SCOPE AND SEQUENCE

Unit/Chapter	Developing Reading Skills	Learning Target Vocabulary	Using Critical Thinking	Practicing Writing
UNIT 1 LEARNING SOMETHING NEW				
Chapter 1: ***Mayda Learns to Swim*** **page 2**	• Identifying the topic of a reading • Recognizing the main idea • Remembering details • Completing a summary **Tips** • Reading a passage several times • Reading for main idea and details	*afraid, because, beginner, every, extra, feeling, practice, ready* **Tips** • Knowing alphabetical order	• **Identifying** reasons • **Making inferences** • **Citing evidence** from the text • **Supporting** your opinion **Tips** • Using critical thinking skills	• Using target vocabulary in sentences • Doing a dictation • Writing sentences about yourself **Tips** • Using *afraid* in sentences
Chapter 2: ***Learning to Make Movies*** **page 9**	• Identifying the topic of a reading • Recognizing the main idea • Remembering details • Completing a summary **Tips** • What a title can tell you	*busy, everything, favorite, just, more , other, too , use* **Tips** • Definition of *phrase*	• **Citing evidence** from the text • **Analyzing** a text • **Making inferences** • **Drawing parallels** **Tips** • Making guesses to infer meaning	• Using target vocabulary in sentences • Doing a dictation • Writing sentences about favorite people and things **Tips** • Reading aloud to check your writing
Chapter 3: ***Finding Time for Everything*** **page 17**	• Identifying the topic of a reading • Recognizing the main idea • Scanning • Building a summary **Tips** • Keeping your head still when you read	*a few, early, enough, for example, have to, spend, tired, well* **Tips** • Finding words in the dictionary • Using *spend*	• **Drawing examples** from the text • **Evaluating** the writer's opinion • Understanding **text features** • **Interpreting** words based on the context **Tips** • Reacting to the writer's opinion	• Using target vocabulary in sentences • Doing a dictation • Writing sentences about your weekends **Tips** • Writing extra sentences for practice
Unit 1 ***Checkpoint*** **Page 24**	• Look Back • Reviewing Vocabulary • Expanding Vocabulary: Words with *every-* • A Puzzle • Extra Reading: *Learning to Drive* Comprehension Check, Scanning, The Topic and the Main Idea, Critical Thinking			
UNIT 2 I'M HUNGRY! ARE YOU?				
Chapter 4: ***The Job of a Food Critic*** **page 30**	• Identifying the topic of a reading • Recognizing the main idea • Remembering details • Completing a summary **Tips** • Reading for the main idea and details	*also, detail, kind, maybe, most, smell, the same, would like* **Tips** • Using *would like*	• **Evaluating** information in a text • **Citing evidence** from a text • **Expanding on information** in a text • **Making inferences** **Tips** • Identifying the writer's reasons for an opinion	• Using target vocabulary in sentences • Doing a dictation • Writing sentences about a restaurant **Tips** • Using *also* and *too*
Chapter 5: ***Who Likes Cereal?*** **page 37**	• Identifying the topic of a reading • Recognizing the main idea • Remembering details • Building a summary	*bowl, box, breakfast, lunch, may, meal, quick, snack* **Tips** • The meaning of *definition* • The meaning of *may* and *might*	• **Applying information** from a text • **Interpreting a circle graph** • **Synthesizing** information from a text • **Making inferences** **Tips** • Answering questions by considering the options • The meaning of circle graphs (pie charts)	• Using target vocabulary in sentences • Doing a dictation • Writing sentences about your favorite meal **Tips** • Using *may* and *maybe*

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Chapter 6: *Healthy Eating* **page 44**	• Scanning • Understanding pronoun reference • Building a summary **Tips** • Avoiding vocalizing when you read	*different, group, grow, information, plan, really, show, size* **Tips** • Using *group*	• **Noticing** the language used in a text • **Categorizing information** from a text • **Applying information** from a text • **Analyzing** the text **Tips** • Supporting your opinion with reasons	• Using target vocabulary in sentences • Doing a dictation • Writing sentences about foods you do and don't like **Tips** • Using *or* and *and*
Unit 2 *Checkpoint* **page 52**	• Look Back • Reviewing Vocabulary • Expanding Vocabulary: The suffix *-er* • A Puzzle • Extra Reading: *Popcorn* Comprehension Check, Scanning, The Main Idea, Critical Thinking			
UNIT 3 HAVING FUN				
Chapter 7: *An Easy Game* **page 62**	• Identifying the topic of a reading • Recognizing the main idea • Scanning • Using a diagram **Tips** • Avoiding translating as you read	*around, beat, both, decide, each, hold, rule, stand, try, world* **Tips** • Meanings of *around* • *Both* and *all*	• **Making inferences** • **Synthesizing** information from a text • **Interpreting** a photo based on information in a text • Understanding a **writer's purpose** **Tips** • Diagramming information from a text	• Using target vocabulary in sentences • Doing a dictation • Writing sentences about games
Chapter 8: *A New and Different Sport* **page 69**	• Identifying the topic of a reading • Recognizing the main idea • Giving details • Completing a summary **Tips** • Seeing words in groups as you read	*agree, catch, continue, enjoy, field, happen, problem, seem, somewhere, team* **Tips** • Opposite meanings: *Agree* and *disagree* • The meaning of *somewhere*	• **Making comparisons** with a Venn diagram • **Applying a concept** from the text • **Supporting your opinion** • **Citing evidence** from the text **Tips** • Making comparisons with a Venn diagram	• Using target vocabulary in sentences • Doing a dictation • Writing sentences about sports
Chapter 9: *Collectors* **page 76**	• Identifying the topic of a reading • Recognizing the main idea • Citing examples • Giving details	*care, carry, collect, hope, laugh, only, pick up, remember, together, without* **Tips** • The meaning of *collector* and *collection* • Synonyms: *only* and *just* • The meaning of *carry*	• **Interpreting** language used in a text • **Citing reasons** • **Identifying** main ideas and supporting details • **Responding** to the writer's opinion **Tips** • Supporting your opinion with examples	• Using target vocabulary in sentences • Doing a dictation • Writing sentences about your own experiences **Tips** • Using *care about*
Unit 3 *Checkpoint* **page 84**	• Look Back • Reviewing Vocabulary • Expanding Vocabulary: Nouns • A Puzzle • Extra Reading: *Do You Like Puzzles?* Comprehension Check, Scanning, Topics of Paragraphs, The Main Idea, Critical Thinking			
UNIT 4 FRIENDS				
Chapter 10: *Good Friends and Good Health* **page 92**	• Identifying the topic of a reading • Recognizing the main idea • Identifying topics of paragraphs • Reading for details **Tips** • The purpose of a bulleted list	*get, health, heart, if, life, often, sad, strong, surprise, understand* **Tips** • Meaning of *get* + noun or adjective • *Life* and *lives*	• Understanding **comparisons** • **Citing examples** from the text • **Analyzing** the text • **Posing questions** on the topic **Tips** • Comparing two people or things	• Using target vocabulary in sentences • Writing a paragraph about time with your friends **Tips** • Giving opinions with *I (don't) think*

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Chapter 11: ***Being Honest with Friends*** **page 100**	• Identifying the topic of a reading • Recognizing the main idea • Understanding sentences with because • Reading for details **Tips** • Marking important information	*angry , better, careful, difficult, hurt , should , so, tell the truth, trust, worry* **Tips** • *Hurt* as a verb or adjective • Using *better*	• Determining **pronoun reference** • **Comparing** definitions • **Supporting your opinion** • **Making predictions** based on a text	• Using target vocabulary in sentences • Writing a paragraph about telling friends the truth **Tips** • Using *should (not)* to give an opinion
Chapter 12: ***Are Online Friends Real Friends?*** **page 108**	• Identifying the topic of a reading • Recognizing the main idea • Understanding pronoun reference • Understanding sentences with because **Tips** • Meanings of the pronoun *you*	*choose, close, each other , future, go on, interested in, mistake, safe, too, wrong* **Tips** • Meanings of *go on* • Meaning of *make a mistake*	• **Synthesizing** information from a text • **Making predictions** based on a text • **Organizing** information in a T-chart • **Supporting your opinion** **Tips** • Using a T-chart	• Using target vocabulary in sentences • Writing a paragraph about online friends **Tips** • Using *interested in* • Supporting the main idea of a paragraph
Unit 4 ***Checkpoint*** **page 115**	• Look Back • Reviewing Vocabulary • Expanding Vocabulary: Verbs • A Puzzle • Extra Reading: *Pets as Friends* Comprehension Check, Sentences with *Because,* The Topic and the Main Idea, Critical Thinking			
UNIT 5 ON THE JOB				
Chapter 13: ***Working Teens*** **page 126**	• Identifying the topic of a reading • Recognizing the main idea • Reading for details • Recognizing facts vs. opinions **Tips** • Using italics for emphasis	*between, during, expensive, fact, half, let's, make money, parent, relationship, save* **Tips** • Meaning of *parents* and *relatives*	• **Synthesizing** information from a text • **Organizing** information in a T-chart • **Making inferences** • **Supporting your opinion** **Tips** • Determining the writer's opinion	• Using target vocabulary in sentences • Writing a paragraph about high school students working **Tips** • Writing titles • Supporting your opinion with reasons
Chapter 14: ***Night Work*** **page 134**	• Identifying the topic of a reading • Recognizing the main idea • Reading for details • Recognizing facts vs. opinions **Tips** • Quotations in a text	*accident , body, company, forget, hard , leave, machine, mean, shift, stress* **Tips** • Meaning of *shift* • *Leave* with or without an object	• **Interpreting** language used in a text • **Prioritizing reasons** given in a text • **Applying** information from a text • **Supporting your opinion**	• Using target vocabulary in sentences • Writing a paragraph about yourself **Tips** • Using *leave for* + a destination
Chapter 15: ***Working for Tips*** **page 142**	• Identifying the topic of a reading • Recognizing the main idea • Reading for details • Completing a summary **Tips** • Noticing definitions in a text	*believe, bill, change, expect, fair, interesting, large, over, soon, sure* **Tips** • Using *interesting* and *interested in* • Meanings of *change*	• **Interpreting** language used in the text • **Citing evidence** from a text • **Recognizing** facts vs. opinions • **Making inferences**	• Using target vocabulary in sentences • Writing a paragraph about working for tips
Unit 5 ***Checkpoint*** **page 149**	• Look Back • Reviewing Vocabulary • Expanding Vocabulary: Adjectives • A Puzzle • Extra Reading: *Help for Working Parents* Comprehension Check, Reading for Details, Fact vs. Opinion, The Main Idea, Critical Thinking			