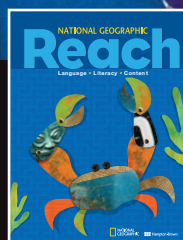
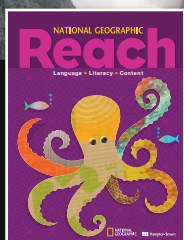
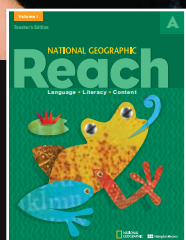


NATIONAL GEOGRAPHIC Reach

Language • Literacy • Content



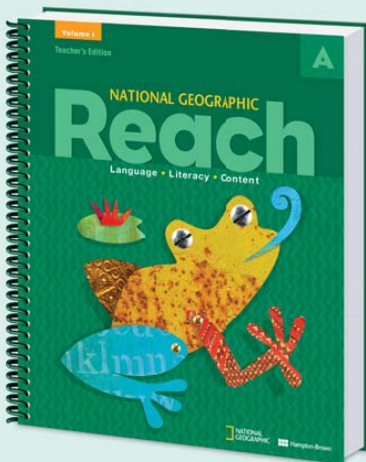
Reach for Success

NATIONAL GEOGRAPHIC Reach

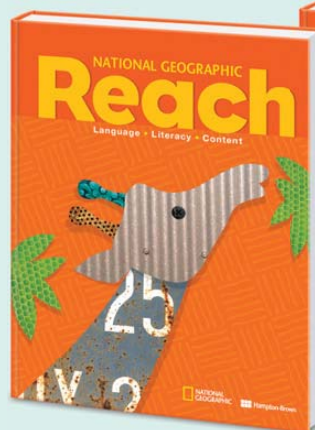
Language • Literacy • Content

The next generation of language, vocabulary, reading, writing, and content for elementary students is within **Reach**.

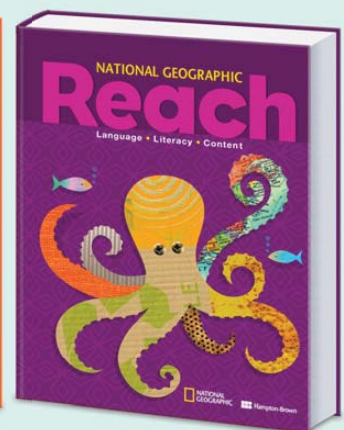
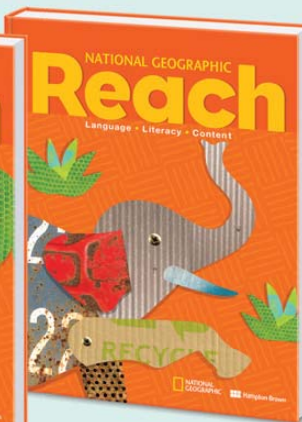
- Actively engages and immerses students in a connected, expanding, and dynamic language environment
- Layers and scaffolds essential skills and strategies to move all learners to independence
- Easily adapts to meet your instructional priorities and requirements



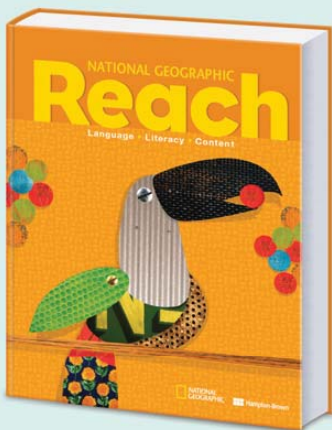
Level A
Kindergarten



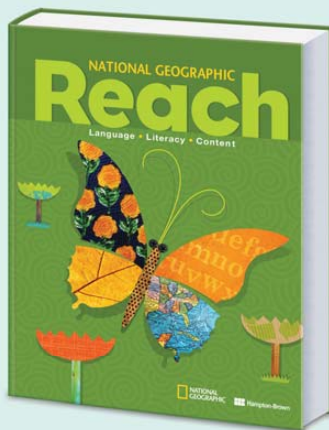
Level B
Grade 1



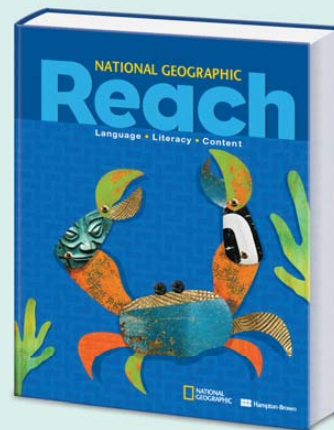
Level C
Grade 2



Level D
Grade 3



Level E
Grade 4



Level F
Grade 5

Active Learning

National Geographic Reach helps you provide all students with a robust and interactive learning environment to acquire and expand language.

Rich Academic Discussions

- Big Questions invite students to engage with content and each other
- Ongoing dialog encourages students to share knowledge, experiences, and cultural perspectives



Interactive Learning Opportunities

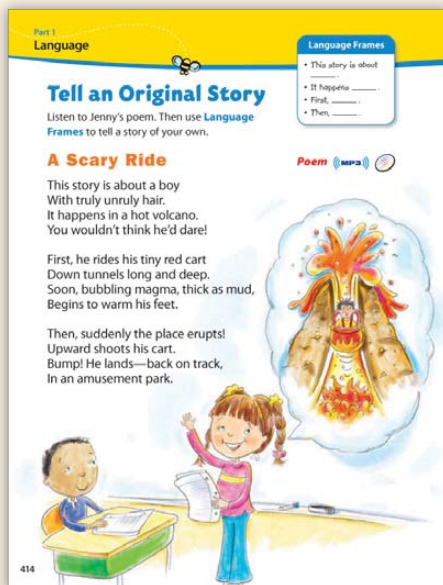
- Hands-on activities build background knowledge and understanding
- Daily language practice builds proficiency
- Partner activities provide frequent opportunities to develop content and skills

Talk Together



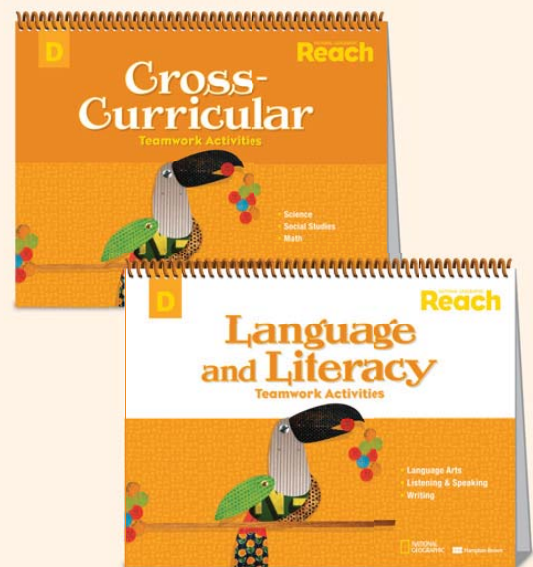
Language of the Day

What interesting thing do you know about **islands**?
I know that islands are ____.



Enriching Language and Content Experiences

- Engaging songs create risk-free environments for trying out new language
- Language frames provide valuable assistance to learning language functions
- *Teamwork Activities* boost language and content learning in centers

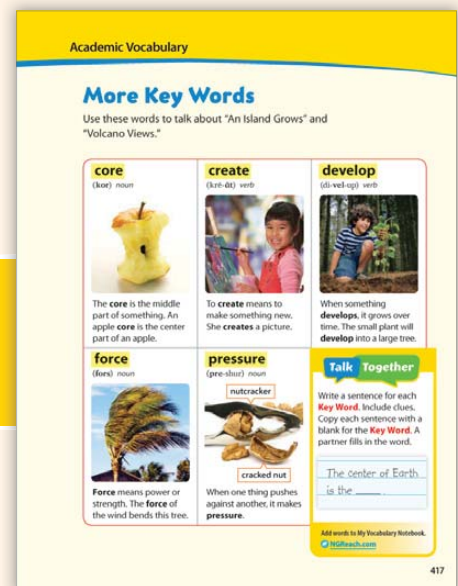


Accessible Visual Vocabulary

- Routines and supports accelerate vocabulary acquisition
- Materials focus learning on content and academic vocabulary
- Visuals assist students in the acquisition of grade-level vocabulary

EMPHASIS ON VOCABULARY

Going beyond story words, *National Geographic Reach* targets content and academic vocabulary. Abundant visual and text support makes the acquisition of high-utility vocabulary accessible to all students.

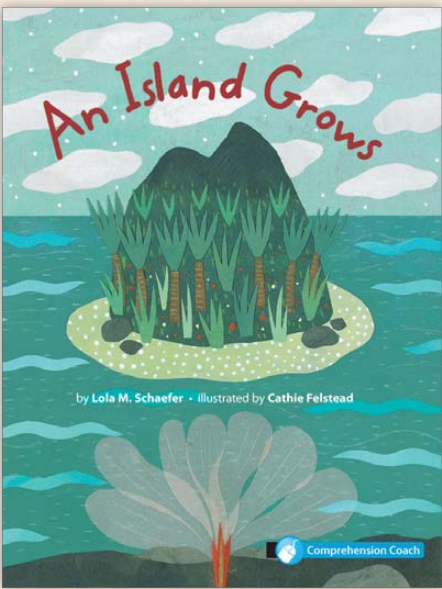


Engaging Technology

- Images and videos help students build background and context
- Games enhance the acquisition of language and vocabulary
- Multimedia resources empower students to reinforce and extend learning

Structured Support

National Geographic Reach delivers frequent and varied supports to meet the needs of all students.



Paired Selections

- Reading across a variety of genres inspires learning and discovery
- Selections include exclusive National Geographic nonfiction to motivate and prepare students for reading in the content areas

Valuable Pre-Reading Support


- Lessons equip students for reading success
- Layered instruction builds background, language, and vocabulary

Part 1
Thinking Map

Imagery

Words can create pictures in people's minds. Word pictures, or **imagery**, tell how things look, sound, smell, taste, and feel.

Look at these pictures from Jenny's story. Read the labels.



place person thing

As you listened to the poem, how did you picture the place, the person, and the things? Which words helped you do that?

Map and Talk

You can use an imagery chart to record word pictures from a story. To make one, write categories at the top of the chart. Then find word pictures for each category.

Imagery Chart

Place	Person	Thing
hot volcano	boy with truly unruly hair	tiny red cart
tunnels long and deep	magma warms his feet	bubbling magma, thick as mud

Talk Together

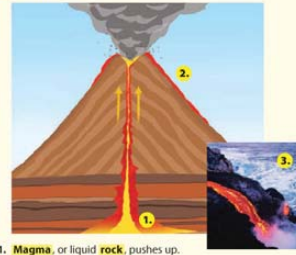
Make up a story with a partner. Use word pictures to describe places, people, and things. Record the word pictures in an imagery chart.

416

Science Vocabulary

Key Words

Look at this diagram. Use **Key Words** and other words to talk about what happens when a **volcano erupts**.



1. **Magma**, or liquid **rock**, pushes up.

2. **Lava flows** out.

3. Lava cools in the **ocean**. Over time, this can form **islands**.

Key Words

erupt	magma
flow	ocean
island	rock
lava	volcano

Talk Together


With a partner, tell an original story about forces that change something on Earth. Who is the story about? Where does it happen? Use **Language Frames** from page 414 and **Key Words**.

415

Part 1
Strategic Reading

Learn to Synthesize

Look at the picture. The land looks bad, but new plants are growing. Think about how those parts of the picture go with one another. Then **draw a conclusion**, or decide something about what the picture shows.



When you read, you **draw conclusions**, too.

How to Draw Conclusions

1. Notice an important idea in the text. I read _____
2. Look for another idea that you think is important. I also read _____
3. How do the ideas go with one another? Put the ideas together to make a conclusion about the text. I connect the ideas and conclude _____

Language Frames

- I read _____
- I also read _____
- I connect the ideas and conclude _____

Talk Together

Read Jenny's description of a volcanic explosion. Read the sample conclusion. Then use **Language Frames** to draw conclusions as you read. Tell a partner about them.

Mount St. Helens

Mount St. Helens is a **volcano** in Washington State. It used to be a pretty place. It had green forests, clear rivers, and lakes. Lots of wildlife lived in the region.

The volcano had **erupted** in 1800, followed by many small eruptions. In 1857 it was quiet again. Then on March 15, 1980, earthquakes began to shake the mountain. Ash and steam came up through the volcano's **core** with great **force**. Gas eruptions **created** two more craters near the top.

Around this time, a huge bulge **developed** on the side of the mountain. It grew larger and larger, like a lopsided balloon.

Finally, on May 18, the **pressure** became too strong. **BLAM! WHAM!** Two mighty eruptions blew the top off the mountain.

Steam and ash rose thousands of feet into the sky. Hot mudflows raced down the mountainsides. Mud and **rocks** flattened the forests. They blocked the rivers. They smothered most of the wildlife. Mount St. Helens wasn't a pretty place anymore.

Sample Conclusion

"I read that Mount St. Helens is a volcano. I also read that it used to be a pretty place. I connect the ideas and conclude that Mount St. Helens erupted and ruined the area."

◀ = A good place to draw a conclusion

Focused Strategy Instruction

- Targeted lessons teach, model, and practice a reading strategy
- Application of pre-taught strategies elevates comprehension

FOCUS AND REPETITION

Focus and repetition of one reading strategy per unit, aided by highly scaffolded instruction, help students succeed. Systematic application across genres promotes strategy transfer.

On-Page Reading Support

- Selections are divided into manageable chunks with frequent comprehension checks
- Highlighted key vocabulary and on-page assistance for idioms and other difficult words keeps students focused and moving through the reading

Rivers of Heat

Lava is HOT. When it first **escapes from** a volcano, its temperature is between **1,300 and 2,200 degrees Fahrenheit!** As lava moves down a mountainside, it glows bright orange, like a fiery sunset. Thick lava may **inch along**, but thin lava can **flow** more quickly.



▲ Peter's photographs capture the burning heat of lava.

In Other Words
escapes from: leaves
1,300 to 2,200 degrees Fahrenheit
about 700 to 1,200 degrees Celsius
inch along: move very slowly

A Close-Up Look

Red-hot lava. Clouds of smoke and gas. Flying rocks. All of these things make active volcanoes **extremely** dangerous. Most people would run away from these **forces** of nature, but Carsten Peter runs toward them. Thanks to his amazing photos, we can **get a close-up glimpse of** volcanoes in action. ✦



protective suit

▲ This photograph shows a special suit that can help keep out the heat.

In Other Words
extremely: very, very
get a close-up glimpse of: clearly see

► Before You Move On

1. **Confirm Prediction** What did you learn about **lava**? Was your prediction right?
2. **Imagery** Which words on page 440 help you make a mental picture of **lava**?

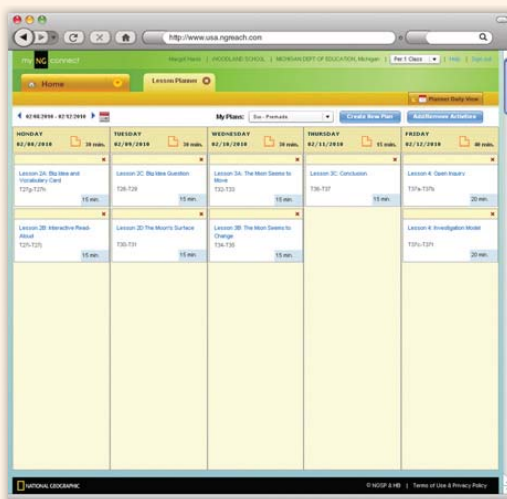


Multi-Level Assessment (Grades 2–5)

- Differentiated assessments measure progress on skills and standards at students' appropriate language level
- A flexible set of assessments impact student learning

Instructional Flexibility

National Geographic Reach has been designed to enable you to tailor instruction to match your specific curriculum objectives, class setting, and the needs of your students.



Build Your Plan

The Online Lesson Planner allows you to easily create or customize plans and also includes a variety of ready-to-go plans.

Unit 3 Daily Planner

Online Lesson Planner
www.illustrativemathematics.org/lesson-planner

PART 1

Core Lessons

Language

5-10 minutes

Vocabulary

10-15 minutes

Reading

15-20 minutes

Writing

15 minutes

Content: Integrated
Throughout Each Day

Day 1

Introduce Academic Language

Language of the Day T144

- Language Function: Give Information T144 (2 min)
- Talk About a Life Cycle T145
- Talk Together About the Big Question T142

Science Vocabulary

- Introduce Words T147
- **blossom root soil cycle seed sprout**

Classroom Vocabulary

- Introduce Word **sequence** T148

Text Structure: Sequence

- Introduce Sequence T146
- Use Graphic Organizers: Sequence Chain

Read Aloud: "Mama's Story" T142

Daily Writing

- Writing Fluency T146

Science

- Plant Structures
- Plant Life Cycle

Day 2

Introduce More Academic Language

Language of the Day T143

- Oral Language
- Talk Together About Inferences T148
- Grammar: Nouns T143

Academic Vocabulary

- Introduce Words T147
- **characteristic growth conditions produce depend**

Classroom Vocabulary

- Introduce Word **inference** T149

Strategy: Make Inferences

- Introduce and Practice the Strategy T148

Read "Gardener's Journal" T148

Phonics and Fluency T148

Daily Writing

- Journal Entry T149

Science

- Plant Structures
- Plant Life Cycle

Day 3

Build Academic Language

Language of the Day T150a

- Language Function: Ask for Information T150a (2 min)
- Listening and Speaking
- Listen to and Sing a Song T150a

Academic and Science Vocabulary

- Expand Word Knowledge T150b

blossom characteristic conditions cycle depend growth produce root seed soil sprout

Support Newcomers

- Build Basic Vocabulary Food Words T150c

Read the Selection

- **Strategy: Make Inferences** T150-163
- Reading Options T152
- Concepts of Print
- Directionality T153

Literary Analysis

- Character Traits T158-159

Fluency: Expression T163

Daily Writing

- Modeled Writing: Writer's Craft T163

Science

- Insects T158-159
- Math
- Multiplication T160-162

Home Connection

Day 4

Build Academic Language

Language of the Day T164a

- Talk Together About the Selection T164a
- Grammar: Singular and Plural Nouns T164a

Academic and Science Vocabulary

- Share Word Knowledge T164b

blossom characteristic conditions cycle depend growth produce root seed soil sprout

Think and Respond

- Talk About the Selection T164c
- Text-Saving Strategy T164c

Fluency: Expression T164c

Daily Writing

- Modeled Writing: Write Sentences About the Selection T164

Science

- Plant Structures
- Plant Life Cycle

Day 5

Build Academic Language

Language of the Day T165a

- Listening and Speaking
- Present in Sequence T165a

Academic and Science Vocabulary

- Apply Word Knowledge T165b

blossom characteristic conditions cycle depend growth produce root seed soil sprout

Reread and Retell

- Text Structure: Sequence
- Make a Sequence Chain T165c

Retell the Selection T165c

Fluency: Accuracy and Rate T165c

Daily Writing

- Interactive Writing: Write a Paragraph T165

Science

- Plant Structures
- Plant Life Cycle

T144c Unit 3 | Life in the Soil

© - Tested Skill

Part 1 | Daily Planner T144d

Clear Construction

- Week-at-a-glance planners clearly identify instructional activities by program strand
- Stated time allotments aid modification decisions

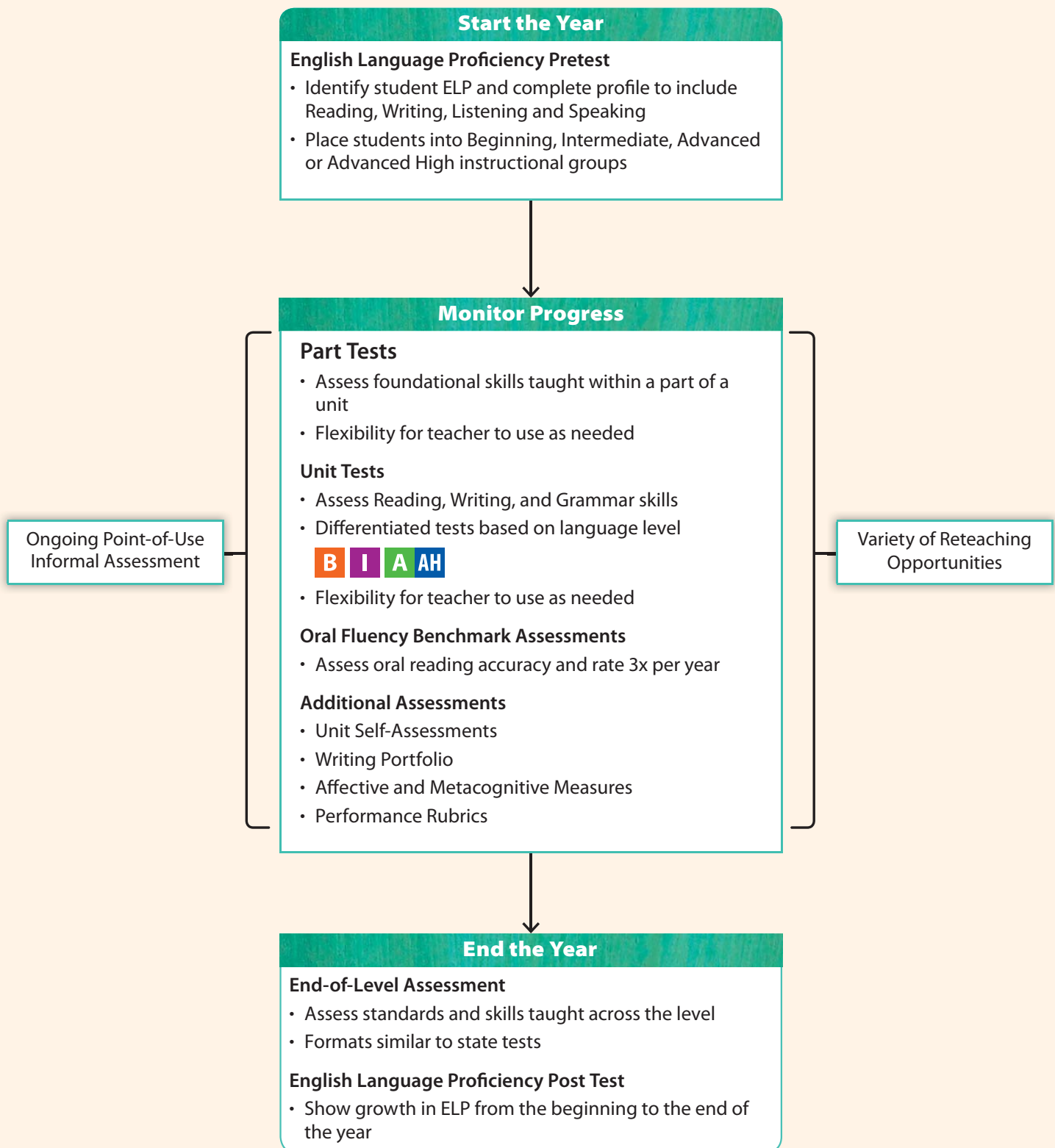
- Clearly identified objectives and tested skills inform instructional decisions
- Lessons are built to function in isolation or in the program's sequential path




- Multi-level strategies within lessons support students at varying proficiency levels
- Print and online materials offer multiple learning pathways to making content comprehensible



Multiple Measures to Assess Student Learning



Components

Student Materials	
Level A Kindergarten	 <p>Read Together Student Books Set (16 Titles)</p>  <p>Practice Book</p>
Level B Grade 1	 <p>Student Anthology Set (2 Volumes)</p>  <p>Practice Book</p>
Level C Grade 2	 <p>Student Anthology</p>  <p>Practice Book</p>
Level D Grade 3	 <p>Student Anthology</p>  <p>Practice Book</p>
Level E Grade 4	 <p>Student Anthology</p>  <p>Practice Book</p>
Level F Grade 5	 <p>Student Anthology</p>  <p>Practice Book</p>



Components

Teacher Materials								
Level Grade	Planning and Instruction	Teaching Resources			Classroom Interactives			
	Teacher's Edition Set (2 Volumes) with Language Songs CDs	Assessment Handbook	Exam View® CD-ROM	Practice Book Teacher's Annotated Edition	Sing with Me Language Songs Big Book	Vocabulary and Language Resources	Read with Me Big Books (8 titles)	Literature Big Books (8 titles)
A K								
B 1								
C 2								
D 3								
E 4								
F 5								

			Book Collections				Integrated Phonics Resources	Support for Newcomers
Cross-Curricular Teamwork Activities	Language and Literacy Teamwork Activities Flip Chart		Talk Together Books (2 titles per unit, 16 books total)	National Geographic Library (2 titles per unit, 32 books total)	Fiction Library (6 books per unit, 48 titles total)	Nonfiction Library (6 books per unit, 48 titles total)	Alphachant (Kindergarten) Reach into Phonics (Grades 1–5)	Vocabulary Picture Cards (Grade 1) In the U.S.A. (Grades 2–5)
								
								
								
								
								
								

Integrated Technology

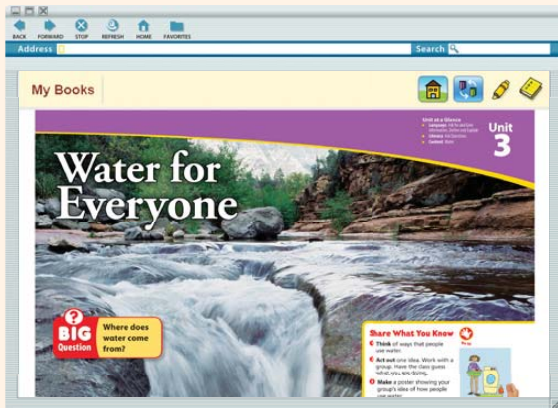


myNGconnect.com for Students

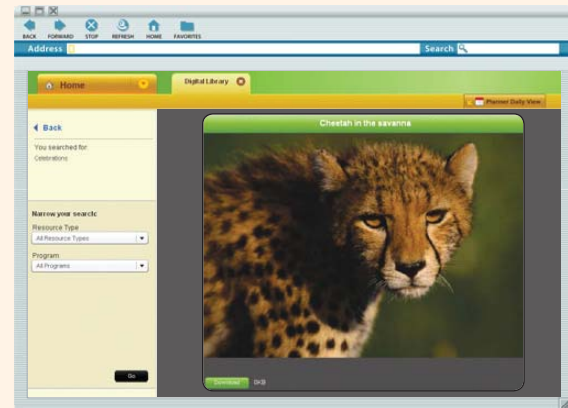
- Student eEditions with audio, video, and interactive links
- Digital Library with content images, video, and audio clips
- Games for phonics and vocabulary
- Student Resources
- My Vocabulary Notebook
- My Assignments
- Links to NG Kids and NG Explorer websites

Comprehension Coach

Available Summer 2011



Student eEdition



Digital Library



Vocabulary Games



Build Background Interactives

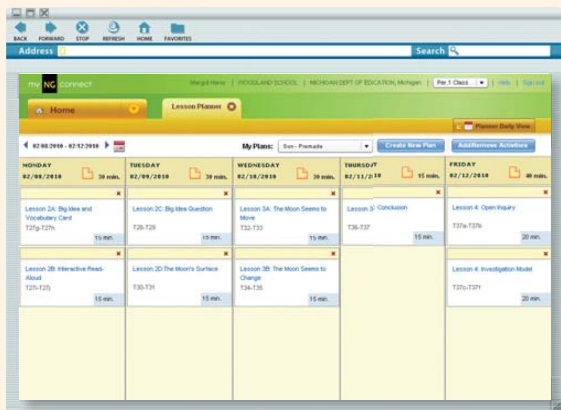


myNGconnect.com for Teachers

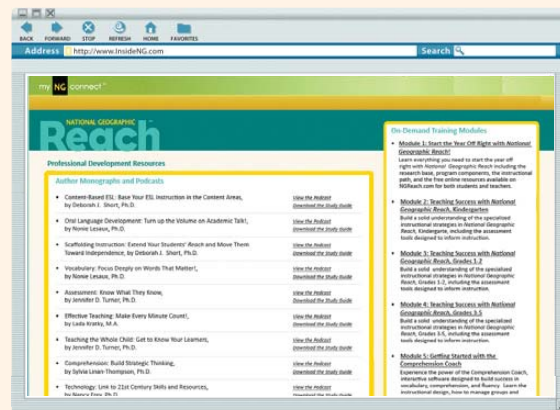
- Student and Teacher eEditions with audio, video, and interactive links
- Lesson Planner
- Digital Library with content images, video, and audio clips
- Presentation Tool
- Leveled Book Finder
- Resource Directory
- Class Management

eAssessment

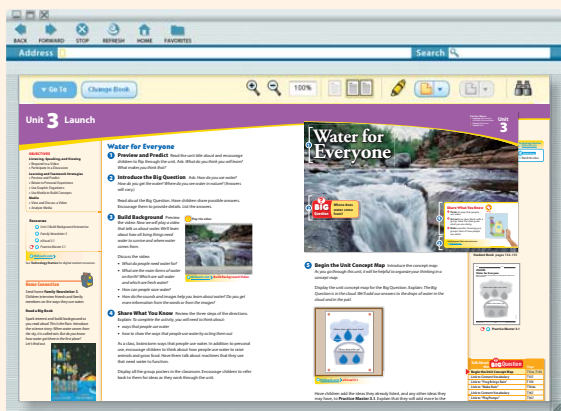
Available Summer 2011



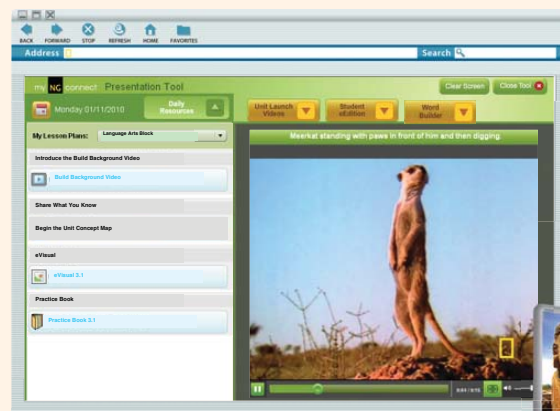
Online Lesson Planner



Online Professional Development



Teacher eEdition



Classroom Presentation Tool

Reach for Success, Find it Inside, Get the Edge

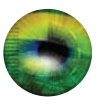
The K–12 Solutions for ESL Classrooms

NATIONAL GEOGRAPHIC
Reach
Language • Literacy • Content

- Active learning
- Scaffolded instruction
- Instructional flexibility

Elementary | Grades K–5




INSIDE
LANGUAGE, LITERACY, AND CONTENT

- Compelling content
- Specialized instructional strategies
- Rigorous and focused

Middle School | Grades 6–8



Hampton-Brown
edge[™]

Reading, Writing, and Language

- Motivating and relevant
- Systematic and focused
- Standards-based

High School | Grades 9–12

