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Content and Literacy Development for Diverse Language Learners

National Geographic’s Reading Expeditions: Language, Literacy & Vocabulary program is designed for today’s classroom—diverse, challenging, and complex. It provides carefully scaffolded literacy instruction and grade-level content at accessible readabilities. The program meets the needs of students facing language challenges—be they English language learners from diverse first-language backgrounds, at-risk students who struggle with the academic vocabulary of the classroom, or students with learning issues that affect their ability to acquire and process language.

National Geographic’s Language, Literacy & Vocabulary program has been carefully developed to meet the needs of diverse language learners. Throughout the nation, teachers told us they needed materials that developed grade-level content for students but provided additional language, literacy, and vocabulary support. The Language, Literacy & Vocabulary program meets this need through:

- Essential grade-level content at low readabilities
- Academic vocabulary development
- Age-appropriate and engaging nonfiction texts
- Considerate text with strong picture-text correspondence
- Scaffolded, multi-level instruction for students at different levels of language proficiency
- Springboards to related reading, writing, and research
- Customized instruction for ELLs
- Research-based instructional strategies
- Rich and varied teacher support and tools
Consulting Author: Linda Hoyt

Linda Hoyt is an educational consultant who strives to help teachers and school districts implement best practices in literacy instruction. She has had a rich array of experiences in education, ranging from classroom teaching to working as a reading specialist, curriculum developer, Title I teacher, staff developer, and Title I District Coordinator. She is the author of numerous books, articles, and videos and conducts presentations and workshops on literacy throughout the country.

Program Advisor: Mary Hawley

Mary Hawley is an educational consultant who has worked with teachers, educators, and publishers to implement best practices for teaching students with diverse language backgrounds. She has taught English as a Second Language in Mexico, worked with migrant and refugee children in Indiana, and studied in Latin America. In recent years, she has been instrumental in developing Spanish reading programs and products for English language learners.

Program Reviewers

Nancy Beleckis, Teacher, Berkman Elementary, Round Rock, Texas
Susan Brandt, Director of Staff Development and Support Programs, Arlington Heights School District 25, Arlington Heights, Illinois
Theresa Castelan, English Language Development Resource Teacher, Clovis Unified School District, Clovis, California
Dr. Beverly Ann Chin, Professor of English, University of Montana
Sandra Mercuri, TESOL Program Director; Bilingual/Bi-literacy Program Director, School of Education, Fresno Pacific University
Paula Olson, retired teacher, Fairfax County Public Schools, Fairfax, Virginia
Adam Sugerman, Modern Languages Editor, Education Update
Dr. Emma Violand-Sanchez, English for Speakers of Other Languages/High Intensity Language, Training Programs and Services, Arlington Public Schools, Arlington, Virginia; Adjunct Professor, Georgetown University, Washington, D.C.
Accessible Content to Achieve Academic Success

Achieving academic success is essential for students to make adequate yearly progress and for continued academic growth. Conclusive data and research show that students who do not master academic content and vocabulary fall further and further behind their peers as they advance through the grade levels. To help close this achievement gap, National Geographic’s *Reading Expeditions: Language, Literacy & Vocabulary* program gives students access to the core grade-level content they need for standards-based academic success through these features:

- Focused, targeted standards-based content
- Alignment with TESOL standards
- Key vocabulary repeated and applied in different contexts
- Low readabilities
- Vocabulary definitions on page
- Glossary of content vocabulary
- Simple, yet engaging page layouts
- Strong picture-text correspondence
- Familiar language and simple sentence structures
- Build background feature
- Recap and summarize feature
- Opportunities for research and writing
One Program for Your Diverse Classroom

National Geographic’s Language, Literacy & Vocabulary program recognizes that every classroom includes diverse language learners. Teachers told us they wanted one program that they could use with English language learners, at-risk students, and students with learning issues that affect their ability to acquire and process language. With appropriate modifications for different needs, Language, Literacy & Vocabulary gives teachers a sound, research-based instructional plan to meet the common needs among diverse language learners.
Flexible Use

Reading Expeditions: Language, Literacy & Vocabulary is designed to be used in a variety of classroom situations. This flexibility allows you to custom fit the program to match your scheduling and program needs.

Regular Classrooms

The chart below shows the suggested pacing for use in the regular classroom. Each topic can be completed in five days.

PACING GUIDE: One Week for One Topic

Day 1 • Lesson A
Build Background

Assess
- Administer Pre-Test

Prepare to Read
- Preview the Text
- Read and Discuss
- Teach Key Concept Words
- Review High-Utility Words
- Teach the Comprehension Strategy

Day 2 • Lesson B
Understand the Big Idea

Read
- Review Lesson A
- Read Part 1: Understand the Big Idea
- Practice the Comprehension Strategy
- Read and Respond

Day 3 • Lesson C
Take a Closer Look

Read
- Review Lesson B
- Read Part 2: Take a Closer Look
- Practice the Comprehension Strategy
- Read and Respond

Day 4 • Lesson D
Make Connections

Read
- Review Lesson C
- Read Part 3: Make Connections
- Read and Respond
- Apply the Comprehension Strategy

Day 5 • Lesson E
Extend Learning

Extend Learning
- Zoom in on Words
- Extend Word Practice
- Build Language Skills for ELLs
- Research and Write
Assess
- Administer Post-Test
After-School Programs

Language, Literacy & Vocabulary works within a variety of after-school programs. Whether your after-school program meets every day or only three days a week, the program can easily be adjusted to meet your scheduling needs.

- For programs that meet every day, one topic can be completed each week of the program. Use the Pacing Guide on page 6.
- For programs that meet three times per week, one topic can be completed every two weeks. Use the suggested plan shown below.

PACING GUIDE:
Two Weeks for One Topic

<table>
<thead>
<tr>
<th>Week 1 • Day 1 • Lesson A</th>
<th>Week 2 • Day 1 • Lesson D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build Background</td>
<td>Make Connections</td>
</tr>
<tr>
<td>• Administer Pre-Test</td>
<td>• Review Lesson C</td>
</tr>
<tr>
<td>• Preview the Text</td>
<td>• Read Part 3: Make Connections</td>
</tr>
<tr>
<td>• Read and Discuss</td>
<td>• Read and Respond</td>
</tr>
<tr>
<td>• Teach Key Concept</td>
<td>• Apply the Comprehension Strategy</td>
</tr>
<tr>
<td>Words</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 1 • Day 2 • Lesson B</th>
<th>Week 2 • Day 2 • Begin Lesson E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the Big Idea</td>
<td>Extend Learning</td>
</tr>
<tr>
<td>• Review Lesson A</td>
<td>• Zoom in on Words</td>
</tr>
<tr>
<td>• Read Part 1: Understand the Big Idea</td>
<td>• Extend Word Practice</td>
</tr>
<tr>
<td>• Practice the Comprehension Strategy</td>
<td>• Build Language Skills for ELLs</td>
</tr>
<tr>
<td>• Read and Respond</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 1 • Day 3 • Lesson C</th>
<th>Week 2 • Day 3 • Complete Lesson E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take a Closer Look</td>
<td>Extend Learning</td>
</tr>
<tr>
<td>• Review Lesson B</td>
<td>• Research and Write</td>
</tr>
<tr>
<td>• Read Part 2: Take a Closer Look</td>
<td>• Administer Post-Test</td>
</tr>
<tr>
<td>• Practice the Comprehension Strategy</td>
<td></td>
</tr>
<tr>
<td>• Read and Respond</td>
<td></td>
</tr>
</tbody>
</table>

Summer School Programs

Language, Literacy & Vocabulary is the perfect fit for your summer school program. When time is short and results matter, your class time must be productive. The five-day lesson plan allows you to complete one topic during each week of your summer school program. Whether your summer school plan includes a four-, five-, or six-week program, you can select developmentally appropriate themes that focus on the content areas of science and social studies while developing strong literacy skills.

<table>
<thead>
<tr>
<th>Four-Week Program</th>
<th>Five-Week Program</th>
<th>Six-Week Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose four topics.</td>
<td>Choose five topics.</td>
<td>Choose six topics.</td>
</tr>
</tbody>
</table>
Overview

**STANDARDS**

**Academic Language/ELD**
- Use academic vocabulary in the content area of U.S. regions
- Use appropriate language forms to visualize
- Develop fluency in reading, writing, listening to, and speaking English

**Social Studies**
- Describe the geography, history, economy, and people of the Southwest
- Describe what life is like in the Southwest
- Describe an ancient culture from the Southwest
- Make connections to related concepts and experiences

**Reading/Language Arts**
- Learn and apply the target comprehension strategy: Visualizing
- Use verbs, nouns, and proper nouns in reading, writing, listening, and speaking
- Conduct research and write about the Southwest

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**Explore the Southwest**

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**Lesson Planner**

**Lesson A**
Teacher’s Guide, pages 10–13
- Prepare to Read
  - Preview the Text
  - Read and Discuss
  - Teach Key Concept Words
  - Review High-Utility Words
  - Teach the Comprehension Strategy

**Lesson B**
Teacher’s Guide, pages 14–15
- Read
  - Review Lesson A
  - Read Part 1: Understand the Big Idea
  - Practice the Comprehension Strategy
  - Read and Respond

**Lesson C**
Teacher’s Guide, pages 16–17
- Read
  - Review Lesson B
  - Read Part 2: Take a Closer Look
  - Practice the Comprehension Strategy
  - Read and Respond

*Before you begin Lesson A, you can administer the Pre-Test on Learning Masters, page 44 to assess students’ prior knowledge.*
Instructional Highlights

Big Idea
The Southwest is shaped by its geography, history, economy, and people.

Comprehension Strategy
Visualizing

Key Concept Words
Anasazi dwelling
canyon oil
culture region

High-Utility Words
discovered style
famous traditional
lack

Extend Learning
Zoom in on Words Verbs and Nouns and Proper Nouns
Research and Write Write About the Southwest
Read and Compare Read More About the Southwest

Readability Level
Fry 3.3
Build Background

Preview the Text

Distribute copies of *Explore the Southwest*. Read aloud the title and the name of the author. Ask students to describe what they see on the cover. (trees, water, rock formations) Then have them turn to pages 2–3. Read aloud the caption. Say:

- Describe the clothing the people in the photo are wearing.
- Do you think the temperature is hot or cold in the place you see? Why?
- Tell about a time you have seen or visited a place that looks like this.
- What questions do you have about this photo?
- What do you think this book will be about?

Invite students to preview *Explore the Southwest*. As they page through the book, do the following:

- Read the headings, captions, and labels. Explain unfamiliar words in the headings. Connect the captions and labels to the photos.
- Talk about the photos. Invite students to name the things they see.
- Let students look through pages 30–36 on their own.
- Ask them to make predictions about what they will learn.

Read and Discuss

Display Transparency 10, and have students turn to pages 4–5 in *Explore the Southwest*. Lead the following activities:

- Talk about the map. Have students name states in the Southwest region. (Arizona, New Mexico, Oklahoma, Texas) Using the inset map, have them trace a route from their state to a state in the Southwest.
- Read aloud the text and captions on pages 4–5, or play *Audiolesson 4*. Ask students to name the region in which they live.

Key Concept Words

region, culture
Create a Southwest T Chart
Make a T chart about the Southwest region. In column 1, list topics related to the Southwest that students would like to learn about. In column 2, list questions students have about the Southwest.

<table>
<thead>
<tr>
<th>Topics I Want to Learn About</th>
<th>Questions I Have</th>
</tr>
</thead>
<tbody>
<tr>
<td>weather</td>
<td>What is the weather like in the Southwest?</td>
</tr>
<tr>
<td>kind of land</td>
<td>What kind of land is in the Southwest?</td>
</tr>
<tr>
<td>culture</td>
<td>What big cities are in the Southwest?</td>
</tr>
<tr>
<td>history</td>
<td>What kind of food do people eat in the Southwest?</td>
</tr>
<tr>
<td>plants</td>
<td>What do people do for fun in the Southwest?</td>
</tr>
<tr>
<td>animals</td>
<td></td>
</tr>
<tr>
<td>homes</td>
<td></td>
</tr>
</tbody>
</table>

Choose from these options to support students at various proficiency levels:

**Customize Instruction for ELLs**

- **Newcomers/Beginning** Allow students to list topics and write questions in their home languages. Restate their words in English, and add them to the T chart. Allow students to add simple drawings to the chart.

- **Developing** As students suggest topics and questions for the T chart, expand their language by asking questions such as: *What do you think weather in the Southwest is like? What kinds of plants and animals do you think can be found in this region?*

- **Expanding/Bridging** When the chart is complete, have students choose an item and talk about it in detail.

**Independent Practice**

Assign *Learning Masters, page 28*. Have students share what they already know about the Southwest. Then have them begin to add details to the topics they list in the web. Students can add more details as they read the text. Save the webs for later reference.
Lesson A continued

Transparency 11

The Southwest

Look at the pictures.

• Read the sentences about the pictures.
• Fill in each blank with a Key Concept Word.

The lived in parts of the Southwest thousands of years ago. They built their homes in the that were cut into the land by a flowing river. Their looked much like apartment buildings since they stacked them on top of each other. The made baskets and beautiful pottery, painted pictures on rocks, and grew corn. The way they lived was their . The people left their homes, but no one knows why.

About a hundred years ago, people discovered in the Southwest. It is used to make fuel for machines such as cars.

Write your own sentence about one of the pictures.

Teach Key Concept Words

Use Transparency 11 to introduce Key Concept Words. Invite students to talk about the photos. Say:

dwelling A dwelling is a home. (Point to Photo #1.) Some people in the Southwest live in dwellings that match the surrounding landscape. How does this dwelling match the land where it is built?

region A region is an area, such as a group of states, with something in common. (Point to Photo #1.) This home is in the Southwest region of the United States. This region has dry land and warm weather most of the time.

Anasazi Anasazi is the name of a Native American group that once lived in the Southwest. (Point to Photo #2.) The Anasazi created beautiful pottery. They made drawings on cliff walls.

culture A culture is a way of life. (Point to Photo #2.) In the Anasazi culture, people made pottery to hold food and water. They also made drawings in caves.

canyon A canyon is a deep cut in the ground, often carved by a river. (Point to Photo #3.)

oil Oil is a liquid drawn from underground and used to make fuel and other products. (Point to Photo #4.) This oil well is pumping oil from under the ground to Earth's surface.

Practice Key Concept Words

Have partners write each Key Concept Word on a note card and place the cards facedown. Have them take turns picking a card and using the word in a sentence. Choose from these options to support students at various proficiency levels:

Customize Instruction for ELLs

Newcomers/Beginning Make the cards for students. Allow them to repeat the words after you read them aloud. Discuss each word's definition.

Developing Have students refer to Transparency 11 to help them remember the words and their definitions.

Expanding/Bridging Allow students to write and read aloud stories that include the words.

Have students work alone or with a partner to complete Learning Masters, page 29.
Review High-Utility Words

The following High-Utility Words appear in Explore the Southwest and many other social studies texts. You may wish to review these words and their meanings with students.

- discovered (page 12)
- famous (page 9)
- lack (page 23)
- style (page 14)
- traditional (page 28)

Teach the Comprehension Strategy

Visualizing

Introduce Discuss the strategy of visualizing to help students understand what they are reading. Have students close their eyes and imagine what it would be like to live on a ranch with horses. Display and discuss Transparency C, a checklist to help students visualize while reading.

Model Tell students: Let’s visualize as we read to help us better understand what we are reading. Display Transparency 12, page 8 of Explore the Southwest. Say: I can use the words the writer gives me and what I already know to paint a picture in my mind. Read the page aloud, pausing at key points to model the strategy:

- I read the describing word dry, and I saw the sand in the picture. I remember when we didn’t have rain for a very long time. The dirt was dry and dusty. I remember how that felt. Comparing this description to something I know about helps me understand what I’m reading.
- I read that deserts are hot. I can think about a time when I was very hot. I can remember how I felt.
- I read that spring is a colorful time in the Southwest when flowers are blooming. I can use my senses of sight, smell, and touch to paint a picture in my mind. Describing words, such as bright, help me make the picture in my mind even clearer.
- I can use my sense of hearing to remember how singing birds sound. I can imagine that this is the way the bird in the picture sounds. Visualizing and using what I already know helped me feel as though I was in a desert. When I use this strategy I can better understand what I read.

Guide students to use this strategy as they read.

Practice and Apply Students will practice and apply the strategy of visualizing as they read Explore the Southwest. See lesson notes on pages 15, 16, and 19 of this guide.
Lesson B

Understand the Big Idea

Welcome to the Southwest

Student Book, pages 6–15

Review and Recall

Display the Southwest T Chart. Ask students to name some features of the Southwest. Then display Transparency 11 and ask:

- What is a dwelling?
- What region is the state of Texas in?
- Who were the Anasazi?

Small Group Reading

Pages 6–7

Build Background/ Set Purpose

Discuss the photo on pages 6–7. Point out that the cactus grows in dry places. Then read aloud the Big Idea and Set Purpose statements. Read aloud Questions You Will Explore:

- What is the land like in the Southwest?
- How have different cultures shaped the Southwest?

Check Understanding

Which state in the Southwest is bigger than the whole Northeast region? (Texas)

Pages 8–9

Key Concept Word

canyon

Support Comprehension

Explain that the land features of a place are the place’s geography. Point out that the sand dunes, rocks, cliffs, canyon, and river in the pictures are all parts of the Southwest’s geography.

Check Understanding

How deep is the Grand Canyon? (almost a mile deep)

What caused the Grand Canyon to form? (It was carved by the Colorado River.)

Pages 10–11

Support Comprehension

Explain that the photo on page 10 shows the end of a cattle drive. Tell students that during a cattle drive, cowboys rode their horses alongside the cattle to the railroad.

Check Understanding

Why did people rush to Oklahoma? (The land was free.)
Practice the Comprehension Strategy: Visualizing
Use page 10 to model the strategy of visualizing.

Let’s see how we can use our senses to paint a picture in our mind about what’s happening on page 10. (Pause for silent reading.)
If cowboys are taking cattle a long way in the heat, they must be hot, just like I feel when I am in the heat for a long time. I can see cowboys using their hats as fans.
In my mind, I can see the cattle kicking up dust. I imagine their hooves making a lot of noise.
The cowboys were probably hot and tired of hearing loud noises and being dusty. I use my senses and what I know to think about how they probably felt. This helps me understand what I’m reading.

Pages 12–13

Key Concept Word
oil

Support Comprehension
Explain that a region’s economy has to do with the goods and services bought and sold in an area. Point out that technologies are uses for scientific information. Tell students that technology is used in computers, cell phones, and cars. Ask students to name some other familiar things that use technology.

Check Understanding
Why is oil important to the Southwest? (Oil is used to make fuel for machines.)

Pages 14–15

Support Comprehension
Discuss the different cultures represented in the classroom. Explain that although people move from their native region they often take their way of life to their new home.

Check Understanding
What are some reasons people came to the Southwest long ago? (to find gold, land, and jobs)

Stop and Think!
Have students respond to the question on page 15: What is life like in the Southwest? (Possible responses: There are deserts, canyons, sunny weather, big cities, and Mexican culture.)

Read and Respond
Have students complete Learning Masters, pages 30–31 as they reread pages 6–15. Then ask: What is the most interesting fact you have learned about the Southwest? Have students compare their answers.
Lesson C

Take a Closer Look

The Anasazi

Student Book, pages 16–23

Review and Recall

Have students take turns telling something they discovered about the Southwest on pages 6–15. Then have them turn to page 16 of Explore the Southwest and respond to the Recap: Describe what life is like in the Southwest.

Small Group Reading

Pages 16–17

Key Concept Word

Anasazi

Build Background/Set Purpose

Read the title on page 16, “The Anasazi.” Explain that the photo shows a home of the Anasazi who lived in the Southwest. Then read the Set Purpose statement on page 16 and the introduction on page 17.

Check Understanding

Where did the Anasazi build their homes? (in canyons and cliffs)

Options for Reading

Read Aloud/Shared Reading

Read aloud “Take a Closer Look” on pages 16–23.

Small Group Reading

Use the Lesson Guide provided here for instruction, or play Audiolesson 4.

Independent/Partner Reading

Have students complete Learning Masters, pages 32–33 as they reread the selection alone, with a partner, or with the Audiolesson.

Materials

- Explore the Southwest, pages 16–23
- Audiolesson 4, Track C
- Learning Masters, pages 32–33

Objectives

- Review and recall key concepts
- Describe an ancient culture from the Southwest
- Practice the comprehension strategy: Visualizing

Pages 18–19

Key Concept Word

dwelling

Support Comprehension

Have students compare the dwellings in the photos to their own homes. Explain that people can visit the Anasazi ruins.

Practice the Comprehension Strategy: Visualizing

Ask: How does visualizing help you understand what you are reading on these pages? (Possible response: I can paint a picture in my mind of the sights, smells, and sounds of how it would have been to live in a cliff.)

How might the Anasazi people have felt when they were under attack and racing up a ladder? (Possible response: Their hearts were pounding, just like mine does when I am scared.)

Ask: How can you paint a picture in your mind of what it was like to be an Anasazi? (Possible response: I can use my senses and what I know from my own life.)
**Check Understanding**

How were Anasazi dwellings like apartment buildings? (The Anasazi dwellings were stacked on top of each other.)

Where are kivas located? (underground)

What were kivas used for? (religious ceremonies)

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**Pages 20–21**

**Support Comprehension**

Tell students that other cultures have also made pictures on cliff walls and cave walls.

**Check Understanding**

How did the Anasazi use the pots they made? (to store food and to carry water)

What are petroglyphs? (pictures scratched onto cliff walls)

---

**Pages 22–23**

**Support Comprehension**

Tell students that the word ground is the past tense of the verb grind. Tell them that the corn ground into flour was important because the flour was used to make many kinds of food. Ask students to share any food they’ve eaten that is made from ground corn. Also, bring in some examples such as corn tortillas.

---

**Check Understanding**

What was the most important Anasazi crop? (corn)

What other crops did the Anasazi grow? (squash and beans)

What happened to the Anasazi at the time of the drought in the 1300s? (Crops died. There was little food. The Anasazi left their homes.)

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**Stop and Think!**

Have students respond to the question on page 23: How did the Anasazi live? (Possible responses: The Anasazi grew crops. They lived in cliff dwellings. They made beautiful pottery and petroglyphs.)

---

**Read and Respond**

Have students complete Learning Masters, pages 32–33 as they reread Explore the Southwest, pages 16–23. Then have students draw an Anasazi village. Tell them to label the parts of the dwelling, the types of crops, and other things such as pottery, kivas, and petroglyphs.

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**Learning Masters / page 32**

**Study Guide**

Read pages 16–17 of Explore the Southwest. Answer the questions.

1. What question do you have about the section of the book?

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**Learning Masters / page 33**

**Study Guide**

Read pages 20–23 of Explore the Southwest. Complete the chart.

<table>
<thead>
<tr>
<th>Things the Anasazi Made or Did</th>
<th>What They Showed About the Anasazi Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>quilts and pottery</td>
<td></td>
</tr>
<tr>
<td>pictures on stone</td>
<td></td>
</tr>
<tr>
<td>crops</td>
<td></td>
</tr>
</tbody>
</table>

---

**Stop and Think!** How did the Anasazi live?
Lesson D
Make Connections
Student Book, pages 24–29

Review and Recall
Why was the drought of the 1300s a big problem for the Anasazi? (It caused their crops to die, which meant they had little food. They had to move to new places to find food.)

Have students turn to page 24 of Explore the Southwest and respond to the Recap: Describe what people know about Anasazi culture.

Small Group Reading
Pages 24–25
Summarize Key Concepts/ Set Purpose
Read the main text on page 24. Point out that each bulleted sentence tells an important idea from the book. Have students answer the question on the bottom of page 24. Then read the Set Purpose statement.

Check Understanding
Which region has the fewest people? (Southwest)

What people have lived in the Southwest for thousands of years? (Native Americans)

Pages 26–27
Support Comprehension
Explain that even though the Ogallala aquifer is shown in blue on the map on page 27 and looks like other bodies of water, this lake is under the ground.

Check Understanding
How can desert animals that never drink water survive? (They get water by eating seeds and plants.)

What is the Ogallala aquifer? (an underground source of water that lies under parts of the Southwest)

Why is the Ogallala aquifer important? (The Southwest gets much of its water from the Ogallala aquifer.)

Objectives
- Summarize key concepts
- Make connections to related concepts and experiences
- Apply the comprehension strategy: Visualizing

Materials
- Explore the Southwest, pages 24–29
- Audiolesson 4, Track D
- Learning Masters, pages 34–35

Options for Reading
- Read Aloud/Shared Reading
  Read aloud “Make Connections” on pages 24–29.
- Small Group Reading
  Use the Lesson Guide provided here for instruction, or play Audiolesson 4.
- Independent/Partner Reading
  Have students complete Learning Masters, pages 34–35 as they reread the selection alone, with a partner, or with the Audiolesson.
Support Comprehension
Point out that traditions are things that people do the same way in their culture over many years. Ask students to share their family traditions, such as celebrations or ways of doing special things.

Check Understanding
Which Southwest state grows more red peppers than any other state? (New Mexico)

How does a rodeo clown help riders? (by getting the bull’s attention away from a fallen rider)

Read and Respond
Apply the Comprehension Strategy: Visualizing
Have students complete Learning Masters, pages 34–35 as they reread Explore the Southwest, pages 24–29. On page 56, they will summarize the key concepts, and on page 57, they will apply the comprehension strategy of visualizing. Then have students each tell one thing they learned from this book.

What I Read

How I Used My Senses

How I Used What I Already Know

26

27

28

29

04_RE LLV TG_ExpSW.qxd:Layout 1  3/30/08  8:17 AM  Page 19
Lesson E

Extend Learning

Student Book, pages 30–33

**Zoom in on Words**

**Teach Verbs**
Remind students that a word showing action is a verb. Using page 30, do the following:
- Read aloud the text and captions. Have students identify the verbs.
- Ask students to use each verb in a new sentence.

**Teach Nouns and Proper Nouns**
Say this sentence after you write it: My dog is named Rover. Have students identify the noun and the proper noun in the sentence. Remind students that a noun names a person, place, or thing. Underline the R in Rover. Say: A proper noun begins with a capital letter and names a specific person, place, or thing. Rover is a specific dog. Using page 31, do the following:
- Read aloud the text and captions.
- Ask students to identify the noun and the proper noun in each pair of sentences. Have students tell how the nouns and proper nouns are different.

**Extend Word Practice** Optional

**Action!**
Write verbs on individual slips of paper. Have students pick one slip of paper and act out the verb. Then have others guess the verb.

**Name Game**
Create a set of note cards. Write each of the following nouns on a card: city, state, animal, school, teacher, friend. Have students turn over the card and write a proper noun for each noun.

**Independent Practice**
Assign *Learning Masters, page 36*. Have students share their sentences and identify the verbs, nouns, and proper nouns.
Teach High-Utility Words
Review the High-Utility Words. Have students find the sentences that include the words: famous (page 9); discovered (page 12); style (page 14); lack (page 23); traditional (page 28). Then create a chart like this one. Encourage students to tell each word’s part of speech as it is used in the sentence. Ask them to find the definition for the word as it is used in the sentence. Ask students to write a sentence that contains each word, using its definition from the chart. Help students generate sentences by asking questions like these: Who is a famous person we have studied this year? What is one style of clothing that you have seen?

Build Oral Language Skills
Have groups of students of mixed proficiency levels plan a commercial about the Southwest region to try to get people from around the country to visit. Tell groups to assign specific roles and record audio for their commercials. Encourage students to include Glossary Words and High-Utility Words. Choose from these options to allow students of various levels to participate:

Customize Instruction for ELLs
Newcomers/Beginning Invite students to use gestures, facial expressions, and movements to show activities people can do in the Southwest. Students could also provide drawings of fun activities. Have them use pictures from the book for ideas.

Developing Encourage students to refer to the book for language they can adapt for their commercials. When students record their commercials, provide a language format such as: Come to the Southwest. You can see _______. You can go to _______. You can have fun when you _______.

Expanding/Bridging Ask students to write scripts for the commercial. Have them read aloud lines as they help less proficient speakers learn dialogue.
Lesson E continued

Research and Write

Have students read the Research and Write activity on page 32. Then guide their research and writing with these steps.

1 Prewriting

Plan the Research  Distribute Learning Masters, page 37. Have students choose a national park and write its name at the top of the note-taking chart. Then have them gather resources for their work. Ask them to look for information that tells what makes the national park special.

Point out classroom and library resources, including home-language materials, that students can use to research the national park they choose. Visit www.ngschoolpub.org.

Organize Information  Guide students in reviewing information they recorded in the second column of the chart. Explain that they can draw or collect images to support the information. Tell students to circle details that best show what makes the national park special.

2 Drafting

Have students use their note-taking charts to write drafts. Show a completed version as a writing model. Then choose from these options to support students at various proficiency levels:

Newcomers/Beginning  Allow students to draw illustrations that show their national park’s sights. Let them work with a more proficient partner to write or dictate labels or captions.

Developing  Have students write their drafts by filling in the writing frame on Learning Masters, page 38.

Expanding/Bridging  Students can use the writing frame on Learning Masters, page 38 as a reference, but encourage them to write their drafts in their own words.

---

**Note-Taking Chart**

Fill in the name of the national park you want to research. Use the note-taking chart to record information about the national park.

<table>
<thead>
<tr>
<th>Source Information</th>
<th>Important Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>National Park</td>
</tr>
<tr>
<td>Page</td>
<td>Size</td>
</tr>
<tr>
<td>Title</td>
<td>Animals</td>
</tr>
<tr>
<td>Page</td>
<td>Activities</td>
</tr>
<tr>
<td>Title</td>
<td>Name of Park</td>
</tr>
<tr>
<td>Page</td>
<td>Size</td>
</tr>
<tr>
<td>Title</td>
<td>Animals</td>
</tr>
<tr>
<td>Page</td>
<td>Activities</td>
</tr>
</tbody>
</table>

**Writing Frame**

You have researched a national park in the Southwest. Use this writing frame to write about the national park.

<table>
<thead>
<tr>
<th>Title: Grand Canyon National Park</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Canyon National Park is a national park in Arizona. It was named a national park in 1919. It is huge. It is almost 300 miles long. Cactuses grow in Grand Canyon National Park. Animals such as bobcats and lizards live there. You can see the Colorado River and the Grand Canyon when you visit this national park.</td>
</tr>
</tbody>
</table>

**Revising and Editing Checklist**

- Is my information clear?
- Can I make my sentences more interesting?
- Did I spell words correctly?
- Did I begin and end sentences correctly?

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**Customize Instruction for ELLs**

- Newcomers/Beginning  Allow students to draw illustrations that show their national park’s sights. Let them work with a more proficient partner to write or dictate labels or captions.
- Developing  Have students write their drafts by filling in the writing frame on Learning Masters, page 38.
- Expanding/Bridging  Students can use the writing frame on Learning Masters, page 38 as a reference, but encourage them to write their drafts in their own words.
3 Revising and Editing
Encourage students to read their drafts aloud to you or to a partner. Have them use the Revising and Editing Checklist on Learning Masters, page 38. You or the partner can also suggest revisions. After students have marked corrections, have them rewrite the paragraph on a separate sheet of paper.

4 Sharing and Publishing
Encourage students to draw a picture of the most famous sight in the national park. Have students share their writing with options such as an oral report, a classroom display, or a class book of national parks.

5 Assess Writing
Use the Scoring Rubric to evaluate students’ writing based on their current level of English proficiency.

<table>
<thead>
<tr>
<th>Score</th>
<th>Newcomers/Beginning</th>
<th>Developing</th>
<th>Expanding/Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The drawing shows detailed information about a famous sight in the national park.</td>
<td>The writing shows detailed information from the student's research.</td>
<td>The writing shows a strong understanding of English grammar and spelling conventions.</td>
</tr>
<tr>
<td></td>
<td>The writing includes three or more facts about the national park.</td>
<td>The drawing shows details of a famous sight in the national park.</td>
<td>The drawing shows many details of the specific sight in the national park.</td>
</tr>
<tr>
<td></td>
<td>The work shows detailed information from the student's research.</td>
<td>The writing shows detailed information from the student's research.</td>
<td>The writing shows detailed information from the student's research.</td>
</tr>
<tr>
<td>3</td>
<td>The drawing shows some detail about a famous sight in the national park.</td>
<td>The writing shows an attempt to use the writing frame or another organizing structure.</td>
<td>The writing shows some organization of ideas.</td>
</tr>
<tr>
<td></td>
<td>At least two facts about a national park are included.</td>
<td>The drawing includes a small amount of detail about a famous sight in the national park.</td>
<td>The drawing shows a small amount of detail about the national park.</td>
</tr>
<tr>
<td></td>
<td>The work shows some information from the student's research.</td>
<td>The writing shows some information from the student's research.</td>
<td>The writing shows some information from the student's research.</td>
</tr>
<tr>
<td>1</td>
<td>The drawing is not specific to a national park.</td>
<td>The writing does not use an organizing structure such as the writing frame.</td>
<td>The writing shows little organization of ideas.</td>
</tr>
<tr>
<td></td>
<td>Facts are not related to a national park.</td>
<td>The drawing does not show a famous sight in the national park.</td>
<td>The drawing shows little or no details about the national park.</td>
</tr>
<tr>
<td></td>
<td>The work shows little or no information from the student's research.</td>
<td>The writing shows little or no information from the student's research.</td>
<td>The writing does not describe a national park.</td>
</tr>
</tbody>
</table>

Scoring Rubric
Wrap-Up

Read and Compare

Students can expand their knowledge of the Southwest and explore new concepts by reading one or more of these National Geographic Reading Expeditions titles. For detailed lesson plans, visit www.ngschoolpub.org.

**Summary** Through the eyes of a young tour guide, this book takes the reader on a tour of the Southwest. *The Southwest* discusses size, climate, features, economy, and culture. It also includes an almanac entry and fascinating sidebars.

**Connect Concepts** These concepts will be familiar to students who have read *Explore the Southwest*:
- climate of the Southwest
- culture and economy of the Southwest
- size and features of the Southwest

**Readability Level** Fry 4.2

**Summary** This book, which unfolds through the eyes of a young tour guide, discusses famous people, places, and events in the history of the Southwest. *The Southwest: Its History and People* includes maps, a timeline, and historic photos. It also compares the historic Southwest to the Southwest of today.

**Connect Concepts** These concepts will be familiar to students who have read *Explore the Southwest*:
- Native American cultures
- Oklahoma Land Rush
- land, cattle, jobs, and oil in the Southwest

**Readability Level** Fry 4.9

**Summary** This lively book draws in the reader by opening with riddles. It maintains its accessible tone by offering a travel guide to current places of interest. *The Southwest Today* offers features on topics such as desert survival, life on a ranch, rock collecting, and Texas chili.

**Connect Concepts** These concepts will be familiar to students who have read *Explore the Southwest*:
- cultural diversity
- ranching
- climate of the Southwest

**Readability Level** Fry 4.1
Assess Learning

Choose from these options to measure students’ mastery of the standards listed on page 86 of this guide:

Post-Test
Administer the Post-Test on *Learning Masters, page 45*. Accommodate students with varying levels of English proficiency as follows:

**Customize Instruction for ELLs**

**Newcomers/Beginning** Read each test item aloud, and allow extra time for students to respond. If the language is too challenging, have students complete only the first two items on the test. Allow them to respond orally to the second question.

**Developing** Read each test item aloud, and allow extra time for students to respond. Allow students to take this as an open-book test.

**Expanding/Bridging** Verify that students understand the directions before they complete the test independently. Have them answer the second question with a complete sentence.

Performance Assessment
Evaluate the oral and written work students have completed while reading *Explore the Southwest*. Record observations of students’ progress on the Progress Tracking Form, downloadable online.

Student Self-Assessment
To let students assess their own work, use the Self-Assessment Form downloadable online. You may assign one or more sections of the form, or let students choose which sections they want to complete.

Home Connection
The Family Focus letters on *Learning Masters, pages 39–40* summarize key concepts about the Southwest. In the Share and Learn activity, family members can talk about the Southwest and discuss topics such as the region’s weather and plant life.
LEARNING MASTERS
Explore the Southwest
Details Web About the Southwest

Complete a details web about the Southwest region.

- Choose four topics that you want to learn more about for the Southwest. One topic might be culture. Write the topics in the ovals.
- Add details to the ovals as you learn more about each topic.

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Southwest

---

culture

---

---

---
The Southwest

Look at the pictures.

• Read the sentences about the pictures.
• Fill in each blank with a Key Concept Word.

The ____________ lived in parts of the Southwest thousands of years ago. They built their homes in the ____________ that were cut into the land by a flowing river. Their ____________ looked much like apartment buildings since they stacked them on top of each other. The Anasazi made baskets and beautiful pots, painted pictures on rocks, and grew corn. The way they lived was their ____________. The Anasazi people left their homes, but no one knows why.

About a hundred years ago, people discovered ____________ in the Southwest ______________. It is used to make fuel for machines such as cars.

Write your own sentence about one of the pictures.
Study Guide

Pages 6–7
Read Questions You Will Explore on page 6 of Explore the Southwest. Write what you already know about each question.

<table>
<thead>
<tr>
<th>Questions</th>
<th>What I Already Know About This</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the land like in the Southwest?</td>
<td></td>
</tr>
<tr>
<td>2. How have different cultures shaped the Southwest?</td>
<td></td>
</tr>
</tbody>
</table>

Pages 8–11
Read about the Southwest on pages 8–11 of Explore the Southwest. For each word, write a fact that you learned.

<table>
<thead>
<tr>
<th>The Southwest</th>
<th>Facts That I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>deserts</td>
<td></td>
</tr>
<tr>
<td>canyons</td>
<td></td>
</tr>
<tr>
<td>cattle</td>
<td></td>
</tr>
<tr>
<td>land</td>
<td></td>
</tr>
</tbody>
</table>
Reading Expeditions: Language, Literacy & Vocabulary

Name

---

**Study Guide**

Read pages 12–15 of *Explore the Southwest*. Then complete the chart.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Why It Is Important to the Southwest</th>
<th>New Fact I Learned About It</th>
</tr>
</thead>
<tbody>
<tr>
<td>oil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Johnson Space Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mexican culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phoenix</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Stop and Think!** What is life like in the Southwest?

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Study Guide

Pages 16–17
Read pages 16–17 of Explore the Southwest. Answer the questions.

1. Look at the title of this section. What group of people will you read about?

2. What question do you have about this section of the book?

Pages 18–19
Practice the Comprehension Strategy: Visualizing  Tell how you used your senses and what you already know to create a picture in your mind that helped you understand what you were reading.

<table>
<thead>
<tr>
<th>Page</th>
<th>What I Read</th>
<th>How I Used My Senses</th>
<th>How I Used What I Already Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Study Guide**

Read pages 20–23 of *Explore the Southwest*. Complete the chart.

<table>
<thead>
<tr>
<th>Things the Anasazi Made or Did</th>
<th>What They Showed About the Anasazi Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>baskets and pottery</td>
<td></td>
</tr>
<tr>
<td>pictures on stone</td>
<td></td>
</tr>
<tr>
<td>crops</td>
<td></td>
</tr>
</tbody>
</table>

**Stop and Think!** How did the Anasazi live?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Summarize Key Concepts

Think about what you have learned about the Southwest. Fill in the missing word for each key concept by choosing a word from the Word Box. Then answer the question about each key concept.

1. The Southwest has four large states. Yet it has fewer people than any other _____________.
What are the four states that make up the Southwest?

_____________________________________________________________________

2. The Southwest is known for its _____________ and canyons.
What is the name of a famous canyon in the Southwest?

_____________________________________________________________________

3. Land, ________________, jobs, and oil have brought people to the Southwest.
Give an example of why people move to the Southwest today.

_____________________________________________________________________

4. The Southwest has been home to __________________________
for thousands of years.
Describe the dwellings of the Anasazi.

_____________________________________________________________________
Study Guide

Practice the Comprehension Strategy: Visualizing  Read pages 26–29 of *Explore the Southwest*. Fill in the boxes. Tell how you used your senses and what you already know to create a picture in your mind that helped you understand what you were reading.

<table>
<thead>
<tr>
<th>Page</th>
<th>What I Read</th>
<th>How I Used My Senses</th>
<th>How I Used What I Already Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Verbs, Nouns, and Proper Nouns**

Read the words. Write each word in the correct box. Write two new words in each box.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Proper Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>friend</td>
<td>run</td>
<td>Ms. Gomez</td>
</tr>
<tr>
<td>play</td>
<td>Bob</td>
<td>dog</td>
</tr>
<tr>
<td>sing</td>
<td>teacher</td>
<td>Mr. Chang</td>
</tr>
</tbody>
</table>

Choose two verbs, two nouns, and two proper nouns from the boxes. Use all six words to write your own sentences. Underline the verbs. Circle the nouns. Draw arrows to point to the proper nouns.
Name ________________________________

**Note-Taking Chart**

Fill in the name of the national park you want to research. Then use the note-taking chart to record information about the national park.

- In the first column, tell where you found the information. Write the name and page number of books and other reference materials. Give the website address of online resources.
- In the second column, take notes and draw pictures about what you learned from each source.

**Name of National Park** ________________________________

<table>
<thead>
<tr>
<th>Source Information</th>
<th>Important Ideas</th>
</tr>
</thead>
</table>
| Title _______________  
_____________  
_____________  
Page _______________ |                |
| Title _______________  
_____________  
_____________  
Page _______________ |                |
| Title _______________  
_____________  
_____________  
Page _______________ |                |
| Title _______________  
_____________  
_____________  
Page _______________ |                |
Writing Frame

You have researched a national park in the Southwest. Use this writing frame to write about the national park.

Title: ___________________ National Park

____________________ National Park is a national park in

____________________. It became a national park in ____________.

(name of park) (name of state) (year)

This national park is ______________. It is ______________.

(size) (information about size)

__________________ grow in __________________ National Park.

(kind of plant) (name of park)

Animals such as _______________ and _______________ live there.

(kinds of animals) (kinds of animals)

You can see ____________________________

(interesting things in the park)

and ____________________________ when you visit this national park.

(interesting things in the park)

Revising and Editing Checklist

When you revise, ask:
• Is my information clear?
• Can I make my sentences more interesting?

When you edit, ask:
• Did I spell words correctly?
• Did I begin and end sentences correctly?
Dear Family,

Your child has been reading the book Explore the Southwest. Use the information on this page to talk with your child about the Southwest region of the United States.

Thank you.

Key Ideas
Your child has discussed these important ideas while reading Explore the Southwest.

- The Southwest has four large states (Texas, New Mexico, Arizona, Oklahoma). Yet it has fewer people than any other region.
- The Southwest is known for its deserts and canyons.
- Land, cattle, jobs, and oil have brought people to the Southwest.
- The Southwest has been home to Native Americans for thousands of years.

WORDS TO KNOW
Anasazi a Native American group that once lived in the Southwest
canyon a deep cut in the ground, often carved by a river
culture a way of life
dwelling a home
glacial a liquid taken from underground and used to make fuel and other products
region an area, such as a group of states, with something in common

Share and Learn

Talk about this scene with your child. What can you tell about the land and the water in the Southwest region? What is one kind of plant that grows in a desert? What is the weather like in most of the Southwest region?
Ideas clave
Al leer Explore the Southwest, su escolar estudió estas ideas importantes.

- El Suroeste tiene cuatro estados grandes (Texas, Nuevo México, Arizona, Oklahoma). Sin embargo, tiene menos gente que cualquier otra región.
- El Suroeste es conocido por sus desiertos y cañones.
- La tierra, el ganado, el trabajo y el petróleo han traído a la gente al Suroeste.
- El Suroeste ha sido el hogar de los indígenas americanos por miles de años.

Compartir y aprender
Hable con su escolar sobre esta escena. ¿Qué puedes determinar sobre la tierra y el agua en la región del Suroeste? ¿Cuál es un tipo de planta que crece en un desierto? ¿Cómo es el clima en la mayor parte del Suroeste?
ASSESSMENTS
Explore the Southwest
Answer Key

Pre-Test p. 43

1. Student should correctly label the plant as a cactus.
2. Possible response: Cactus plants are found in the desert, where the weather is hot and dry.
3. c
4. e
5. a
6. d
7. b
8. a
9. b
10. d

Post-Test p. 44

1. Students should circle Arizona, New Mexico, Oklahoma, and Texas.
2. Accept correct descriptions of weather. Answers should include words like dry and hot.
3. c
4. b
5. a
6. e
7. d
8. b
9. d
10. a
Explore the Southwest Pre-Test

1. Look at the picture. Label the type of plant that is shown.

2. Look at the picture. Describe the climate in the area where these plants are found.

Write the letter of the correct definition next to each word.

3. oil
   a. a way of life

4. region
   b. a home

5. culture
   c. a liquid taken from underground and used to make fuel and other products

6. canyon
   d. a deep cut in the ground, often carved by a river

7. dwelling
   e. an area, such as a group of states, with something in common

Circle the letter of the correct answer.

8. Which of these states is NOT part of the Southwest region?
   a. California
   b. Arizona
   c. New Mexico
   d. Texas

9. Which of these sentences BEST describes the Anasazi?
   a. Texas cattle ranchers
   b. a Native American group
   c. settlers from the 1889 land rush
   d. group who discovered oil

10. Why did so many people rush to Oklahoma in 1889?
    a. The homes were free.
    b. There were many jobs.
    c. There were many cities.
    d. The land was free.
Explore the Southwest Post-Test

1. Look at the map. Circle the states in the Southwest region.

2. Describe the climate in the Southwest region.

Write the letter of the correct definition next to each word.

3. canyon  
   a. a home

4. culture  
   b. a way of life

5. dwelling  
   c. a deep cut in the ground, often carved by a river

6. oil  
   d. an area, such as a group of states, with something in common

7. region  
   e. a liquid taken from underground and used to make fuel and other products

Circle the letter of the correct answer.

8. Which of these describes deserts?
   a. cold  
   b. hot and dry  
   c. icy  
   d. warm and rainy

9. Why did so many people race to the Oklahoma land rush?
   a. There were many cities.  
   b. The homes were free.  
   c. There were many jobs.  
   d. The land was free.

10. What is a kiva?
    a. a room  
    b. a basket  
    c. a drawing  
    d. a crop