



NATIONAL  
GEOGRAPHIC  
LEARNING

4

# REFLECT

READING & WRITING

TEACHER'S GUIDE

**Reflect 4 Reading & Writing Teacher's Guide**

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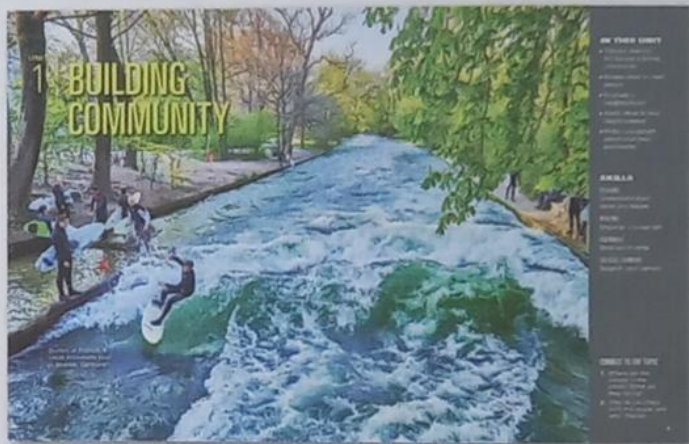
# SERIES OVERVIEW

Thank you for choosing *Reflect Reading & Writing*. This information will familiarize you with the series.

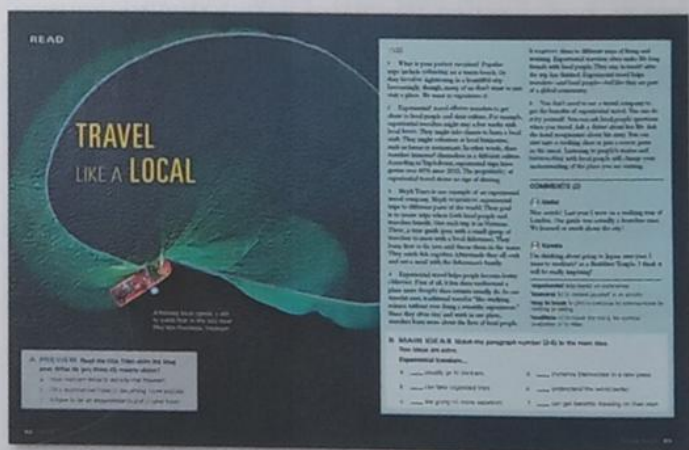
Look at the **Scope and Sequence** (Student's Book, pp ii-v). The book is organized into eight units, each of which is based on a high-interest theme within an academic discipline. Each unit features a video, two readings, relevant academic skills, four Reflect activities, and a final Unit Task.

SCOPE AND SEQUENCE		READING 1	READING 2	READING 3	READING 4	REFLECT ACTIVITIES
<b>UNIT 1: BUILDING COMMUNITY</b>	Video: What does community mean to you? Reading 1: City and river communities Reading 2: Village life in England	Understanding main ideas and details Vocabulary: phrases, meaning words Comprehension	Write a short sentence Using a dictionary	Explain your own point of view Using a dictionary	Explain your own point of view Using a dictionary	1. Discuss opinions for having a strong community 2. Analyze how the passage is organized 3. Analyze a paragraph 4. Explain ideas in your own words 5. Write a paragraph about your own community
<b>UNIT 2: LANGUAGE OF THE WORLD</b>	Video: The immigrant experience Reading 1: Can you "read" the air? Reading 2: Building English	Understanding main ideas and details Vocabulary: phrases, meaning words Comprehension	Write a short sentence Using a dictionary	Explain your own point of view Using a dictionary	Explain your own point of view Using a dictionary	1. Discuss how an immigrant experiences a new country 2. Analyze your own language 3. Analyze how the passage is organized 4. Analyze how English and another language differ in a paragraph about a cultural experience
<b>UNIT 3: IT'S ALL ABOUT YOU</b>	Video: First day of school Reading 1: First days of school Reading 2: First day of school	Main information Vocabulary: phrases, meaning words Comprehension	Write a short sentence Using a dictionary	Explain your own point of view Using a dictionary	Explain your own point of view Using a dictionary	1. Discuss why we do things that make us who we are 2. Analyze how you are different from other people 3. Analyze how you are similar to other people 4. Write a paragraph about a recent event
<b>UNIT 4: THE BEST OF BOTH WORLDS</b>	Video: The power of words Reading 1: The power of words Reading 2: The power of words	Main information Vocabulary: phrases, meaning words Comprehension	Write a short sentence Using a dictionary	Explain your own point of view Using a dictionary	Explain your own point of view Using a dictionary	1. Discuss why we do things that make us who we are 2. Analyze how you are different from other people 3. Analyze how you are similar to other people 4. Write a paragraph about a recent event

Turn to a **Unit Opener**. Notice the path of activities under **In This Unit** and the **Skills** listed to help you and the student know what to expect.



Look at a **Reading**. The passages are adapted from authentic sources, including National Geographic. The real-world passages invite students to explore the world while developing reading skills and providing ideas for writing. Each passage is available on audio on the Classroom Presentation Tool or Teacher Companion site.



Look at a **Write** section. It begins with the **Unit Task** and a **Model**, followed by step-by-step activities through the writing process to ensure students can complete the task with confidence.

**WRITE**

**1. PLAN** Read the paragraph. Think about the main idea and the supporting details. Write a topic sentence and a list of supporting details.

**2. WRITE** Write the paragraph. Be sure you use the main idea and the supporting details you listed in your plan.

**My First Experience**

On my first day of school, I was nervous. I didn't know anyone and I was in a new place. I was sitting at my desk, and I was looking at the teacher. She was smiling at me, and I was feeling better. I was happy to be in school. I was excited to see my friends. I was glad to be back. I was proud of my school. I was happy to be in school. I was glad to be back. I was proud of my school. I was happy to be in school.

**WRITING SKILL: Organize a paragraph**

- 1. **topic sentence** states the main idea. It comes first in the paragraph.
- 2. **supporting details** are facts about the main idea. They come next in the paragraph.
- 3. **concluding sentence** is the last sentence of the paragraph. It usually repeats the main idea in a different way.

**3. APPLY** Complete the task.

- Read the first sentence and the supporting sentences in the model.
- Think of the main idea and the supporting details.

**4. ANALYZE THE MODEL** Complete the center of the page.

**Supporting idea 1:** \_\_\_\_\_

**Supporting idea 2:** \_\_\_\_\_

**Supporting idea 3:** \_\_\_\_\_

**Supporting idea 4:** \_\_\_\_\_

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The **videos** are on the Teacher Companion site or Online Practice. A video begins each unit and is designed to spark student interest and pre-reading discussion. (See p. x for ideas on using video in class.)



**Support components** help you get the most out of **Reflect**.

- Online Practice with a variety of interactive, self-grading activities
- Classroom Presentation Tool for heads-up or online learning
- Student's e-book as a digital version of the student book

Visit the **Teacher Companion Website** at [ELTNGL.com/Reflect1e](http://ELTNGL.com/Reflect1e). It includes the audio program, videos, video scripts, class worksheets, writing rubrics, ExamView® Test Center, and the Teacher's Guide.

## COMPETENCIES PROMOTED IN *REFLECT*

The content and activities in *Reflect* were developed to support students' global competence, social and emotional learning, and 21st century skills.

Throughout the series, students are exposed to diverse ideas, voices, and perspectives, and asked to think critically about each. In doing so, students develop self-awareness, social awareness, and self-management skills.



### THE 4 CS OF 21ST CENTURY SKILLS

Communication	Collaboration	Critical Thinking	Creativity
Engaging in constructive and critical conversations; sharing thoughts, questions, and ideas	Working together to reach a goal; being willing to participate and contribute	Looking at problems in a new way; being able to analyze, interpret, and evaluate	Trying new approaches; developing ideas that demonstrate curiosity, imagination, and flexibility

# ASSESSMENT IN REFLECT

Regular assessment is an important element of any English-language course. In **Reflect Reading & Writing**, teachers will find a set of assessment tools to help them support English learners, track their progress, and document their achievements. These same tools, used regularly, will also help build learner confidence, drive motivation, and encourage student ownership of learning.

As you plan your course and assessment, remember to consider the following:

- ▶ Assessment should mirror learning. Tests should reflect clearly communicated curriculum objectives. The structure and format of tasks should reflect what students experience in class.
- ▶ Tests should contribute to learning on the part of both teachers and students. Assessment results should provide teachers with information on which to base instruction, especially modifications that may be needed for individuals or groups of students. And test results should help learners manage their strengths and weaknesses, as well as their progress in learning English.
- ▶ Assessment should motivate learners and help build learner confidence. Just as with class activities, students should receive motivating and constructive feedback during assessment.
- ▶ Testing should take place at regular intervals in order to collect reliable evidence of growth. The more regularly students are assessed through a variety of approaches, the less anxiety they may experience, and the more practiced and confident they will be when taking an assessment.

## FORMATIVE ASSESSMENT

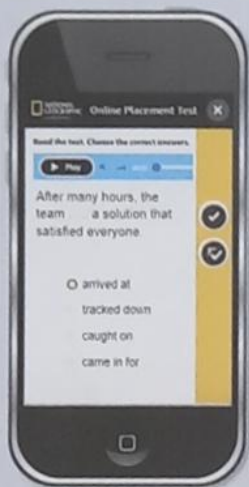
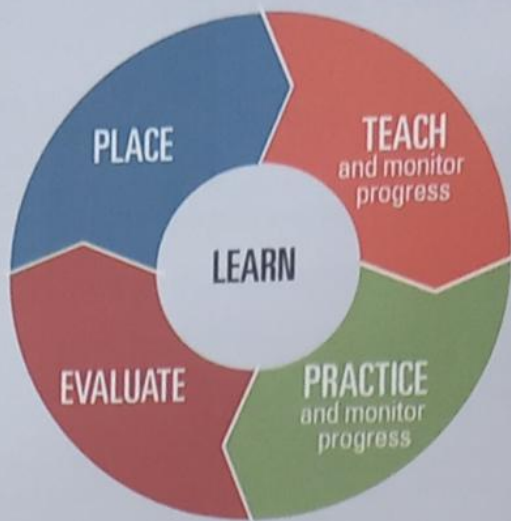
Because accurate assessment reflects not only what students can recognize and produce on written tests, but also how they use language in real contexts, **Reflect** includes numerous opportunities for *performance-based, in-class* formative assessment. The Reflect activities in the Student Book give students regular chances to pause, review, and expand on what they've learned. For each Unit Task, there is a customized rubric to set expectations and evaluate, helping students achieve successful outcomes. **Formative Assessment** tips appear in this **Teacher's Guide** and align directly to Student Book Reflect activities and to each unit's objectives. In addition, student presentations and written work may be assembled as part of an assessment portfolio.

## SUMMATIVE ASSESSMENT

Summative assessment is provided in the form of **ExamView**® test banks. Banks include test items that allow teachers to create eight Unit Quizzes and one Mastery Test per course. All quizzes and tests are easily generated and customizable.

## PLACE, TEACH, PRACTICE, EVALUATE

Place students, adapt instruction, and monitor progress with National Geographic Learning's multi-step approach to assessment.



### ► PLACE

NGL's new, adaptable **Online Placement Test** reliably assesses listening, reading, and use of English, and helps place students into one of 14 CEFR-aligned levels.

### ► TEACH

**Reading and Writing Skill** instruction supports reading comprehension and writing fluency. The **Teacher's Guide** provides ideas for presenting and expanding on the information in the skill boxes.

**Formative assessment** ideas for each Reflect activity are included in the Teacher's Guide.

#### READING SKILL Scan for specific information

When you need to find types of information (a keyword, name, or number), it's helpful to quickly scan the text. For example, if you need to find a year, look for a four-digit number. If you need to find someone's name, look for capitalized words. When you find a keyword, name, or number, read the sentences around it to understand the context. This will help you decide if you have found the correct information.

#### FORMATIVE ASSESSMENT

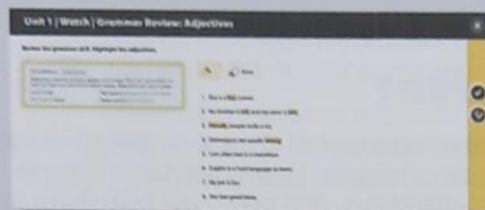
- Make sure students are sharing both good and bad ideas about their neighborhoods. **Ask** *Would you like to visit your partner's neighborhood? Explain.*
- Have students take one to two minutes to synthesize their ideas and their partner's ideas in writing. **Say** *Write about all the good things you came up with and all the bad things. Did you have any of the same answers?*



## ▶ PRACTICE

**Reading** and **Writing Skill** boxes are followed by **Apply** activities that give students an opportunity to practice. These activities support informal assessment and help build student competence and confidence.

**REFLECT** activities encourage students to regularly check in on their understanding of the concepts in the unit.



**Online Practice** reinforces learning with more opportunity to interact with the skills, vocabulary, and ideas from each unit.

The **REFLECT** section at the end of each unit encourages students to assess their progress.

### WRITING SKILL Organize a paragraph

A **paragraph** is a group of sentences about one main idea.

- ▶ The **topic sentence** introduces the main idea. It is often the first or second sentence.
- ▶ **Supporting ideas** are smaller ideas about the topic sentence. There are often two or more supporting ideas in a paragraph.
- ▶ **Details** give more information about each supporting idea.
- ▶ The **concluding sentence** is the final sentence of the paragraph. It usually restates the topic sentence in different words.

### B APPLY Complete the tasks.

1. Underline the topic sentence and the concluding sentence in the model.
2. Check (✓) the three supporting ideas.

### REFLECT Discuss exploration, past and present.

You are going to watch a video about a historical expedition to Antarctica. Discuss the questions with a partner.

1. What do you think an expedition to Antarctica was like in the past? What do you think an expedition to Antarctica is like today?
2. What qualities and skills do you think a leader of an expedition to Antarctica needed in the past? What qualities and skills would a leader need today?

### REFLECT

A. Check (✓) the **REFLECT** tasks you can do and the **academic skills** you can use.

<input type="checkbox"/> Analyze why we dream	<input type="checkbox"/> Look for specific information
<input type="checkbox"/> Assess research on dreams	<input type="checkbox"/> Expand a paragraph into an essay
<input type="checkbox"/> Consider the meaning of dreams	<input type="checkbox"/> Monitor for credibility
<input type="checkbox"/> Respond to the idea of recording dreams	<input type="checkbox"/> Analyze pros and cons
<input type="checkbox"/> Write about the pros and cons of recording dreams	

B. Write the vocabulary words from the unit in the correct place. Add any other words that you learned. Circle words you still need to practice.

NOUN	VERB	ADJECTIVE	ADVERB & OTHER

C. Reflect on the ideas in the unit as you answer these questions.

1. If you could record your dreams, how could you use that ability to help you?  
\_\_\_\_\_
2. What ideas or skills in the unit will be most useful to you in the future?  
\_\_\_\_\_

## ▶ EVALUATE

An **ExamView® Assessment Suite** includes test banks that allow teachers to generate and customize written tests, including a Quiz and Mastery Test for each unit.

### READING SKILL REVIEW: INTERPRETING VISUAL INFORMATION

Read the chart in depth. Check each answer in YES or NO.

#### Cultures of Pacific Islands Turned by Country, 1940-2012

Source: International Statistical Yearbook for Tourism and Travel, the Bureau of Economic Analysis, U.S. Census Bureau (2012)

The chart only shows how many people from the United States, Japan, and the United Kingdom were in the Pacific Islands from 1940 to 2012. It does not show how many people were born in the Pacific Islands.

From 1940 to 2012, Japan brought more people from the United States than the United Kingdom.

70,000 is the total number of people from the United States, Japan, and the United Kingdom who were in the Pacific Islands from 1940 to 2012.

### WRITING SKILL REVIEW: EXPLAINING A CHART OR GRAPH

Look at the graph below. Then complete the sentences using the words in the box. Put all words into the box.

#### Estimated Population Size of Pacific Islands

Population of Pacific Islands

Word	Word	Word	Word
increase	decrease	high	increase
low	more	small	subject

33. The Pacific Islands population reached a \_\_\_\_\_ point in about 1960.
34. The number of Pacific Islands population \_\_\_\_\_ sharply in the decade between 2002 and 2012.
35. The population \_\_\_\_\_ slightly in the mid-1970s.
36. The number \_\_\_\_\_ between 1990 and 2012, showing an overall \_\_\_\_\_.
37. After a decline began in 2012, the population \_\_\_\_\_.

# TEACHING WITH *REFLECT READING & WRITING*

## 1. HOW ARE THE UNITS ORGANIZED?



The units are organized into eight sections and include the following features:

- ▶ A unit opener with an impactful photo that introduces the theme and a clear guide to outcomes and skills taught.
- ▶ An engaging video to generate interest and pre-reading discussion.
- ▶ Two real-world readings that present different angles on the unit theme.
- ▶ Key academic skill instruction on reading, writing, critical thinking, and grammar.
- ▶ Four Reflect activities that give students the opportunity to pause, personalize, and think critically about what they have learned. These can also be used as formative assessment.
- ▶ A culminating Unit Task that allows students to apply their learning in a final writing product.
- ▶ A final Reflect section that encourages students to take responsibility for their learning and evaluate their progress.

## 2. HOW CAN THE VISUALS BE MAXIMIZED?

The Unit Openers and other photos can be used to practice the important 21st century skill of visual literacy: the ability to recognize, understand, and evaluate ideas in images. Having students analyze various elements in an image, such as subject matter, color, perspective, and style, will help them to interpret the meaning of the image and react to it. Ask students questions like these: What is the first thing you notice? What else do you see? How does the photo make you feel? What questions do you have? What do you think the message of the photo is?

## 3. HOW SHOULD THE VIDEO BE USED?

The video in the Watch section provides a fun way to introduce the topic of the unit. The videos generate interest in the content and provide opportunities for connecting ideas. They also serve as an input for the final writing task.

Understanding video is also an important part of visual literacy. Videos have multiple layers of meaning, such as information about the setting, signs and captions, nonverbal communication, and music and sound effects. These same elements can make the content in a video more accessible, especially for language learners. Here are some ways beyond the before-, during-, and after-viewing activities provided in the units to get students to watch the videos.

- ▶ Have students watch the video *without* the audio, so they can focus on the visuals.
- ▶ Have students watch the video with the audio and ask how the visuals support their understanding.
- ▶ Have students work in pairs or small groups to discuss how they might change the video (e.g., how they might make the message clearer or the content more interesting).

#### 4. HOW WAS THE VOCABULARY CHOSEN?

The target words in the Prepare to Read sections were selected according to several criteria: frequency, utility, appearance on Academic Word Lists, and CEFR (Common European Framework of Reference for Languages) level. Students learn the meanings of the words in context and apply them in follow-up activities. The target vocabulary is then reinforced and recycled throughout subsequent units. In addition, Vocabulary Expansion activities at the end of the Student Book expand on some of these target words by introducing useful collocations, word forms, and affixes.

#### 5. HOW IS CRITICAL THINKING PROMOTED?

Throughout the units, students analyze, apply, compare, evaluate, infer, interpret, personalize, rank, support, and synthesize, among other critical thinking tasks. In particular, the Reflect activities are specifically designed to be critical thinking opportunities. By actively participating in higher-order thinking tasks and deeply processing the rich content in *Reflect*, students engage in meaningful language acquisition.

While each unit contains multiple opportunities for critical thinking, there is also a Critical Thinking Skill in each unit followed by an application.

##### **CRITICAL THINKING** Support your opinion

When you give an opinion, support it with reasons. This will make your opinions more believable. For example, if you think a community should be walkable, give reasons for that opinion.

*I think it's important to have a lot of places you can walk to. This is good for your health because you get exercise. It also reduces pollution from cars and saves you money.*

**C** Read the responses in activity B again. Which features of a community do you think are most important? Tell a partner your ideas. Support your opinion.

#### 6. WHAT ARE REFLECT ACTIVITIES?

The four Reflect activities in each unit are transition points between one section and the next. They provide moments for students to pause, reflect on what they have learned so far, and anticipate what they will learn next. Additionally, they act as touchstones that build toward the final unit task and provide opportunities for formative assessment. This teacher's guide provides information on what to look for as students complete these tasks, as well as additional ideas to assess their learning.

#### 7. HOW ARE READING AND WRITING SKILLS DEVELOPED?

Each Read section centers on a leveled reading related to the unit theme. A Reading Skill box helps students develop key reading strategies. The activities incorporate the strategies students need to be successful readers, such as activating prior knowledge, annotating text, summarizing, questioning, inferring, and monitoring understanding of a text. The readings build students' knowledge of the unit theme and prepare them for the final writing task. They also expose students to various writing genres and to grammar and vocabulary in use.

The Write section gives students the tools they need to successfully complete the Unit Task, including Writing Skills and Grammar. The section begins with a Model response to the Unit Task, intended to serve as both an example for students to follow and an example of what they can achieve themselves. Students analyze the various parts of the Model to understand the structure and language required before applying the principles to their own writing.

A Plan & Write subsection steps out the writing process for students, giving them opportunities to brainstorm, outline, plan, draft, revise, and edit their writing. Unit-specific Revise and Edit checklists allow for independent and self-directed work.

# REFLECT

READING & WRITING

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## LEVEL 1

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