Grammar Workout: Check Adjectives • Spelling Workout: Check Compound Words • Mechanics Workout: Check Abbreviations Presentation Manual TXX • Read a Story Aloud

1 = Tested on Unit Writing Test 2 = Tested on Language Acquisition Assessment 3 = Program Rubric

Selection Planner T177d

Monitor progress on Common Core State Standards

THE DIGITAL PATH

Access digital resources for planning and teaching through myNGconnect.com

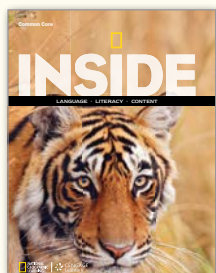


Realize Achievement

A variety of digital and print assessment tools for placement tests, progress monitoring, and summative assessments help teachers make informed instructional decisions every step of the way.

Assess & Place

- Measure phonics and decoding ability
- Determine reading level (Lexile®)
- Place into the appropriate program level



Instruct

Develop language and provide explicit and systematic instruction in:

- Reading Fundamentals
- Vocabulary
- Comprehension and Critical Thinking
- Grammar and Sentence Structure
- Literary Analysis
- Listening and Speaking
- Reading Strategies
- Writing

Assess to Monitor Progress

- Quick Checks and Selection Tests for timely information to target instruction
- Unit Tests to measure skills mastery and monitor progress

Reteach

Reteaching prescriptions for tested skills

Show Success!

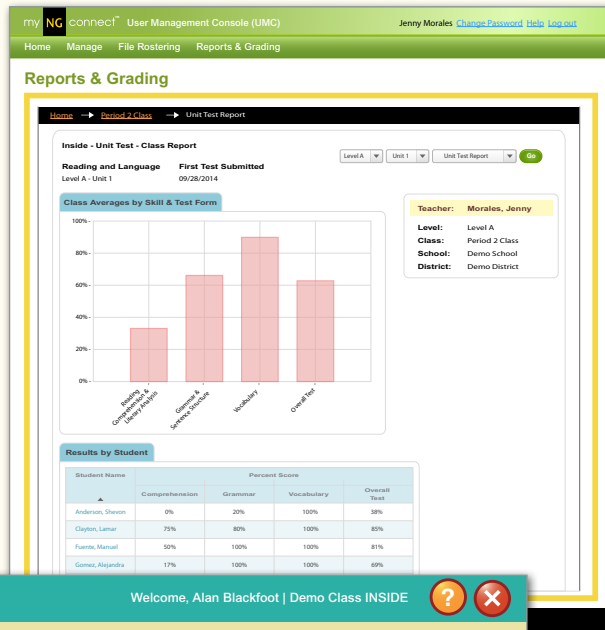
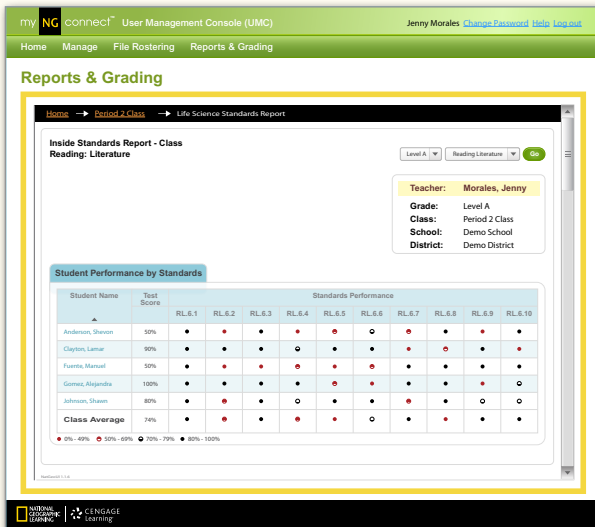
Use these measures to move students to the next program level or to exit them from the program:

- Summative Assessments demonstrate achievement at mid- and end-of-level
- Reading Lexile® Gains Test shows increase in reading level
- Reading Fluency Measures show increase in words read correct per minute



eAssessment: Digital Option

eAssessment offers a complete suite of digital assessment tools including immediate feedback and reteaching prescriptions. The digital platform prepares students for online, Common Core testing.



my NG connect™ eAssessment
Welcome, Alan Blackfoot | Demo Class INSIDE

Review: Level A - Unit 2 - Unit Test - Reading and Language
Score: 23/37
Exit

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

What did Ben Franklin mean? When something is gone, we understand how much we need it. This is especially true for water. Every living thing on Earth needs water. Without water, there is no life. It may seem that we will never run out of water. However, let's look at the facts. Ninety-seven percent of Earth's water is in our oceans.

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

☐ A It may seem that we will never run out of water.

☒ B Ninety-seven percent of Earth's water is in our oceans.

☐ C Experts worry that small percentage of usable water will not last.

☐ D Governments and individuals are trying to solve this problem.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
26 27 28 29 30 31 32 33 34 35 36 37

25 of 37

Discover Inside

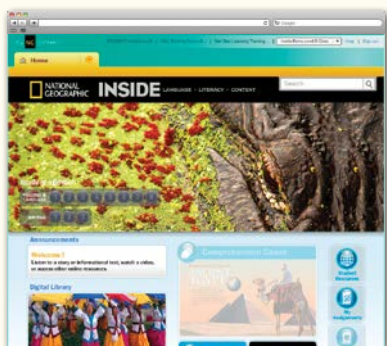
For the Students



Student Book and Student eBook



Student eEdition



Student Website
myNGconnect.com

Digital Assets

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



Writing Student Book



Practice Book



Writer's Workout

Assessment | Print and Online



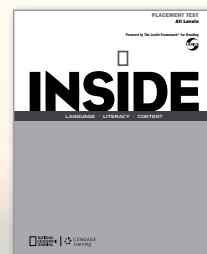
e-Assessment Website
myNGconnect.com

Digital Assets

- Online assessments
- Reports
- Individualized reteaching prescriptions



Assessment Handbook



Placement Test
Test Booklets
Teacher's Manual



ExamView® Test
Generator



For the Teachers



Teacher's Edition with Language and Selection CDs



Practice Book
Teacher's Annotated Edition



Teacher Website
myNGconnect.com

Digital Assets

- Online Lesson Planner
- Presentation Tool
- Progress Reports
- Transparencies
- Teaching and Learning Resources
- Family Newsletters in 8 languages
- Online Professional Development



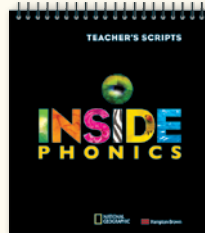
Inside the USA



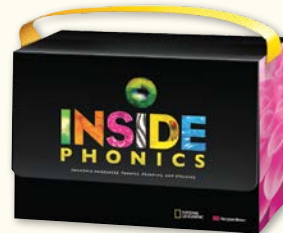
Word Builder



Writer's Workbook



Teacher Scripts



Inside Phonics Kit



Sound/Spelling
Cards



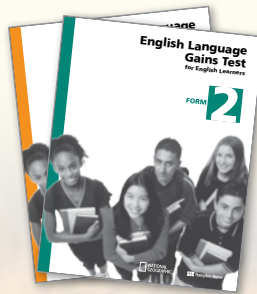
Sounds &
Songs CDs



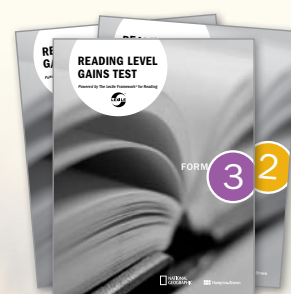
Unit Test
Test Booklets
Teacher's Manual



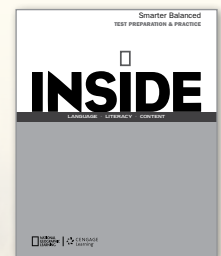
Summative Assessment
Level Test Masters
Teacher's Manual



English Language Gains Test
2 Forms
Teacher's Manual



Reading Level Gains Test
3 Forms
Teacher's Manual



Test Preparation
PARCC Assessments
Smarter Balanced
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MAY/13

