

Rachel Farrell: Hi, thank you for taking the time to learn more about National Geographic Learning's Reach Higher, an elementary ELD Program.

Rachel Farrell: We're very excited to share Reach Higher with you. This program focuses on improving your students English language proficiency through academic language, literacy, and engaging content.

Rachel Farrell: Let's talk about what sets Reach Higher apart. How is it different from everything else out there?

Rachel Farrell: First there's a global focus. Learners explore real people and places from around the world, your students will see themselves in the pages of this book.

Rachel Farrell: Another thing that sets us apart, is that our materials are culturally responsive. There is no organization more culturally responsive and culturally aware than National Geographic.

Rachel Farrell: We were the first ones that brought the beauty and the wonder of other people and places living rooms and kitchens of the world and it's been our lifeblood for the past 150 years.

Rachel Farrell: The next thing that sets Reach Higher apart is exploring the world through cross curricular topics. Students learn language and content, at the same time. It is natural and authentic way to bring language into the classroom.

Rachel Farrell: By integrating science and social studies content, we make learning relevant and engaging.

Rachel Farrell: Finally, Reach Higher is an integrated skills program. This means that the core skills of reading, writing, listening and speaking, are all taught in our books. These books were built for language acquisition.

Rachel Farrell: These are the student books for Reach Higher. The program goes from first grade to sixth grade.

Rachel Farrell: Right now we're going to focus on the student book, which is at the core of our instruction. You can see that each grade level has two student books, which can be used together for one school year of instruction or split if time does not allow.

Rachel Farrell: As we go into the student book, let's look at it through the main areas: content, language, and literacy.

Rachel Farrell: We're going to begin by looking at what we see as the backbone of Reach Higher, and this is the content that's presented at each level. The content is either rooted in social studies or science.

Rachel Farrell: Each unit begins with a big question, and this question is the driving force of the program. This essential question is meant to challenge students to think and explore and encourage them to think beyond.

Rachel Farrell: Now I want you to pause and really think about these for a moment. What is justice? A topic that is very relevant today. What does it take to survive?

Rachel Farrell: What's so amazing about plants? Why should we care about garbage? When is something alive? and Where do we get water?

Rachel Farrell: As you move through the unit, each reading selection, language activity, and vocabulary lesson provide more language and knowledge to allow students to better answer these questions.

Rachel Farrell: From the question we move into content. Let me stop for a moment. Why do you read? Do you ever read just for practice? No.

Rachel Farrell: You read because something interests you, and National Geographic is the best in the world at curating content that sparks imagination.

Rachel Farrell: National Geographic was all about science and social studies informational texts before it was the cool thing to do.

Rachel Farrell: We have an amazing partnership with National Geographic Society in Washington DC, and our authors are allowed into the archives to find the articles that were well suited to answer our essential questions.

Rachel Farrell: In this program, you're going to find the adapted articles about space, animals, community, energy, and National Geographic explorers.

Rachel Farrell: But as research tells us students need a variety of text types. There's so much that we can learn from poetry, fiction, myths, legends, and even blogs and around the world, and this is why we made these texts, the anchor point to Reach Higher.

Rachel Farrell: Depending on your question, you can have various types of readings selections. Here you see a unit based on science concepts. What does it take to explore space? To answer this question, students read a math article, a science report,

Rachel Farrell: realistic fiction, and a biography. Students need to be exposed to all types of reading. We know they are asked to read, comprehend, and analyze a variety of types of texts throughout their educational careers.

Rachel Farrell: But i'd like to show you the instructional path and we're going to focus on one unit: Water for Everyone. Each unit starts on the authentic National Geographic photographer.

Rachel Farrell: These are highly engaging photos meant to peak students curiosity and start their thinking about the big question. Just look at this image, so much going on here in this image from Tokyo. The people are splashing recycled water onto the hot pavement to cool it off.

Rachel Farrell: You'll notice the Share What You Know box in the bottom corner of the page. This prompts students to talk with each other and practice their speaking and listening skills.

Rachel Farrell: This is followed by a Building Background Video. They are meant to introduce them to some other vocabulary they will learn in this unit, as well provide scaffolding and information for the new content being explored. Let's take a look at one of those videos.

What is the water cycle?

Rachel Farrell: You use water all of the time. You wash with it, you cook with it, you play in it, and of course you drink it, but where does the water come from?

Rachel Farrell: Did you know the water you drink each day is the same water that dinosaurs drink? It's true, there is no new water. The world uses the same water over and over again.

Rachel Farrell: That's a short snippet of one of our videos. Now we've activated some prior knowledge, we can begin to build on our foundation with language and literacy.

Rachel Farrell: Each unit is comprised of four reading selections so in this unit on water, our four reading selections are a traditional Navajo tale,

Rachel Farrell: a hands on science experiment, an exclusive nat GEO magazine article, and an exclusive nat GEO profile about the Colorado river.

Rachel Farrell: The four elections are broken into two parts, with two readings in each part.

Rachel Farrell: Each part has a carefully designed instructional path to support students through language development, vocabulary instruction, reading strategies, phonics, and word skills practice as well as reading comprehension.

Rachel Farrell: Our scaffolding approach lead students into, through, and beyond their reading selection.

Rachel Farrell: For our time today, we're going to focus on Part two of the weekly instruction.

Rachel Farrell: As they move into looking at the instructional path, let's look at how we developed language and the program. You will see opportunities for listening, speaking, reading, and writing throughout.

Rachel Farrell: We begin with a language focus that presents and practices functional language required in academic settings. This lesson helps learners develop word building comprehension and usage skills.

Rachel Farrell: You'll notice on these pages that words to know are taught through a song. Audio support for this is provided.

Rachel Farrell: Next we develop vocabulary. This includes content based vocabulary that students need to know how to understand the selections and the words need to be able to talk about that subject, as well as to answer the big question.

Rachel Farrell: Academic vocabulary is explicitly taught as well. These words are commonly used in academic content areas and are important to know and use when working in the range of subject areas.

Rachel Farrell: In Reach Higher, these are retaught through the program and introduced in new context, where appropriate. They appear highlighted in yellow as we come across them in the book.

Rachel Farrell: Explicit routines for teaching vocabulary provided a point of using the teacher edition, this is followed by word work, as well as grammar and spelling.

Rachel Farrell: Phonics has been integrated into the student book as second language learners often need more support and practice. All lessons in Reach Higher follow

Rachel Farrell: the teach, model, practice, and apply routine. The consistency in lesson planning makes the program very easy to implement, no matter if you're a veteran or newly hired teacher.

Rachel Farrell: Before we launch into the first reading selection, Reach Higher front loads sentence with pre reading skills.

Rachel Farrell: We start with a thinking map. This section pre teaches literary analysis skills and texts structures to prepare learners to work with the readings on the program.

Rachel Farrell: Again, we see the teach, model, practice, and apply routine which ensures best use of class time.

Rachel Farrell: Next, we teach a reading strategy. Developing strong reading strategies help students engage with unfamiliar content.

Rachel Farrell: This is a great example of how scaffolded series of tasks makes it easier for students to learn and practice the more linguistically sophisticated discourse patterns they need to function in an academic classroom.

Rachel Farrell: In Talk Together, students have a chance to practice their speaking skills, with the use of sentence starters. These are found throughout the program and follow a structured practice.

Rachel Farrell: You've seen how much pre work is provided before we began to work in reading selection. Now let's look at how Reach Higher tackles literacy.

Rachel Farrell: We've shown you how Reach Higher introduces some practices, key words, vocabulary, and language function needed to talk about content. Next let's look at how to prepare learners to work with authentic readings and academic textbooks.

Rachel Farrell: This is one of our National Geographic exclusives called Play Pumps, this article talks about water as a natural resource and follows how people all over the world get water.

Rachel Farrell: You'll notice that both our academic and content vocabulary words are highlighted in yellow.

Rachel Farrell: Along the bottom of the pages, you will see keywords and phrases that might require additional explanations or alternate words for clarity.

Rachel Farrell: The Before You Move On Section creates a natural chunking to the stories and provides comprehension questions to help the reader make sure they have understood what they've read before moving to the next section of the story.

Rachel Farrell: This is one of my favorite layouts. In order to get freshwater, the villagers created a circular spinning playground equipment that pumps fresh water up from the aquifer. I love the diagram on the water pump on the second page as well.

Rachel Farrell: This great two page spread brings in global map skills, as students learn where these play pumps are located in Africa.

Rachel Farrell: After reading through the selection, students are asked to interact with the texts they've read and respond to it in a variety of ways: summarizing, retelling, sequencing, compare, and contrast.

Rachel Farrell: You will often find a writing assignment here that often includes sentence frames to support language learners in the writing process.

Rachel Farrell: The second selection and part two of our water unit is also a National Geographic exclusive.

Rachel Farrell: It discusses the work of one of our National Geographic explorers. In this article, John Waterman talks about his track down the Colorado river.

Rachel Farrell: This adapted article includes the same student supports we saw earlier. Keywords and confusing phrases explained to the point of use, as well as before you move on comprehension questions.

Rachel Farrell: Following the second selection, students will be introduced to a writing project.

Rachel Farrell: These projects range from personal narratives, persuasive essays to research papers. As you can see, the lesson is quite structured. The writing project takes students through the entire writing process, step by step. Students first study a model and pre write then draft, followed by

Rachel Farrell: revising, editing, and proofreading and finally a culminating instance presenting and publishing their own original works.

Rachel Farrell: At the end of the unit, we revisit the big question and graphic organizer to allow students to share a new information and opinions that they've developed across the unit.

Rachel Farrell: In addition, there's a wrap up section with project based learning. Students have choice in how they share their ideas. Research shows students' choice increases retention and increases motivation.

Rachel Farrell: Now that we've moved to the instructional path in the student book, let's take a look at some of the other components for students.

Rachel Farrell: You'll see the print student books, workbooks, online practice platform with a student eBook embedded, Read on Your Own decodable phonics books for grades kindergarten through three.

Rachel Farrell: The Read on Your Own phonics books reinforce phonics and high frequency words in Reach Higher. There are 60 fiction and nonfiction readers that correlate to Reach Higher levels one through three.

Rachel Farrell: These cover a variety of science and social studies topics. Plus there are 36 foundational phonics readers for kindergarten.

Rachel Farrell: Reach Higher can be taught as a print based program, a digital program or our recommendation, a blended program. Our belief and best practices are putting books in students' hands, while taking advantage of digital with advanced students.

Rachel Farrell: Our digital platform is device agnostic. It runs on desktops, tablets, laptops, and we even have an APP for cell phone use. Let's take a look at the platform.

Rachel Farrell: The online practice platform offers students and teachers additional tools for the instruction and learning.

Rachel Farrell: It reinforces target language and gives students more practice all trackable in an online grade book for instructors. Teachers can easily manage all of their courses in one location.

Rachel Farrell: Assignments can be created for students to write additional practice. Each unit has multiple practice opportunities, whether it's for listening, vocabulary or grammar.

Rachel Farrell: As the students complete their assigned work, the little circles covered in paint progressively give way to animals. OLP is also where students can find their eBook.

Rachel Farrell: The key to an interactive digital classroom is the classroom presentation tool. Let me show you how.

Rachel Farrell: The CPT is an interactive version of the student book that was built just for teachers, once you launch the classroom presentation tool, you can see, all of the units in your book.

Rachel Farrell: So here we can jump into our same unit on water, and they're even interactive activities teachers can do with students. I really like the school timer so you can do things like "okay class write down as many colors as you can find in 15 seconds" and you can even split your students into teams.

Rachel Farrell: All of your e-visuals are here to pop up at point of use. You can then dive into either the student book or the print workbook. You can play audio at point of use, and the digital versions that teacher guide is also available in the CPT.

Rachel Farrell: Finally, the teachers companion site provides teachers with further support materials for planning meaningful and effective work.