# SCOPE AND SEQUENCE

| Unit/Chapter | Developing Reading Skills | Learning Target Vocabulary | Understanding Word Grammar | Using Critical Thinking | Practicing Writing |
|---|---|---|---|---|---|
| **Unit 1 FREE TIME** | | | | | |
| **Chapter 1:** ***Daring to Breakdance*** **page 2** | • Guessing word meaning from context<br>• Identifying the topic and main idea of a reading<br>• Identifying topics of paragraphs<br>• Summarizing a reading<br>**Tips**<br>• Not stopping for new words<br>• The value of re-reading | *add, alone, basic, describe, each other, get interested in, myself, own, practice, reason, respect, shy, style*<br>**Tips**<br>• The meaning of *phrase*<br>• The meaning of *definition* | • *Myself* and other Reflexive Pronouns | • **Discussing** information<br>• **Supporting** your opinion<br>• **Explaining** the text<br>• **Analyzing** ideas<br>**Tips**<br>• Introducing critical thinking | • Writing a paragraph about your free time<br>**Tips**<br>• Reading your work aloud |
| **Chapter 2:** ***Helping Each Other*** **page 11** | • Identifying the topic and main idea of a reading<br>• Identifying topics of paragraphs<br>• Summarizing a reading<br>**Tips**<br>• Dealing with words you don't understand<br>• Noticing definitions in a text | *age, become, better, even, look forward to, program, public, relationship, result, several, still, surprise, too, unusual*<br>**Tips**<br>• Knowing alphabetical order<br>• The context of a word | • Nouns | • **Identifying** key supporting details<br>• **Analyzing** language in a text<br>• **Drawing** conclusions<br>• **Brainstorming** in a group<br>**Tips**<br>• The writer's opinion and yours | • Writing a paragraph about something you are looking forward to<br>**Tips**<br>• Using *look forward to* |
| **Chapter 3:** ***A Long-Distance Runner*** **page 18** | • Scanning<br>• Sentences with *Because*<br>• Summarizing<br>**Tips**<br>• Reading for main ideas | *about, crazy, distance, enough, exercise, give up, go on, health, mind, mountain, nervous, race, soft, take*<br>**Tips**<br>• Turning to a dictionary<br>• The parts of speech | • Verbs | • **Identifying** the writer's point of view<br>• **Inferring** meaning from a quotation<br>• **Comparing** experiences<br>• **Explaining** your opinion<br>**Tips**<br>• The writer's point of view | • Writing a paragraph about feeling nervous<br>**Tips**<br>• Talking with someone before writing |
| **Chapter 4:** ***Playing with Words*** **page 26** | • Identifying topics of paragraphs<br>• Scanning<br>• Identifying the main idea<br>**Tips**<br>• Re-reading to understand more<br>• Scanning for details | *another, education, especially, fact, favorite, look up, luck, simple, skill, spell, tiny, travel, well, worth*<br>**Tips**<br>• Examples of phrasal verbs | • *Another* and *The Other* | • **Synthesizing** information<br>• **Inferring** meaning from a quotation<br>• **Using** your imagination<br>• **Identifying** the writer's point of view<br>**Tips**<br>• Understanding the main idea | • Choosing a topic and writing a paragraph |
| **Unit 1** ***Checkpoint*** **page 34** | • Look Back<br>• Reviewing Vocabulary<br>• Expanding Vocabulary: *Words as Nouns or Verbs*<br>• A Puzzle: *Crossword*<br>• Building Dictionary Skills: *Using Guidewords* | | | | |
| **Unit 2 PLACES AROUND THE WORLD** | | | | | |
| **Chapter 5:** ***Antarctica*** **page 40** | • Scanning<br>• Identifying topics of paragraphs<br>• Identifying the main idea<br>**Tips**<br>• Scanning for numbers or proper nouns | *above, below, continent, empty, however, land, of course, opinion, percent, scientist, shine, size, temperature, what about, would like*<br>**Tips**<br>• Words in a list<br>• Practice the challenging words | • Adjectives | • **Summarizing** key details<br>• **Identifying** the writer's point of view<br>• **Differentiating** between fact and opinion in a text<br>• **Evaluating** choices<br>**Tips**<br>• Fact vs. opinion in a text | • Writing a paragraph about a place you'd like to visit<br>**Tips**<br>• Understanding how to use a word |

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| **Chapter 6:** ***The Galápagos*** **page 48** | • Understanding pronoun reference<br>• Scanning<br>• Summarizing<br><br>**Tips**<br>• Definitions given inside parentheses | *beach, belong to, cool, else, government, island, mind, north, probably, result, protect, rock, strange, such as, west* | • *Else* | • **Categorizing** information<br>• **Differentiating** between fact and opinion in a text<br>• **Identifying** the writer's point of view<br>• **Supporting** your opinion<br><br>**Tips**<br>• Understanding categories | • Writing an opinion paragraph<br><br>**Tips**<br>• Giving reasons for your opinion |
| **Chapter 7:** ***San Marino*** **page 57** | • Scanning<br>• Understanding pronoun reference<br>• Identifying the main idea<br><br>**Tips**<br>• A definition following a comma | *ahead, capital, collect, completely, count, farm, find out, get, history, imagine, only, product, roof, stone, whole*<br><br>**Tips**<br>• Learning members of word families | • *Get* + Noun or Adjective | • **Categorizing** information from a text<br>• **Drawing** logical conclusions<br>• **Using** your imagination<br>• **Assessing** a text for missing information<br><br>**Tips**<br>• Considering what information is not given | • Writing a paragraph about your hometown |
| **Chapter 8:** ***Mount Fuji*** **page 66** | • Scanning<br>• Understanding sentences with *because*<br>• Recognizing facts vs. opinions<br><br>**Tips**<br>• The meaning of a reading as a whole | *actually, ago, artist, best, breathe, climb, dangerous, draw, foreign, once, paint, shape, too much, tradition, twice*<br><br>**Tips**<br>• The word family of *dangerous*<br>• The meaning of *actually* | • *Good, Better,* and *Best* | • **Understanding** the writer's purpose<br>• **Identifying** key supporting details<br>• **Making** hypotheses<br>• **Evaluating** opinions<br><br>**Tips**<br>• Definitions of *fact* and *opinion* | • Writing advice for a visitor to your country |
| **Unit 2** ***Checkpoint*** **page 74** | • Look Back<br>• Reviewing Vocabulary<br>• Expanding Vocabulary: *Word Families*<br>• A Puzzle: *Word Search*<br>• Building Dictionary Skills: *Abbreviations* | | | | |
| **Unit 3 OUR BODIES** | | | | | |
| **Chapter 9:** ***Your Sense of Taste*** **page 82** | • Identifying the topic and the main idea of a reading<br>• Identifying topics of paragraphs<br>• Summarizing<br><br>**Tips**<br>• The phrase *that is*<br>• A definition inside dashes | *affect, brain, cannot stand, consider, decision, depend, matter, salty, sense, sight, sweet, taste, that is, through, touch*<br><br>**Tips**<br>• Verb + preposition | • *Taste* | • **Identifying** key supporting details<br>• **Differentiating** between fact and opinion in a text<br>• **Supporting** your opinion<br>• **Recognizing** priorities<br><br>**Tips**<br>• The topic vs. the main idea of a reading<br>• The value of summarizing | • Writing a paragraph about a taste or smell |
| **Chapter 10:** ***Our Bones*** **page 90** | • Scanning<br>• Identifying topics of paragraphs<br>• Differentiating between fact and opinion<br><br>**Tips**<br>• Keeping your head still as you read | *adult, bend, blood, bone, elbow, fix, heart, human, in the middle of, knee, make up, shoulder, support, take care of, type*<br><br>**Tips**<br>• Alphabetizing phrases<br>• Verbs with and without objects | • Nouns, Verbs, and Adjectives | • **Drawing** conclusions about key details<br>• **Recognizing** the function of a sentence<br>• **Expressing** the central idea of a text<br>• **Responding** to a question raised in a text<br><br>**Tips**<br>• The purpose of a sentence or paragraph | • Writing a paragraph about eating well<br><br>**Tips**<br>• Taking a break and then re-reading your work |

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| **Chapter 11:** ***The Oil in Our Engines*** **page 99** | • Understanding sentences with *because*<br>• Summarizing<br>• Reading a diagram<br><br>**Tips**<br>• The use of italics for emphasis | *accept, accident, amazing, either, emergency, energy, healthy, lucky, match, nurse, patient, receive, secret, special, used to*<br><br>**Tips**<br>• *Get/Be + used to* | • *Too* vs. *Either* | • **Differentiating** between fact and opinion in a text<br>• **Recognizing** comparisons<br>• **Understanding** the purpose of quotations<br>• **Citing** support for an opinion<br><br>**Tips**<br>• Diagrams<br>• Understanding comparisons<br>• Quotations in a text | • Writing a paragraph about the job of a nurse<br><br>**Tips**<br>• Using transition signals |
| **Chapter 12:** ***Can You Give Me a Hand?*** **page 109** | • Scanning<br>• Identifying cause-effect relationships<br>• Identifying the main idea<br><br>**Tips**<br>• Avoiding vocalizing when you read | *advice, already, and so on, be able to, figure out, gold, idiom, instead, kind, mention, perhaps, private, promise, trust, usual*<br><br>**Tips**<br>• The need for multiple exposures to new words<br>• The definition of *synonym*<br>• Finding phrasal verbs in your dictionary | • Phrasal Verbs | • **Citing** evidence from a text<br>• **Interpreting** figurative language<br>• **Recognizing** tone<br>• **Making** connections between languages | • Writing a paragraph describing a person's character |
| **Unit 3** ***Checkpoint*** **page 117** | • Look Back<br>• Reviewing Vocabulary<br>• Expanding Vocabulary: *Prefixes*<br>• A Puzzle: *Crossword*<br>• Building Dictionary Skills: *Noticing and Understanding Superscripts* | | | | |
| **Unit 4 CHOOSING A CAREER** | | | | | |
| **Chapter 13:** ***Singing for Iraq*** **page 124** | • Scanning<br>• Identifying cause-effect relationships<br>• Summarizing | *be born, career, celebration, dream, electricity, finally, grow up, mark, midnight, news, pretty, situation, sound, throughout, trouble*<br><br>**Tips**<br>• Meanings of *dream* | • Irregular Verbs | • **Identifying** key supporting details<br>• **Interpreting** figurative language<br>• **Citing** evidence from a text<br>• **Evaluating** contributing factors<br><br>**Tips**<br>• Citing support for an opinion | • Writing a paragraph about your life<br><br>**Tips**<br>• Using chronological order in a summary<br>• Pre-writing: Listing events |
| **Chapter 14:** ***From Play to Work*** **page 132** | • Understanding pronoun reference<br>• Identifying cause-effect relationships<br>• Summarizing | *along, at first, away, ever, get to, graduation, plastic, profession, project, proud, regular, relax, schedule, serious, variety*<br><br>**Tips**<br>• Adjectives + prepositions<br>• *Proud + of* | • *Graduation* and Its Word Family | • **Identifying** central ideas<br>• **Interpreting** the words of a speaker<br>• **Citing** support for a hypothesis<br>• **Assessing** a text for missing information<br><br>**Tips**<br>• Interpreting a title | • Writing a paragraph about what matters in a job |
| **Chapter 15:** ***A Lot of Responsibility*** **page 141** | • Understanding pronoun reference<br>• Identifying cause-effect relationships<br>• Recognizing support for main ideas<br><br>**Tips**<br>• Reading a passage several times<br>• Reading for details | *ability, act, admire, confident, deal with, experience, in charge, include, medical, medicine, order, pain, perfect, responsibility, treat*<br><br>**Tips**<br>• Meanings of *experience* | • The Meanings of *Medicine* | • **Interpreting** the words of a speaker<br>• **Recognizing** an implied comparison<br>• **Drawing** comparisons<br>• **Supporting** your opinion<br><br>**Tips**<br>• Comparing for similarities or differences | • Writing a paragraph about someone you admire |

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| **Chapter 16: *Trying to Understand*** **page 150** | • Understanding pronoun reference<br>• Identifying cause-effect relationships<br>• Summarizing | *chance, court, crowd, explain, factory, fail, grade, one, prison, relative, research, smart, succeed, success, wonder*<br><br>**Tips**<br>• *Succeed* + *in* + *-ing* verb | • *One* and *Ones* | • **Identifying** support for a claim<br>• **Making** inferences<br>• **Interpreting** key words<br>• **Citing** evidence from a text<br><br>**Tips**<br>• Making inferences | • Writing a paragraph comparing yourself and a relative<br><br>**Tips**<br>• Paragraph unity |
| **Unit 4 *Checkpoint*** **page 159** | • Look Back<br>• Reviewing Vocabulary<br>• Expanding Vocabulary: *Suffixes*<br>• A Puzzle: *Word Search*<br>• Building Dictionary Skills: *Words with Multiple Meanings and Uses* | | | | |
| **Unit 5 CELEBRATIONS** | | | | | |
| **Chapter 17: *Songkran*** **page 170** | • Reading for details<br>• Understanding reasons and results<br>• Summarizing<br><br>**Tips**<br>• Reading slowly to understand a text in detail<br>• The significance of writer's concluding words | *afterward, culture, expect, extremely, fresh, had better, last, pour, put on, religion, take place, throw, traditional, used to, wish*<br><br>**Tips**<br>• Using *had better*<br>• Meanings of *fresh*<br>• Using *afterward(s)* | • *Used To* | • **Drawing** comparisons<br>• **Interpreting** a speaker's words<br>• **Making** inferences based on word choice<br>• **Understanding** author's purpose<br><br>**Tips**<br>• Reading between the lines | • Writing a paragraph about a holiday that you enjoyed as a child<br><br>**Tips**<br>• Beginning and ending your paragraph |
| **Chapter 18: *Lighting up the Night Sky*** **page 179** | • Understanding pronoun reference<br>• Identifying the topics of paragraphs<br>• Reading for details | *by hand, excited, exciting, go out, introduce, light up, metal, noise, over time, scared, scary, set up, sound, specialize in, sound*<br><br>**Tips**<br>• *Scare, scary,* and *scared*<br>• Using *light up* | • Using *-ed* and *-ing* Adjectives | • **Identifying** a central theme<br>• **Recognizing** author 's point of view<br>• **Citing** evidence in support of a claim<br>• **Inferring** the purpose of a comparison<br><br>**Tips**<br>• Interpreting a writer's choice of words<br>• The value of asking questions about the topic | • Writing a paragraph about fireworks |
| **Chapter 19: *Celebrating a New Baby*** **page 188** | • Identifying topics of paragraphs<br>• Reading for details<br>• Summarizing<br><br>**Tips**<br>• Scanning | *birth, common, cultural, dress up, event, gift, have (something) in common, plant, protection, religious, rule, so, until, wedding, wonderful*<br><br>**Tips**<br>• Using *and so* + verb + subject | • Count and Noncount Nouns | • **Summarizing** key supporting details<br>• **Making** comparisons<br>• **Drawing** conclusions<br>• **Explaining** your opinion | • Writing a paragraph based on a timeline of your life |
| **Chapter 20: *Some Unusual Celebrations*** **page 197** | • Reading for details<br>• Understanding reasons and results<br>• Summarizing<br><br>**Tips**<br>• Reading more | *among, be supposed to, calendar, end up, friendship, funny, invent, less, make sense, make up, pound, single, toe, weird, wild*<br><br>**Tips**<br>• The meanings of *unusual, strange, crazy,* and *weird*<br>• Using *invent* and *make up*<br>• Meanings of *single*<br>• Meanings of *make up* | • Quantifiers with Noncount Nouns | • **Categorizing** information<br>• **Inferring** the writer's opinion<br>• **Making** comparisons.<br>• **Using** your imagination<br><br>**Tips**<br>• Looking for contrasts | • Choosing a topic and writing a paragraph |
| **Unit 5 *Checkpoint*** **page 206** | • Look Back<br>• Reviewing Vocabulary<br>• Expanding Vocabulary: *Synonyms and Antonyms*<br>• A Puzzle: *Crossword*<br>• Building Dictionary Skills: *Finding Phrases in the Dictionary* | | | | |