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: *What is Anime?* page 2	• Understanding topics and main ideas • Understanding cause and effect **Tips** • Finding the topic in the title • Being an active reader	*beauty, challenge, complex, evil, fascinated, get one's start, involved, moral, originality, popularity, provide, rapid, related, reportedly, talented* **Guessing Strategy:** Using context to guess word meaning	• Using the target vocabulary in new contexts • Word Families: Suffixes *-ity, -al, -ly* • Word Grammar: Collocations – Adjectives + Prepositions **Tips** • Using new words without worrying about making mistakes	• **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 **Tips** • Introducing critical thinking	• 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 **Tips** • Using a dictionary to find word families
Chapter 2: *The Scientist and the Stradivarius* page 13	• Understanding topics and main ideas • Scanning for information • Understanding inference **Tips** • Finding the main idea • Finding support for inferences	*announcement, belief, brilliant, chemical, due to, heavenly, illiterate, knowledge, laboratory, mystery, proof, remarkable, stand by, theory, threatened* **Guessing Strategy:** Using context to guess positive, negative, or neutral meaning of adjectives	• Using the target vocabulary in new contexts • Word Families: Suffixes for parts of speech • Word Grammar: Cause and Effect with-*due to, because, so* **Tips** • Using word cards to learn different forms of words	• **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 **Tips** • Noticing unusual phrasing	• Writing a summary of Dr. Nagyvary's theory • Writing a paragraph or short essay about using science to solve a mystery **Tips** • Using adjectives to make writing clearer and more interesting
Chapter 3: *The History of Rap* page 25	• Understanding topics and main ideas • Scanning **Tips** • Reading without a dictionary • Identifying the topic of each paragraph	*call for, characteristic, clever, compete, contribute, equipment, expression, grow out of, interact, live, performer, personality, rhyme, scratch, spinning, stand out, technique* **Guessing Strategy:** Using the signal word *or* to guess word meaning	• Using the target vocabulary in new contexts • Word Families: Suffixes *-ion, -tion, -ance* • Word Grammar: Phrasal verbs **Tips** • Recognizing when changes in word form change meaning	• **Determining** the author's point of view • **Summarizing** and paraphrasing main ideas in the text • **Citing** evidence in the text to support your opinions **Tips** • Supporting your opinions with information from the text	• Writing an essay about a type of music that you like • Writing a letter to a performer that you admire **Tips** • Putting information into your own words • Identifying sources
Unit 1 *Checkpoint* page 36	• Look Back • Extra Reading: *Pablo Picasso* • Expanding Vocabulary: *Guessing Strategy: Phrasal Verbs* *Word Families: Suffixes* • Playing with Words: *Crossword Puzzle* • Building Dictionary Skills: *Finding Phrasal Verbs*				
Unit 2 THE CHALLENGES OF YOUTH					
Chapter 4: *Sleepy Teens* page 44	• Distinguishing major points from supporting details **Tips** • Annotating a text	*absence, at least, complaint, concern, depressed, dropout, experiment, expert, in tears, lack, likely, official, pattern, reduce, stay up* **Guessing Strategy:** Identifying synonyms to guess meaning **Tips** • Using a dictionary for meaning and usage	• Using the target vocabulary in new contexts • Word Families: Recognizing the different forms of a word • Word Grammar: Participial adjectives	• **Analyzing** the structure of the text • **Making** inferences • **Applying** concepts from the text • **Citing** evidence in the text to support your ideas **Tips** • Questioning a text	• Writing a letter to a school official • Writing an essay about a problem that affects teenagers **Tips** • Putting information into your own words • Improving your writing by reading
Chapter 5: *Growing Up Gifted* page 55	• Understanding major points • Understanding inference **Tips** • Understanding text features: Bullet points	*achieve, burn out, championship, concentrate on, critical, despite, gifted, injustice, literature, peers, perfectionist, pressure, publish, sensitive, survive, tend to* **Guessing Strategy:** Using context to guess positive or negative meaning of words **Tips** • Learning frequently used words	• Using the target vocabulary in new contexts • Word Families: Related Words • Word Grammar: Gerunds after prepositions	• **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** • Reconsidering an opinion based on new information	• Writing an opinion essay based on the chapter reading • Writing an essay about a child prodigy **Tips** • Supporting an opinion essay with factual information

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Chapter 6: *School Bullies* **page 67**	• Understanding main ideas and major points • Understanding relationships between ideas: Semicolons	*aggression, anxiety, attitude, background, based on, bully, conduct, data, economic, examine, harmful, humiliation, insult, intentional, physical, pick on, self-esteem, survey, victim, violent* **Guessing Strategy:** Understanding semicolons	• Using the target vocabulary in new contexts • Word Families: Using a dictionary to find related words • Word Grammar: Collocations with verb + noun **Tips** • Recognizing words inside of words	• **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** • Highlighting new information • Learning about a topic from multiple sources	• Writing a report based on a survey about teenagers • Writing a story about a school bully **Tips** • Considering point of view when writing a story
Unit 2 *Checkpoint* **page 78**	• Look Back • Extra Reading: *The Teenage Brain* • Expanding Vocabulary: *Word Grammar: Compound Words* *Word Grammar: Phrasal Verbs* *Word Families: The Suffix* -ize • Playing with Words: *Word Search Puzzle* • Building Dictionary Skills: *Finding the Correct Meaning*				
Unit 3 THE SCIENCE OF WHO WE ARE					
Chapter 7: *The Science of Genetics* **page 86**	• Scanning • Summarizing **Tips** • Highlighting information in a text	*cell, come out, cure, desirable, determine, disease, gender, gene, generation, get rid of, illness, individual, inherit, instruction, prevent, realize, replace, trait* **Guessing Strategy:** Recognizing in-text definitions to understand meaning of unfamiliar words	• Using the target vocabulary in new contexts • Word Families: Adjectives ending in *-able* • Word Grammar: Collocations with verb + direct object + preposition **Tips** • Recognizing suffixes that change word meaning	• **Applying** information from the text to new situations • **Explaining** your opinion • **Citing** evidence in the text to support your opinion **Tips** • Expressing your opinions	• 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 **Tips** • Understanding a topic by writing about it
Chapter 8: *Designing the Future* **page 98**	• Making inferences • Summarizing **Tips** • Making reasonable inferences	*acceptable, actually, advantage, appearance, approaching, athletic, biologist, bring up, convince, feature, historically, humanity, identify, in short, lead to, restrict, risk, shortage* **Guessing Strategy:** Understanding dashes	• Using the target vocabulary in new contexts • Word Families: Adjectives ending in *-ous* • Word Grammar: Adverbs **Tips** • Using an English-English Dictionary	• **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 **Tips** • Answering questions raised in the text	• Writing a letter to your future child • Writing an essay supporting your point of view on genetic engineering **Tips** • Writing a summary from memory
Chapter 9: *A Terrible Inheritance, A Difficult Decision* **page 110**	• Interpreting a diagram **Tips** • Annotating a text that compares and contrasts people or things	*benefit, complication, diet, effective, factor, fortunate, in charge of, intend, operation, poison, prescribe, progress, recover, severe, suffer* **Guessing Strategy:** Using antonyms to guess meaning **Tips** • Learning a word and its antonym	• Using the target vocabulary in new contexts • Word Families: Target words • Word Grammar: Collocations-specialized vocabulary	• **Making** inferences • **Summarizing** key points in the text • **Identifying** problems • **Citing** evidence in the text to support your opinion **Tips** • Imagining yourself in the same situation described in the text	• Writing an essay based on issues raised in the chapter reading • Writing about an imaginary future **Tips** • Using collocations when you write
Unit 3 *Checkpoint* **page 120**	• Look Back • Extra Reading: *GM Food* • Expanding Vocabulary: *Word Grammar: Transitive and Intransitive Verbs* *Word Families: Prefixes* • Playing with Words: *The Game of Concentration* • Building Dictionary Skills: *Finding Collocations*				

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Unit 4 GETTING EMOTIONAL					
Chapter 10: *Can You Translate an Emotion?* page 130	• Paraphrasing • Applying information **Tips** • Answering a question posed in the title	*associate, cheerfulness, disgust, honor, in contrast, indeed, grief, guilt, observe, particularly, recognize, reveal, shame, translate, universal* **Guessing Strategy:** Recognizing words with similar meanings	• Using the target vocabulary in new contexts • Word Families: Emotions • Word Grammar: Verb patterns **Tips** • Paying attention to verb patterns	• **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 **Tips** • Answering questions posed in the text	• Writing an essay about emotion **Tips** • Deciding when to paraphrase specific words
Chapter 11: *Catching an Emotion* page 142	• Understanding figurative language • Understanding reference words **Tips** • Recognizing when quotation marks are used to indicate figurative language • Finding the referent for the pronoun *it*	*artificial, choosy, conscious, facial expression, frown upon, greet, humorous, imitate, make up, mood, muscle, out loud, proper, virtue* **Guessing Strategy:** Recognizing word families to guess meaning	• Using the target vocabulary in new contexts • Word Families: Adjectives ending in *–y* • Word Grammar: Phrasal verbs - *Make Up* **Tips** • Using word cards for different meanings of the same word	• **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 **Tips** • Recognizing a writer's suggestions • Checking comprehension by applying an idea to a new situation	• Writing an essay about expressing emotions • Writing an essay about reading emotions in a professional setting **Tips** • Paraphrasing figurative language • Using figurative language to make your writing more interesting
Chapter 12: *Reading Faces* page 153	• Understanding figurative language • Paraphrasing complex ideas **Tips** • Testing your comprehension by paraphrasing • Understanding the writer's attitude	*accuse, attempt, calculate, detect, flash, gesture, incident, injury, interpret, legal, motivation, rage, range, security, tool, tragedy, vehicle* **Guessing Strategy:** Asking questions to guess meaning	• Using the target vocabulary in new contexts • Word Families: The prefix *micro-* • Word Grammar: Collocations- Compound nouns **Tips** • Using prefixes to guess the meaning of unfamiliar words	• **Analyzing** key structural features used in the text • **Drawing** logical conclusions • **Expressing** and supporting opinions • **Citing** evidence in the text to support your opinion **Tips** • Creating personal examples to deepen understanding of an idea	• Writing an opinion essay about ideas raised in the chapter reading **Tips** • Changing both words and sentence structure when paraphrasing
Unit 4 *Checkpoint* page 166	• Look Back • Extra Reading: *Chronic Blushing* • Expanding Vocabulary: *Word Grammar: Collocations* *Word Families: Spelling* • Playing with Words: *Word Categories Game* • Building Dictionary Skills: *Finding words in the same word family*				
Unit 5 MAN AND BEAST					
Chapter 13: *Is Music Universal?* Page 174	• Using an outline **Tips** • Identifying what a descriptive phrase modifies	*ancient, appreciation, auditory, bond, damage, drum, endless, evidence, hollow, journal, key, make sense of, precise, scale, species, structure, system, the deaf theme, visual* **Guessing Strategy:** Using descriptive phrases to guess meaning	• Using the target vocabulary in new contexts • Word Families: Word roots • Word Grammar: Collocations with *system* **Tips** • Learning the meaning of word roots	• **Analyzing** text development • **Examining** the writer's opinion • **Comparing** findings in two texts • **Citing** evidence in the text to support your opinion **Tips** • Quoting rather than paraphrasing	• Writing a short research report on animal songs • Writing a letter about life without music **Tips** • Writing a summary from an outline • Researching topics
Chapter 14: *Man's Best Friend* page 185	• Understanding the main idea • Using an outline • Summarizing **Tips** • Finding the main idea	*companion, distinguish, establishment, evolve, frequency, gaze, measure, mutual, pleasurable, raise, regardless of, release, resemble, striking, sustained, task* **Guessing Strategy:** Finding words with similar meanings	• Using the target vocabulary in new contexts • Word Families: The prefix *co-*	• **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 **Tips** • Making good inferences	• Writing a report based on interviews about pet ownership • Writing an opinion essay about the value of the research in the reading **Tips** • Using words with similar meanings but different forms when paraphrasing

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Chapter 15: *The Mind of the Chimpanzee* **page 196**	• Understanding major points, supporting details, and the main idea • Summarizing **Tips** • Understanding negative statements	*analyze, bitterly, combine, controversy, eventually, imply, infant, intellectual, meaningful, out of sight, pile, possess, protest, puzzled, stretch, the wild* **Guessing Strategy:** Using sentence structure to guess meaning	• Using the target vocabulary in new contexts • Word Families: Adding variety to your writing • Word Grammar: *The* + adjective **Tips** • Becoming more flexible in your use of vocabulary	• **Applying** ideas from the text • **Summarizing** key details • **Citing** evidence in the text to support your opinion **Tips** • Applying what you have learned	• Writing a report on Jane Goodall's life and work • Writing an essay on what distinguishes humans from other animals **Tips** • Using quotations
Unit 5 *Checkpoint* **page 208**	• Look Back • Extra Reading: *Little Joe* • Expanding Vocabulary: *Guessing Strategy: Collocations with* bitter *Word Families: Suffixes and Word Meaning* • Playing with Words: *A Crossword Puzzle* • Building Dictionary Skills: *Finding the Correct Meaning*				
Unit 6 THE PEOPLE BEHIND THE SCIENCE					
Chapter 16: *A Woman's Fate* **page 218**	• Understanding text organization • Making inferences • Summarizing **Tips** • Paying attention to time words to determine chronological order	*agricultural, come up with, confirm, determined, fate, former, function, glove, interfere, prestigious, resist, see the big picture, slip, stain, suitable, sweat, unique, well-being* **Guessing Strategy:** Using the signal word *or* to guess meaning	• Using the target vocabulary in new contexts • Word Families: The prefix *Inter-* • Word Grammar: Phrasal verbs with *come* **Tips** • Using both prefixes and context to guess word meaning	• **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 **Tips** • Understanding euphemisms	• Writing a persuasive letter to a potential investor • Writing an essay about an important invention **Tips** • Including all major points when summarizing
Chapter 17: *The Father of Vaccination* **page 230**	• Understanding reference • Understanding major points and important details • Summarizing **Tips** • Recognizing references to previously introduced information • Using the reporting questions (*who, what, when, where, why* and *how*) to check your understanding of a text	*abuse, contagious, deliberately, free of, ignore, infect, means, mild, permission, physician, practice, procedure, request, review, surgery, turn down, vaccination* **Guessing Strategy:** Recognizing signal words for contrast **Tips** • Learning the most common signal words	• Using the target vocabulary in new contexts • Word Families: • Words with a root and a prefix • Word Grammar: Collocations with *mild* and *severe*	• **Summarizing** key details • **Applying** information from the text • **Examining** your response to the text • **Citing** evidence in the text to support your opinion **Tips** • Looking for evidence for a writer's claims	• Writing a report about current research on vaccines • Writing an opinion essay about using human subjects in medical research **Tips** • Preparing to write a summary by answering reporting questions
Chapter 18: *A Nose for Science* **page 242**	• Understanding purpose • Summarizing **Tips** • Inferring the writer's purpose	*access, discount, entertain, focus, fragrance, fraud, investment, legend, obsessed, path, perfume, physics, poetic, royalty, scent, secretive, standard, tale* **Guessing Strategy:** Using signal words for cause and effect to guess word meaning	• Using the target vocabulary in new contexts • Word Families: Adjective suffixes • Word Grammar: Reflexive pronouns **Tips** • Recognizing common suffixes for different parts of speech	• **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 **Tips** • Identifying a writer's attitude toward her subject	• Writing a report on a well-known scientist • Writing a description of a memory associated with a particular smell **Tips** • Deciding which information to include in a summary
Unit 6 *Checkpoint* **page 255**	• Look Back • Extra Reading: *A New Way of Teaching Science?* • Expanding Vocabulary: *Guessing Strategy: Phrasal Verbs with* turn *Word Families: Prefixes, Suffixes, and Roots* • Playing with Words: *Word Categories Game* • Building Dictionary Skills: *Idioms*				