NATIONAL GEOGRAPHIC
Reach for Reading

FREQUENTLY ASKED QUESTIONS
National Geographic *Reach for Reading*
12/7/12

1. What are the top 5 key points for *Reach for Reading*?
- Built for the Common Core with an emphasis on the shifts brought about by the new standards (informational text, academic vocabulary, text complexity, etc.)
- Content focus (for example see Read on Your Own decodable books and vocabulary for the most salient differentiation from traditional basals) as well as libraries with award-winning literature
- Scaffolds and extensions for all learners (see apparatus in the anthology and the range of libraries)
- Structured (anthology; easy-to-use TE) with supports for flexibility (library; Daily Language Arts options; centers)
- 21st Century reading tools and resources (see the Interactive Whiteboard readings)

PROGRAM ATTRIBUTES

2. How is this program content based?
Every unit in *National Geographic Reach for Reading* is either a science based or social studies based unit. In addition, the program engages students with exclusive National Geographic content to the classroom.

Build Background Knowledge
- Big Questions invite students to activate prior knowledge
- Ongoing dialog encourages students to share knowledge and experiences
- Build Background Videos make the content of the book come to life

Accelerate Growth in Reading Proficiency
- Rich authentic, multicultural literature by award-winning authors engage students in reading and writing
- Selections include National Geographic nonfiction to help students acquire content knowledge as they build reading skills and strategies

Interact with Content
- Interactive Whiteboard Lessons at myNGconnect.com include reading selections that make concepts come to life using animation and interactive screens.

3. How does the program help every learner read?
National Geographic Reach for Reading equips every student with the tools they need to become successful readers. The program provides an accessible student anthology for all students to learn reading skills and strategies. Students then apply these skills and strategies with the leveled libraries. Challenging books are provided for above-level readers and accessible books are provided for striving readers.

Build the foundation with pre-reading activities
- Thinking Maps make reading skills accessible
- Strategic Reading activities provide multiple opportunities for students to develop reading skills

Develop comprehension with on page scaffolding
- Before You Move On questions check understanding during reading
- In Other Words makes complex terms understandable

Captivate students with compelling visuals
- High interest visuals with manageable chunks of text makes content approachable for all students

Support with integrated vocabulary
- Direct instruction for content vocabulary and academic vocabulary
- Interactive activities help students learn vocabulary

4. How is the program structured and flexible?
National Geographic Reach for Reading has been designed to enable teachers to tailor instruction to match their diverse reading classroom.

Build Your Plan
- The Online Lesson Planner allows you to easily create or customize plans
- Includes a variety of ready-to-go plans

Clear Construction
- Week-at-a-glance planners clearly identify instructional activities by program strand
- Stated time allotments aid modification decisions
- Ready-to-Go Plans for 45, 90, and 120 minutes per day

Focused Lesson Design
- Clearly identified objectives and tested skills inform instructional decisions

Substantive Differentiation
- Differentiation strategies within lessons for multiple levels including: Below Level, On Level, and Above Level readers as well as English Learners and Special Needs
- Print and online materials offer multiple learning pathways

Structured and Flexible Grouping Materials

- Whole Group Time
- Small Group Reading
- Learning Station Time

5. What role did the authors play in *Reach for Reading's* development?
Reach for Reading was conceptualized from the beginning to meet the demands of the Common Core State Standards core reading instruction. The authors defined the pillars of research to use in crafting the instruction (see the author monographs for summaries of that research) and determined how the research would be put into practice through the program components. They were involved in every strand of the program including:
- They reviewed every reading selection and apparatus page in the anthologies.
- Authors also helped define and reviewed the skills and sequence of instruction as a way of translating standards into practice and ensuring research-based principles were applied through every unit and strand of the program.
- The author team met together to brainstorm the teaching plans and reviewed prototypes of the Teacher's Editions for every level.
- Our assessment team met with the authors to ensure our tools and resources for measuring progress were aligned with research and best practices.
- The technology team also met with the authors to ensure new tools and resources like the Vocabulary Notebook, Comprehension Coach, Word Builder, and other key technology tools and resources applied research and best practice in both literacy instruction and digital learning.

6. How were teachers involved in the development of this program?
Reviewers from across the country participated in the original concept and development of the program. Teachers and administrators with different focus areas – including EL, reading, and special needs – were contracted to review materials and help develop the plans and specifications for building the program. Every literature selection was reviewed both by teacher reviewers and our Multicultural Literature Review Panel (x-ref the TE page) to ensure the literature that forms the heart of the program met the needs of our wide range of students and reflected their cultures and backgrounds. Reviewers worked with the team from the early stages of development to articulate their needs and issues and

advise us on ways to optimize our Teacher's Editions, assessments, and technology resources.

In addition, administrators and teachers were involved in needs analysis market research for the review of prototypes for teacher's editions, technology components, and assessments.

PROGRAM CONFIGURATION

7. How is the anthology comprised?

The anthology includes rich authentic, multicultural literature by award-winning authors to engage students in reading and writing. Exclusive National Geographic selections and other informational texts help students build content knowledge as they build reading skills and strategies. The anthology includes instructional pages before and after reading build reading, writing, and vocabulary skills. In addition to the powerful, visually-supported before-reading and after-reading supports, the literature selections include on-page scaffolds.

8. What kinds of libraries go with the program?

Small group/leveled reading lessons support independent practice and application of skills and concepts learned during whole group instruction. Libraries include an even balance of award-winning literary classics and engaging informational texts, including National Geographic books.

For primary grades, leveled reading is organized around the reading levels and teachers have sixteen books to choose from over the course of the unit.

For the upper elementary grades, there are four books per week organized into four reading levels based on the Lexile framework.

9. How is the Teacher's Edition structured?

The Teacher's Edition is divided by unit so teachers can easily grab and use the materials they need. All practice masters, assessments, and re-teaching masters are included in each module for a one-stop-resource. In addition, there are easy-to-use small group reading lessons that use research-based instructional routines to provide differentiated texts, and provide at-a-glance resources for supporting small group and independent reading time.

The whole group lessons are organized by week with weekly planners to support teachers in organizing their lesson plans. Engaging warm-up and wrap-up activities frame each day of instruction. Every day's lessons include reading, comprehension, fluency, vocabulary, speaking and listening, and daily language arts. In the primary grades, every day also includes phonemic awareness and phonics lessons and resources. Color coding makes it easy to navigate through a day's lessons.

10. How is the interactive whiteboard incorporated into the program?
Interactive whiteboards are powerful instructional tools that are primarily used for whole-class instruction. To leverage this tool, Reach for Reading includes NEW reading selections delivered via Interactive Whiteboard. These selections leverage the powerful interactivity of the whiteboards to make concepts come to life using animation and interactive screens. Easy-to-use teaching plans show how to use the screens with step-by-step guides and facsimiles. Best practices in interactive teaching are applied to whiteboard lessons—with reminders to involve students in using the interactive tools and discussing ideas and concepts.

In addition to the interactive lessons, Reach for Reading includes Interactive Whiteboard tips for all eVisuals. eVisuals are the 21st century equivalent of transparencies. They are designed to visually support whole-class lessons and make concepts easy to explain and convey. They include read-alouds, concept definitions, graphic organizers, and more. National Geographic has included interactive whiteboard tips with every eVisual to support teachers who have access to the pens, highlighting tools, erase tools, and other interactive technologies that make whiteboards effective instructional resources. These tips support best practices in using interactive whiteboards for instruction.

11. What if an interactive whiteboard is not available in a classroom?
PDF resources are included for every interactive whiteboard resource—both eVisuals and interactive whiteboard selections. Teachers can easily project these using an LCD projector, television connector, or other computer-driven projection device. For classrooms with transparencies, these resources are designed to be easy to print on paper or acetate.

Printed copies of eVisuals and whiteboard activities may also be powerful tools in both interactive whiteboard classrooms and classrooms without whiteboards. Teachers can assign them to students using My Assignments feature of MyNGConnect or to print and provide to support note-taking during whole-class instruction.

READING PEDAGOGY

12. What concepts are addressed in each unit?

Kindergarten

Unit	Title	Concepts
1	Step Into School	School Activities, School Environment
2	My Family and Me	Family Members, Customs, and Traditions
3	Visit the Farm!	Animal Characteristics, Animal Parts
4	All Kinds of Plants	Plant Parts, Environment
5	Wind, Rain, and Snow	Weather, Seasons
6	It's Our Town	Community, Culture
7	On the Job	Types of Jobs, The Importance of Jobs
8	Sun, Moon, Starts Above	Objects in the Sky, Observation of the Sky
9	Step Ahead	What We Learn, Where We Learn

Grade 1

Unit	Title	Concepts
1	My Family	Families, Culture
2	Shoot for the Sun	Living and Nonliving Things, Plant Parts
3	To Your Front Door	Good and Services, Needs and Wants
4	Growing and Changing	Animal Life Cycles
5	Creature Features	Animal Features, Animal Movement
6	Up in the Air	Weather, Seasons
7	Then and Now	Past and Present, Inventions and Technology
8	Get Out the Map	Maps, Signs, and Symbols

Grade 2

Unit	Title	Concepts
1	Hello, Neighbor!	Community Workers, Places and Events
2	Staying Alive	Animal Adaptations, Animal Needs
3	Water for Everyone	Water Cycle, Water as a Natural Resource
4	Lend a Hand	Citizenship
5	Everything Changes	Cycles in Nature, Seasons, and Weather
6	Better Together	Cooperation
7	Best Buddies	Animals, Interdependence of Living Things
8	Our United States	Customs, Symbols, Celebrations, Landmarks

Grade 3

Unit	Title	Concepts
1	Happy to Help	Individual Responsibility
2	Nature's Balance	Ecosystems
3	Life in the Soil	Plant Life Cycles, Plant Diversity
4	Let's Work Together	Community, Innovation
5	Mysteries of Matter	Phases of Matter, Forms of Matter
6	From Past to Present	Culture and Traditions, Art and Music
7	Blast! Crash! Splash!	Forces of Nature, Nature's Impact
8	Getting There	Measuring in Miles, Mapping a Course

Grade 4

Unit	Title	Concepts
1	Living Traditions	Cultural Traditions, Customs and Celebrations
2	Animal Intelligence	Animal Behavior
3	Amazing Places	Maps, Geographic Features
4	Power of Nature	Natural Resources, Wind, Water, Earth, and Air
5	Invaders!	Habitats, Scientific Process
6	Treasure Hunters	Exploration
7	Moving Through Space	Solving Problems, Speed, Space
8	Saving a Piece of the World	Preserving Species, Preserving Culture

Grade 5

Unit	Title	Concepts
1	Crossing Between Cultures	U.S. Immigration
2	Catching the Light	The Sun's Energy
3	Nature's Network	Food Webs, Ecosystems
4	Justice	The Civil War Era
5	Every Drop	Water Cycle, Weather, and Climate
6	The Wild West	U.S. History: Westward Expansion
7	Talking About Trash	Renewable and Nonrenewable Resources
8	One Idea	Economics

13. Tell me about the literature in the program.
The anthology includes a wide range of genres and a focus on comparing texts and citing text evidence which build growth in grade-level reading proficiency with noted authors such as the following:
- Carmen Agra Deedy
- Gary Soto
- Pat Mora
- Victor Valle
- Arthur Dorros
- Ina Cumpiano
- George Ancona
- Amanda Ima Perez
- Joseph Bruchac
- Tim Tingle
- Margaret Read MacDonald
- Janet S. Wong
- Grace Lin
- Julius Lester
- Nikki Grimes
- Pat Cummings
- Richard Wright
- Jyostna Grandhi
- Kristen Balouch
- Uri Shulevitz

NG Explorers also represent a range of different cultures and backgrounds, providing excellent career role models for students. Explorers include (but are not limited to):

- Tyrone Hayes
- Eric Sala
- John Bul Dau
- Mariana Fuentes
- Cid Simoes & Paula Segura
- Roshini Thinakaran
- Elizabeth Kapun'iwailani Lindsey
- Jimmy Chin
- Corneille Ewango
- Tsering Rabgey

14. How many books are there in the library at every level?

Grade	Number of Titles	
K	94	
1	128	
2	128	
3	122	
4	104	(because novels read across two weeks)
5	107	(because novels read across two weeks)

15. What pacing is available for this program? Where can I find it?
Ready-to-go lesson plans for 45 minutes, 90-minutes, and 120 minutes are provided via the online planner. Districts may create and share their own plans if district trainers or leaders choose to make adjustments or reference district-specific practices or resources.

16. What resources are available for small group and independent time?
A rich library of authentic fiction and nonfiction books is provided for small group and independent reading. Additional recommended books are listed in the Teacher's Edition. Teachers can also use the Leveled Book Finder to locate additional reading.

Independent skill work resources include:
- Language and Literacy Teamwork Activity Flipcharts
- Cross-Curricular Teamwork Activity Flipcharts
- NGReach activities (Comprehension Coach, My Vocabulary Notebook, Vocabulary Games, Phonics Games, My Assignments, etc.)

17. How is phonics treated in this program?
The phonics in Reach for Reading (K-2) is integrated with the rest of the literacy instruction so teachers have a one-stop resource for everything they need for their reading block.

With Reach for Reading, children learn to read AND read to learn. As with every other component of Reach for Reading, the phonics songs and texts are content-rich and thematically connected. So students build their science and social studies knowledge as they learn and apply decoding skills and strategies.

18. How is vocabulary treated in this program? Where do the vocabulary terms come from?

The Reach for Reading program is different from other programs in that, while each unit topic is supported with quality literature, the Content and Academic Key Words were chosen based on the ideas and concepts developed in a unit. We did not limit our choices to words found in the reading selections. The Key Words are words students will use to talk and write about the unit topic and Big Question, such as *inhabit*, *hemisphere*, and *elevation* in a unit about geography. Of course, the Key Words may appear in the text of a reading selection, too, but students will also read the words in the comprehension questions, in the language function songs and chants, and in the Big Question. They will hear them in the Background Video or Interactive, in the questions their teacher asks, and in the class discussions. And they will use the words every day as they discuss what they learn about the unit topic and Big Question.

NGL evaluated the leading lists uncovered by our own research, our author team, reviewers, administrators, and others. The resources included the following:

- Tier System – In *Bringing words to life: Robust vocabulary instruction* Isabel Beck et al set up a system to categorize words according to three tiers. The words selected for NG Reach focus on Tier II words—academic words that are used in many content areas.
- The Coxhead List - Avril Coxhead's compiled and published a list of the most common words from university textbooks. These words were then analyzed to remove words that appeared only in a few subjects.
- The Marzano List – In a book entitled *Building Academic Vocabulary*, authors Robert Marzano and Debra Pickering presented guidance on selecting words for instruction and specific lists organized by grade bands.
- The Burke Academic Vocabulary List – Jim Burke also conducted a survey of textbooks, assignments, content standards, tests, and other instructional resources to compile a list of words to focus on.
- NGSP conducted our own analysis of textbooks to ensure our research was current and complete. We reviewed grade-level lists for Science and Social Studies Texts from the top three textbook publishers. In addition, we reviewed word lists published by specific districts from across the U.S.

To select Key Words, we focused on lists of words, such as those created by Burke and Marzano. Then we organized them into two lists: Content Vocabulary and Academic Vocabulary.

Content Vocabulary words are those that are more specific to the content area, such as *electrical*, *watt*, and *volt*. As a set, those words are the core words a student needs to talk about the unit topic related to that content area. These are words that typically appear in content-area textbooks, state-generated lists for social studies and science, and other content-based vocabulary lists such as the EDL list. These words are often presented with diagram and other visual and contextual supports.

Academic Vocabulary words are those that students need to talk about topics in more than one content area, such as *energy*, *decrease*, and *obstacle*.

These words might have similar or different meanings in different content areas. For example, *energy* has a different meaning in a discussion of electricity than it does in a sports context.

These words are presented in a picture-dictionary style.

19. How is spelling covered in this program?
Reach for Reading includes a comprehensive, easy-to-use spelling strand that is structured for flexibility and differentiation. Every week, Reach for Reading includes a spelling pre-test and post-test with a list of words that addresses a phonetic or morphological concept to build spelling patterns and a focus on specific spelling rules (including frequently misspelled words). These dictation tests not only meet the requirements of key spelling research and practice, but they are also thematically connected with the unit so spelling can be seamlessly integrated with the rest of the program and used to build knowledge and vocabulary and content. Based on the results of the pretest, teachers can choose from Daily Spelling Practice activities which are provided at varying levels of difficulty. Activity options are fun, engaging, and collaborative. They are designed for use in centers during independent time.

20. How is grammar covered in the program?
Every week includes a 5-day grammar plan that covers the grade-appropriate grammar, mechanics, and usage required by the common core and pre-requisite skills. Grammar concepts and skills are broken into three discrete lessons to enable students to build grammar knowledge and skills in a step-wise fashion. Contextual ties are provided to the other literacy strands covered in the day to ensure grammar is connected to meaningful concepts in reading, writing, listening or speaking. Grammar is introduced with clear eVisuals that cover key rules.

Grammar practice is in the format of interactive games so students have active learning experiences and more opportunities to practice grammar concepts than are provided in the traditional worksheet format.

Applying grammar concepts in writing is essential for performance on high-stakes writing tests. Every 5-day grammar plan includes a specific lesson designed to help students use targeted grammar skills and concepts in writing.

21. How is writing supported in *Reach for Reading?*
National Geographic Reach for Reading includes a variety writing for different purposes.

1) Writing to reinforce comprehension ("reading/writing connection") -- These are the writing activities that appear on the "Day pages." The specific skills are selected to reinforce and cement understanding of the comprehension focus. For example, learn about theme then write a paragraph to explain the theme of a story.

Research clearly demonstrates that a useful instructional practice for teaching writing is the think-aloud protocol. To support teachers in modeling the think-aloud protocol for writing, Reach for Reading includes sample Think Aloud and Write resources.

2) Project writing – Reach for Reading includes many Writing Projects including expository, narrative, argumentative, and research-based.
- extended over time (5 days)
- follow the steps of the writing process
- include the frames for prewriting and revising
- include listening and speaking in the final step (publish and share)
- focus on traits

The Reach for Reading writing projects include an expanded set of Writing Traits. The expansions align with the 6+1 Traits Model.

One of the four projects, as noted above, is focused on research skills and the research process to ensure depth of coverage on the research standards in the Common Core.

3) Grammar & Writing – This falls in the "Daily Language Arts" strand (along with Daily Spelling & Word Work and Daily Writing Skills). Days 1-3 cover specific grammar skill(s). Day 4 always takes that skill and applies it to the Editing step of the Writing Process. As noted above, this cements the critical step in acquisition of grammar skills and will help students increase their writing scores that measure grammar, usage, and mechanics.

4) Daily Writing Skills – In grades 3-5, students expand their focus on writing strategies. The Daily Writing Skills lessons and activities fall in the "Daily Language Arts" strand. They include a lesson on a specific skill (i.e. signal words, precise words, sentence variety, etc.) and a series of options for practice. The options will have:

- varied prompts (RAFTS, picture prompts, etc.)
- includes modeled writing with the think aloud/write table
- includes options for activities/prompts

5) Writing Fluency – Power Writing is an activity that author Nancy Frey has used successfully with all ages to build writing fluency. Here's how Nancy describes it in her book *Scaffolded Writing Instruction:*

"Power Writing is a daily fluency-building technique that consists of brief, timed writing events. During Power Writing sessions students are instructed to write as much as they can as well as they can about a topic….Writing fluency exercises encourage writers to get their thoughts down on paper quickly and increasingly fluidly—and not to procrastinate or start and stop as many of us do when faced with a writing task…."

DIFFERENTIATION

22. How does *Reach for Reading* help teachers differentiate for all populations?

The best thing to point to in response to this question is the differentiation feature on the daily lesson pages. It includes the following target populations:

➢ Special Needs (SN; look for the resources cited in blue)
➢ English Learners (EL; look for the resources cited in pink)
➢ Below Level Learners (BL; look for the resources cited in orange)
➢ On-Level Learners (OL; look for the resources cited in purple. These are included where there are a range of options and we wanted to define the on-level expectations.)
➢ Above Level Learners (AL; look for the resources cited in green)

In our market research, teachers responded incredibly positively to the Issue/Strategy approach that was used in these differentiate features. It helps demonstrate why the teaching idea is helpful and useful. And, for populations like children with special needs or language learning challenges, it demonstrates our understanding that these unique populations are diverse in and of themselves and the strategies you use must take a particular child's challenges into account. Please note that we use the term "issue" even for the above-level learners in response to teacher feedback that boredom and low expectations can be real "issues" for this population.

Also, refer to the leveled library to explore the ways the book levels support differentiation.

Lastly, notice the options that appear on the Daily Language Arts pages and the Learning Station pages. These pages intentionally include a range of difficulty in the lesson design to enable teachers to select the specific skill and challenge level appropriate for a child's needs.

Formative assessment is a critical tool for differentiation. Reach for Reading realizes the importance of varied assessments and offers the following assessment tools and resources.

- ➤ Strengths and Needs Summaries
- ➤ Student and Class Profiles
- ➤ eAssessment Reports
- ➤ Conferences (see Teaching Routines, Small Group/Leveled Reading)

23. Is there a balance of resources for on level and above level students?
Yes. When creating the new materials for Reach for Reading specific attention was paid to the populations whose needs must be met with this comprehensive program. Those populations included special needs children as well as on-level and above-level students. Resources and strategies are specifically designed and tallied to ensure we have an appropriate balance to meet the needs of the heterogeneous reading classrooms.

24. What resources are available for Intervention and RTI?
Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. Implementing Reach for Reading with RTI, schools can identify student proficiency level, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions.

Our author, Sylvia Linan-Thompson, consults with the What Works Clearinghouse and several states (including Indiana and Texas) on RTI and has been long involved in the Vaughn center research into response to intervention. She's an excellent resource for you or your districts that are focused on RTI.

Tier 1 is generally defined as reading instruction provided to all students in a class. To that end, when teachers are introduced to Reach for Reading, they will readily notice the whole class instructional path in the teacher's edition which includes strong oral language, reading, writing and grammar strands. With this instructional path, there are opportunities to regularly monitor the progress of all students.

Students who do not meet benchmark are also provided **Tier 2** instruction and their progress is monitored with formative assessments. After six weeks, students are assessed again. If students have made adequate progress and meet benchmark, they are exited from Tier 2 instruction. If they have not made adequate progress, they continue to receive Tier 2 instruction in addition to Tier 1. Students, who continue to exhibit difficulty in acquiring reading skills after one or two cycles of Tier 2, receive Tier 3 instruction.

Tier 2 resources refer to the lists below for resources and materials to cite.

For students who need additional work with **decoding** (this will be the largest category for tier 2):
1. Reach into Phonics grades 3-5
2. Reteaching routines and resources included in the Assessment & Reteaching section of the Teacher's Editions
3. The ESL Kit for grades K-5

For students who need additional work with **fluency and reading level**
1. Small Group Reading/Leveled Reading
2. Comprehension Coach

For students who need additional work with **language proficiency** (ESL intervention can be described as Tier 2 in some districts)
1. ESL Kit

"When will I possibly have time for Tier 2 instruction?!"
➢ Time is allotted in pacing for leveled library for teacher work with Tier 2 students.
➢ Students can work with peers during partner reading activities and independently using the comprehension coach.

Kindergarten

25. How are letters taught in K - letter or the week or many letters integrated?
Almost all weeks include one letter as the focus. There are a couple of exceptions (in the later part of the year we cover q and x in the same week). The known letters are, of course integrated so there is frequent review of known letters as new sounds and letters are introduced. The following routine is typical Day 1 - introduce the sound and letter Day 2 - practice with the sound/spelling and upper and lowercase letter formation Day 3 - blending and spelling practice Day 4 - work with a decodable Read on Your Own book Day 5 - additional practice with reading and spelling

26. Are long and short vowels taught within K?
Yes. The Common Core Standards for Kindergarten include the following: "Associate the long and short sounds with common spellings (graphemes) for the five major vowels." All programs that meet the common core must cover both long and short vowels in kindergarten and our program is designed to meet this standard.

27. What is the determination of reading levels?
Our leveled readers include wordless books, label books, and patterned sentence books. The leveled reading books become more difficult through the year with more wordless and label books in the earlier units. There are 3 books per week to accommodate levels.

ASSESSMENT

28. What assessment support is available for *Reach for Reading*?
Reach for Reading has been designed so that frequent, varied assessment informs instruction every step of the way. The assessments occur at regular and

strategic times throughout the year to help teachers identify students who need additional instruction on key skills that were taught, as well as providing valuable information about student learning and progress on standards.

Weekly and Unit Assessments measure student progress on the skills taught during that week and within that unit. These assessments include:
- Reading Comprehension
- Writing, Revising, and Editing
- Vocabulary
- Spelling
- Foundational Skills (Grades 1 and 2)

Each unit also provides Oral Reading Assessments to measure oral reading fluency and comprehension, as well as Reading Strategy Assessments that may be used in conjunction with the Small Group Reading (Leveled Readers for Grades 1 and 2).

Rubrics and other teacher tools, help teachers score the assessments and capture observations. Informative reports help monitor and track progress for each week, unit, and across the year.

Affective and metacognitive measures help students make personal connections and think about their own learning.

Test-Taking Strategies Review resources are available as online PDFs for Grades 3, 4 and 5 to help students develop and practice strategies and skills that will help them succeed on any test.

Benchmark Tests (three forms per grade) are available for periodic administration to check student progress on the Common Core Standards.

29. What is included with eAssessment for this program?
The Reading Comprehension; Writing, Revising, and Editing (Grammar and Writing for Grades 1 and2); and Vocabulary assessments for each unit will be available in eAssessment. The Benchmark Tests will also be available in eAssessment.

30. How are benchmark tests used for this program?
Benchmark Tests can be used to monitor student progress on the grade-level Common Core State Standards. There will be three forms per grade, and each form will be built using the same blueprint so all forms for a grade cover the same standards. Customers will have the option to administer the forms at their preferred time. One model might be to administer one form at the beginning of the year, another form mid-year, and the third form at the end of the year.

31. What is on ExamView?

The Reading Comprehension; Writing, Revising, and Editing (Grammar and Writing for Grades 1 and 2); and Vocabulary assessments for each unit will be available in Exam View.

Note, the Benchmark Tests will <u>not</u> be available in Exam View.

TECHNOLOGY

32. What are the *Reach for Reading technology resources on myNGconnect?*

There are a several elements on myNGconnect.

- National Geographic exclusive build background videos
- Interactive Whiteboard Activities are featured for whole-group instruction.
- We have Vocabulary Games in the games section.
- National Geographic exclusive Digital Library
- Student eEdition
- Read with Me MP3
- My Vocabulary Notebook
- The Word Builder is available as an APP for iPads.
- Professional Development

33. How does National Geographic Learning support districts with professional Development after adopting *Reach for Reading*?

National Geographic Learning is committed to providing quality in-service training to school districts that adopt Reach for Reading.

- Training to help teachers understand and effectively implement the program in their classrooms
- Training for principals, coordinators, and/or administrators
- Hands-on technology training on our robust technology package
- Online Professional Development on demand
- Webex trainings