

SCOPE AND SEQUENCE

Unit/Chapter	Developing Reading Skills	Learning Target Vocabulary	Building on the Vocabulary	Using Critical Thinking	Practicing Writing
Unit 1 ARTISTIC INNOVATIONS					
Chapter 1: <i>What Is Anime?</i> page 2	<ul style="list-style-type: none"> Understanding topics and main ideas Understanding cause and effect <p>Tips</p> <ul style="list-style-type: none"> Finding the topic in the title Being an active reader 	<i>beauty, challenge, complex, evil, fascinated, get one's start, involved, moral, originality, popularity, provide, rapid, related, reportedly, talented</i> <p>Guessing Strategy: Using context to guess word meaning</p>	<ul style="list-style-type: none"> Using the target vocabulary in new contexts Word Families: Suffixes <i>-ity, -al, -ly</i> Word Grammar: Collocations – Adjectives + Prepositions <p>Tips</p> <ul style="list-style-type: none"> Using new words without worrying about making mistakes 	<ul style="list-style-type: none"> Determining figurative meaning Analyzing the writer's use of words Determining the author's point of view Citing evidence in the text to support opinions <p>Tips</p> <ul style="list-style-type: none"> Introducing critical thinking 	<ul style="list-style-type: none"> Writing a paragraph or short essay about a comic book or cartoon character Writing a paragraph or short essay about a film or television show <p>Tips</p> <ul style="list-style-type: none"> Using a dictionary to find word families
Chapter 2: <i>The Scientist and the Stradivarius</i> page 13	<ul style="list-style-type: none"> Understanding topics and main ideas Scanning for information Understanding inference <p>Tips</p> <ul style="list-style-type: none"> Finding the main idea Finding support for inferences 	<i>announcement, belief, brilliant, chemical, due to, heavenly, illiterate, knowledge, laboratory, mystery, proof, remarkable, stand by, theory, threatened</i> <p>Guessing Strategy: Using context to guess positive, negative, or neutral meaning of adjectives</p>	<ul style="list-style-type: none"> Using the target vocabulary in new contexts Word Families: Suffixes for parts of speech Word Grammar: Cause and Effect with <i>due to, because, so</i> <p>Tips</p> <ul style="list-style-type: none"> Using word cards to learn different forms of words 	<ul style="list-style-type: none"> Analyzing the structure of the text Analyzing the effect of the writer's choice of words on meaning and tone Citing evidence in the text to support opinions <p>Tips</p> <ul style="list-style-type: none"> Noticing unusual phrasing 	<ul style="list-style-type: none"> Writing a summary of Dr. Nagyvary's theory Writing a paragraph or short essay about using science to solve a mystery <p>Tips</p> <ul style="list-style-type: none"> Using adjectives to make writing clearer and more interesting
Chapter 3: <i>The History of Rap</i> page 25	<ul style="list-style-type: none"> Understanding topics and main ideas Scanning <p>Tips</p> <ul style="list-style-type: none"> Reading without a dictionary Identifying the topic of each paragraph 	<i>call for, characteristic, clever, compete, contribute, equipment, expression, grow out of, interact, live, performer, personality, rhyme, scratch, spinning, stand out, technique</i> <p>Guessing Strategy: Using the signal word or to guess word meaning</p>	<ul style="list-style-type: none"> Using the target vocabulary in new contexts Word Families: Suffixes <i>-ion, -tion, -ance</i> Word Grammar: Phrasal verbs <p>Tips</p> <ul style="list-style-type: none"> Recognizing when changes in word form change meaning 	<ul style="list-style-type: none"> Determining the author's point of view Summarizing and paraphrasing main ideas in the text Citing evidence in the text to support your opinions <p>Tips</p> <ul style="list-style-type: none"> Supporting your opinions with information from the text 	<ul style="list-style-type: none"> Writing an essay about a type of music that you like Writing a letter to a performer that you admire <p>Tips</p> <ul style="list-style-type: none"> Putting information into your own words Identifying sources
Unit 1 Checkpoint page 36	<ul style="list-style-type: none"> Look Back Extra Reading: <i>Pablo Picasso</i> Expanding Vocabulary: <i>Guessing Strategy: Phrasal Verbs</i> <i>Word Families: Suffixes</i> Playing with Words: <i>Crossword Puzzle</i> Building Dictionary Skills: <i>Finding Phrasal Verbs</i> 				

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Unit 2 THE CHALLENGES OF YOUTH					
Chapter 4: Sleepy Teens page 44	<ul style="list-style-type: none"> Distinguishing major points from supporting details Tips <ul style="list-style-type: none"> Annotating a text 	<i>absence, at least, complaint, concern, depressed, dropout, experiment, expert, in tears, lack, likely, official, pattern, reduce, stay up</i> Guessing Strategy: Identifying synonyms to guess meaning Tips <ul style="list-style-type: none"> Using a dictionary for meaning and usage 	<ul style="list-style-type: none"> Using the target vocabulary in new contexts Word Families: Recognizing the different forms of a word Word Grammar: Participial adjectives 	<ul style="list-style-type: none"> Analyzing the structure of the text Making inferences Applying concepts from the text Citing evidence in the text to support your ideas Tips <ul style="list-style-type: none"> Questioning a text 	<ul style="list-style-type: none"> Writing a letter to a school official Writing an essay about a problem that affects teenagers Tips <ul style="list-style-type: none"> Putting information into your own words Improving your writing by reading
Chapter 5: Growing Up Gifted? page 55	<ul style="list-style-type: none"> Understanding major points Understanding inference Tips <ul style="list-style-type: none"> Understanding text features: Bullet points 	<i>achieve, burn out, championship, concentrate on, critical, despite, gifted, injustice, literature, peers, perfectionist, pressure, publish, sensitive, survive, tend to</i> Guessing Strategy: Using context to guess positive or negative meaning of words Tips <ul style="list-style-type: none"> Learning frequently used words 	<ul style="list-style-type: none"> Using the target vocabulary in new contexts Word Families: Related Words Word Grammar: Gerunds after prepositions 	<ul style="list-style-type: none"> Analyzing the author's point of view Making inferences Applying the information from the text Citing evidence in the text to support your opinion Tips <ul style="list-style-type: none"> Reconsidering an opinion based on new information 	<ul style="list-style-type: none"> Writing an opinion essay based on the chapter reading passage Writing an essay about a child prodigy Tips <ul style="list-style-type: none"> Supporting an opinion essay with factual information
Chapter 6: School Bullies page 67	<ul style="list-style-type: none"> Understanding main ideas and major points Understanding relationships between ideas: Semicolons 	<i>aggression, anxiety, attitude, background, based on, bully, conduct, data, economic, examine, harmful, humiliation, insult, intentional, physical, pick on, self-esteem, survey, victim, violent</i> Guessing Strategy: Understanding semicolons 	<ul style="list-style-type: none"> Using the target vocabulary in new contexts Word Families: Using a dictionary to find related words Word Grammar: Collocations with verb + noun Tips <ul style="list-style-type: none"> Recognizing words inside of words 	<ul style="list-style-type: none"> Considering an issue from various perspectives before forming an opinion Analyzing the writer's use of words Applying information from the text Citing evidence in the text to support your opinion Tips <ul style="list-style-type: none"> Highlighting new information Learning about a topic from multiple sources 	<ul style="list-style-type: none"> Writing a report based on a survey about teenagers Writing a story about a school bully Tips <ul style="list-style-type: none"> Considering point of view when writing a story
Unit 2 Checkpoint page 78	<ul style="list-style-type: none"> Look Back Extra Reading: <i>The Teenage Brain</i> Expanding Vocabulary: <i>Word Grammar: Compound Words</i> <i>Word Grammar: Phrasal Verbs</i> <i>Word Families: The Suffix -ize</i> Playing with Words: <i>Word Search Puzzle</i> Building Dictionary Skills: <i>Finding the Correct Meaning</i> 				

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Unit 3 THE SCIENCE OF WHO WE ARE					
Chapter 7: The Science of Genetics page 86	<ul style="list-style-type: none"> Scanning Summarizing <p>Tips</p> <ul style="list-style-type: none"> Highlighting information in a text 	<i>cell, come out, cure, desirable, determine, disease, gender, gene, generation, get rid of, illness, individual, inherit, instruction, prevent, realize, replace, trait</i> <p>Guessing Strategy: Recognizing in-text definitions to understand meaning of unfamiliar words</p>	<ul style="list-style-type: none"> Using the target vocabulary in new contexts Word Families: Adjectives ending in -able Word Grammar: Collocations with verb + direct object + preposition <p>Tips</p> <ul style="list-style-type: none"> Recognizing suffixes that change word meaning 	<ul style="list-style-type: none"> Applying information from the text to new situations Explaining your opinion Citing evidence in the text to support your opinion <p>Tips</p> <ul style="list-style-type: none"> Expressing your opinions 	<ul style="list-style-type: none"> Writing an essay about the advantages and disadvantages of genetic testing Writing a letter to the editor about one of the issues raised in the chapter reading passage <p>Tips</p> <ul style="list-style-type: none"> Understanding a topic by writing about it
Chapter 8: Designing the Future page 98	<ul style="list-style-type: none"> Making inferences Summarizing <p>Tips</p> <ul style="list-style-type: none"> Making reasonable inferences 	<i>acceptable, actually, advantage, appearance, approaching, athletic, biologist, bring up, convince, feature, historically, humanity, identify, in short, lead to, restrict, risk, shortage</i> <p>Guessing Strategy: Understanding dashes</p>	<ul style="list-style-type: none"> Using the target vocabulary in new contexts Word Families: Adjectives ending in -ous Word Grammar: Adverbs <p>Tips</p> <ul style="list-style-type: none"> Using an English-English Dictionary 	<ul style="list-style-type: none"> Analyzing the writer's use of language Recognizing the purpose of a paragraph Summarizing and analyzing the writer's point of view Citing evidence in the text to support your opinion <p>Tips</p> <ul style="list-style-type: none"> Answering questions raised in the text 	<ul style="list-style-type: none"> Writing a letter to your future child Writing an essay supporting your point of view on genetic engineering <p>Tips</p> <ul style="list-style-type: none"> Writing a summary from memory
Chapter 9: A Terrible Inheritance, a Difficult Decision page 110	<ul style="list-style-type: none"> Interpreting a diagram <p>Tips</p> <ul style="list-style-type: none"> Annotating a text that compares and contrasts people or things 	<i>benefit, complication, diet, effective, factor, fortunate, in charge of, intend, operation, poison, prescribe, progress, recover, severe, suffer</i> <p>Guessing Strategy: Using antonyms to guess meaning</p> <p>Tips</p> <ul style="list-style-type: none"> Learning a word and its antonym 	<ul style="list-style-type: none"> Using the target vocabulary in new contexts Word Families: Target words Word Grammar: Collocations–Specialized vocabulary 	<ul style="list-style-type: none"> Making inferences Summarizing key points in the text Identifying problems Citing evidence in the text to support your opinion <p>Tips</p> <ul style="list-style-type: none"> Imagining yourself in the same situation described in the text 	<ul style="list-style-type: none"> Writing an essay based on issues raised in the chapter reading passage Writing about an imaginary future <p>Tips</p> <ul style="list-style-type: none"> Using collocations when you write
Unit 3 Checkpoint page 120	<ul style="list-style-type: none"> Look Back Extra Reading: <i>GM Food</i> Expanding Vocabulary: <i>Word Grammar: Transitive and Intransitive Verbs</i> <i>Word Families: Prefixes</i> Playing with Words: <i>The Game of Concentration</i> Building Dictionary Skills: <i>Finding Collocations</i> 				

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Unit 4 GETTING EMOTIONAL					
Chapter 10: <i>Can You Translate an Emotion?</i> page 130	<ul style="list-style-type: none"> Paraphrasing Applying information <p>Tips</p> <ul style="list-style-type: none"> Answering a question posed in the title 	<i>associate, cheerfulness, disgust, honor, in contrast, indeed, grief, guilt, observe, particularly, recognize, reveal, shame, translate, universal</i> <p>Guessing Strategy: Recognizing words with similar meanings</p>	<ul style="list-style-type: none"> Using the target vocabulary in new contexts Word Families: Emotions Word Grammar: Verb patterns <p>Tips</p> <ul style="list-style-type: none"> Paying attention to verb patterns 	<ul style="list-style-type: none"> Explaining the writer's use of language Making comparisons Inferring meaning Applying information from the text to other situations Citing evidence in the text to support your opinion <p>Tips</p> <ul style="list-style-type: none"> Answering questions posed in the text 	<ul style="list-style-type: none"> Writing an essay about emotion <p>Tips</p> <ul style="list-style-type: none"> Deciding when to paraphrase specific words
Chapter 11: <i>Catching an Emotion</i> page 142	<ul style="list-style-type: none"> Understanding figurative language Understanding reference words <p>Tips</p> <ul style="list-style-type: none"> Recognizing when quotation marks are used to indicate figurative language Finding the referent for the pronoun <i>it</i> 	<i>artificial, choosy, conscious, facial expression, frown upon, greet, humorous, imitate, make up, mood, muscle, out loud, proper, virtue</i> <p>Guessing Strategy: Recognizing word families to guess meaning</p>	<ul style="list-style-type: none"> Using the target vocabulary in new contexts Word Families: Adjectives ending in -y Word Grammar: Phrasal verbs — <i>Make Up</i> <p>Tips</p> <ul style="list-style-type: none"> Using word cards for different meanings of the same word 	<ul style="list-style-type: none"> Interpreting words and phrases in the text Applying information in the text to other situations Making inferences and drawing logical conclusions Citing evidence in the text to support your opinion <p>Tips</p> <ul style="list-style-type: none"> Recognizing a writer's suggestions Checking comprehension by applying an idea to a new situation 	<ul style="list-style-type: none"> Writing an essay about expressing emotions Writing an essay about reading emotions in a professional setting <p>Tips</p> <ul style="list-style-type: none"> Paraphrasing figurative language Using figurative language to make your writing more interesting
Chapter 12: <i>Reading Faces</i> page 153	<ul style="list-style-type: none"> Understanding figurative language Paraphrasing complex ideas <p>Tips</p> <ul style="list-style-type: none"> Testing your comprehension by paraphrasing Understanding the writer's attitude 	<i>accuse, attempt, calculate, detect, flash, gesture, incident, injury, interpret, legal, motivation, rage, range, security, tool, tragedy, vehicle</i> <p>Guessing Strategy: Asking questions to guess meaning</p>	<ul style="list-style-type: none"> Using the target vocabulary in new contexts Word Families: The prefix <i>micro-</i> Word Grammar: Collocations-Compound nouns <p>Tips</p> <ul style="list-style-type: none"> Using prefixes to guess the meaning of unfamiliar words 	<ul style="list-style-type: none"> Analyzing key structural features used in the text Drawing logical conclusions Expressing and supporting opinions Citing evidence in the text to support your opinion <p>Tips</p> <ul style="list-style-type: none"> Creating personal examples to deepen understanding of an idea 	<ul style="list-style-type: none"> Writing an opinion essay about ideas raised in the chapter reading passage <p>Tips</p> <ul style="list-style-type: none"> Changing both words and sentence structure when paraphrasing
Unit 4 Checkpoint page 166	<ul style="list-style-type: none"> Look Back Extra Reading: <i>Chronic Blushing</i> Expanding Vocabulary: <i>Word Grammar: Collocations</i> <i>Word Families: Spelling</i> Playing with Words: <i>Word Categories Game</i> Building Dictionary Skills: <i>Finding words in the same word family</i> 				

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Unit 5 MAN AND BEAST					
Chapter 13: Is Music Universal? page 174	<ul style="list-style-type: none"> Using an outline <p>Tips</p> <ul style="list-style-type: none"> Identifying what a descriptive phrase modifies 	<i>ancient, appreciation, auditory, bond, damage, drum, endless, evidence, hollow, journal, key, make sense of, precise, scale, species, structure, system, the deaf theme, visual</i> <p>Guessing Strategy: Using descriptive phrases to guess meaning</p>	<ul style="list-style-type: none"> Using the target vocabulary in new contexts Word Families: Word roots Word Grammar: Collocations with system <p>Tips</p> <ul style="list-style-type: none"> Learning the meaning of word roots 	<ul style="list-style-type: none"> Analyzing text development Examining the writer's opinion Comparing findings in two texts Citing evidence in the text to support your opinion <p>Tips</p> <ul style="list-style-type: none"> Quoting rather than paraphrasing 	<ul style="list-style-type: none"> Writing a short research report on animal songs Writing a letter about life without music <p>Tips</p> <ul style="list-style-type: none"> Writing a summary from an outline Researching topics
Chapter 14: Man's Best Friend page 185	<ul style="list-style-type: none"> Understanding the main idea Using an outline Summarizing <p>Tips</p> <ul style="list-style-type: none"> Finding the main idea 	<i>companion, distinguish, establishment, evolve, frequency, gaze, measure, mutual, pleasurable, raise, regardless of, release, resemble, striking, sustained, task</i> <p>Guessing Strategy: Finding words with similar meanings</p>	<ul style="list-style-type: none"> Using the target vocabulary in new contexts Word Families: The prefix co- 	<ul style="list-style-type: none"> Inferring meaning from the text Interpreting words and phrases in the text Summarizing key details Evaluating the conclusions in the text Citing evidence in the text to support your opinion <p>Tips</p> <ul style="list-style-type: none"> Making good inferences 	<ul style="list-style-type: none"> Writing a report based on interviews about pet ownership Writing an opinion essay about the value of the research in the reading passage <p>Tips</p> <ul style="list-style-type: none"> Using words with similar meanings but different forms when paraphrasing
Chapter 15: The Mind of the Chimpanzee page 196	<ul style="list-style-type: none"> Understanding major points, supporting details, and the main idea Summarizing <p>Tips</p> <ul style="list-style-type: none"> Understanding negative statements 	<i>analyze, bitterly, combine, controversy, eventually, imply, infant, intellectual, meaningful, out of sight, pile, possess, protest, puzzled, stretch, the wild</i> <p>Guessing Strategy: Using sentence structure to guess meaning</p>	<ul style="list-style-type: none"> Using the target vocabulary in new contexts Word Families: Adding variety to your writing Word Grammar: The + adjective <p>Tips</p> <ul style="list-style-type: none"> Becoming more flexible in your use of vocabulary 	<ul style="list-style-type: none"> Applying ideas from the text Summarizing key details Citing evidence in the text to support your opinion <p>Tips</p> <ul style="list-style-type: none"> Applying what you have learned 	<ul style="list-style-type: none"> Writing a report on Jane Goodall's life and work Writing an essay on what distinguishes humans from other animals <p>Tips</p> <ul style="list-style-type: none"> Using quotations
Unit 5 Checkpoint page 208	<ul style="list-style-type: none"> Look Back Extra Reading: <i>Little Joe</i> Expanding Vocabulary: <i>Guessing Strategy: Collocations with bitter</i> <i>Word Families: Suffixes and Word Meaning</i> Playing with Words: <i>A Crossword Puzzle</i> Building Dictionary Skills: <i>Finding the Correct Meaning</i> 				

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Unit 6 THE PEOPLE BEHIND THE SCIENCE					
Chapter 16: A Woman's Fate page 218	<ul style="list-style-type: none"> Understanding text organization Making inferences Summarizing <p>Tips</p> <ul style="list-style-type: none"> Paying attention to time words to determine chronological order 	<p><i>agricultural, come up with, confirm, determined, fate, former, function, glove, interfere, prestigious, resist, see the big picture, slip, stain, suitable, sweat, unique, well-being</i></p> <p>Guessing Strategy: Using the signal word or to guess meaning</p>	<ul style="list-style-type: none"> Using the target vocabulary in new contexts Word Families: The prefix <i>inter-</i> Word Grammar: Phrasal verbs with <i>come</i> <p>Tips</p> <ul style="list-style-type: none"> Using both prefixes and context to guess word meaning 	<ul style="list-style-type: none"> Analyzing the writer's choice of words Explaining the author's development of ideas Applying information from the text Citing evidence in the text to support your opinion <p>Tips</p> <ul style="list-style-type: none"> Understanding euphemisms 	<ul style="list-style-type: none"> Writing a persuasive letter to a potential investor Writing an essay about an important invention <p>Tips</p> <ul style="list-style-type: none"> Including all major points when summarizing
Chapter 17: The Father of Vaccination page 230	<ul style="list-style-type: none"> Understanding reference Understanding major points and important details Summarizing <p>Tips</p> <ul style="list-style-type: none"> Recognizing references to previously introduced information Using the reporting questions (<i>who, what, when, where, why, and how</i>) to check your understanding of a text 	<p><i>abuse, contagious, deliberately, free of, ignore, infect, means, mild, permission, physician, practice, procedure, request, review, surgery, turn down, vaccination</i></p> <p>Guessing Strategy: Recognizing signal words for contrast</p> <p>Tips</p> <ul style="list-style-type: none"> Learning the most common signal words 	<ul style="list-style-type: none"> Using the target vocabulary in new contexts Word Families: Words with a root and a prefix Word Grammar: Collocations with <i>mild</i> and <i>severe</i> 	<ul style="list-style-type: none"> Summarizing key details Applying information from the text Examining your response to the text Citing evidence in the text to support your opinion <p>Tips</p> <ul style="list-style-type: none"> Looking for evidence for a writer's claims 	<ul style="list-style-type: none"> Writing a report about current research on vaccines Writing an opinion essay about using human subjects in medical research <p>Tips</p> <ul style="list-style-type: none"> Preparing to write a summary by answering reporting questions
Chapter 18: A Nose for Science page 242	<ul style="list-style-type: none"> Understanding purpose Summarizing <p>Tips</p> <ul style="list-style-type: none"> Inferring the writer's purpose 	<p><i>access, discount, entertain, focus, fragrance, fraud, investment, legend, obsessed, path, perfume, physics, poetic, royalty, scent, secretive, standard, tale</i></p> <p>Guessing Strategy: Using signal words for cause and effect to guess word meaning</p>	<ul style="list-style-type: none"> Using the target vocabulary in new contexts Word Families: Adjective suffixes Word Grammar: Reflexive pronouns <p>Tips</p> <ul style="list-style-type: none"> Recognizing common suffixes for different parts of speech 	<ul style="list-style-type: none"> Determining the writer's point of view Exploring the writer's use of figurative language Synthesizing information Citing evidence in the text to support your opinion <p>Tips</p> <ul style="list-style-type: none"> Identifying a writer's attitude toward her subject 	<ul style="list-style-type: none"> Writing a report on a well-known scientist Writing a description of a memory associated with a particular smell <p>Tips</p> <ul style="list-style-type: none"> Deciding which information to include in a summary
Unit 6 Checkpoint page 255	<ul style="list-style-type: none"> Look Back Extra Reading: <i>A New Way of Teaching Science?</i> Expanding Vocabulary: <i>Guessing Strategy: Phrasal Verbs with turn</i> <i>Word Families: Prefixes, Suffixes, and Roots</i> Playing with Words: <i>Word Categories Game</i> Building Dictionary Skills: <i>Idioms</i> 				