SCOPE AND SEQUENCE

Unit/Chapter	Developing Reading Skills	Learning Target Vocabulary	Building on the Vocabulary	Using Critical Thinking	Practicing Writing
Unit 1 LET'S EAT					
Chapter 1: *Crazy about Chocolate* page 2	• Guessing word meaning from context • Identifying the topic and main idea of a reading • Scanning • Understanding cause and effect **Tips** • Not stopping for new words • Scanning for proper nouns	*afford, average, dusty, figure out, find, get to, hide, however, melt, offer, professional, researcher, share, suggest, turn into* **Tips** • Understanding what a phrase is • Practicing the challenging words	• Word Grammar: Nouns (singular, plural, common, and proper nouns)	• **Determining** what the text says • **Identifying** key supporting details • **Understanding** and making comparisons • **Supporting** your opinion **Tips** • Introducing critical thinking	• Writing a paragraph about a food **Tips** • Using your knowledge of parts of speech when you write • Reading your work aloud
Chapter 2: *Comfort Food* page 13	• Understanding text features • Scanning for ideas • Using graphs and charts • Identifying the main idea of a paragraph and the whole passage **Tips** • Relying on context when you meet new words • Noticing definitions in a text	*bored, choice, expect, in general, lonely, mention, natural, nearly, opposite, popular, prepare, rather, specific, take part, turn out* **Tips** • Understanding meanings of *text* • Noticing the context of a word	• Word Grammar: Verbs	• **Identifying** key supporting details • **Applying** information from the text to another context • **Drawing** comparisons • **Supporting** your opinion **Tips** • Figuring out what the main idea is • Seeing relationships between data points in graphs and charts	• Writing a paragraph about how you respond to a situation **Tips** • Talking with a classmate as a prewriting strategy
Chapter 3: *The Love Apple* page 23	• Scanning • Understanding cause and effect • Summarizing **Tips** • Reading for main ideas	*available, accept, area, basis, case, change someone's mind, consider, highly, naturally, no doubt, once, root, seed, serve, tax* **Tips** • Identifying the base form of a verb • Understanding *etc.*	• Word Grammar: Adjectives	• **Recognizing** the purpose of a paragraph • **Analyzing** the writer's use of language • **Supporting** your opinion • **Using** your imagination **Tips** • Understanding the purpose of a sentence or paragraph	• Writing a paragraph about a food you feel strongly about **Tips** • Rereading your work after taking a break
Chapter 4: *Slow Food* page 32	• Understanding text features • Scanning • Identifying the main idea of a paragraph and the whole passage **Tips** • Re-reading to understand more • Looking at text features before you read	*attack, boring, culture, danger, disappear, enemy, join, local, member, produce, reach, rush, terrible, variety, weigh* **Tips** • Turning to a dictionary • Learning words in families	• Word Grammar: Adjectives ending in *-ing* and *-ed*	• **Explaining** your analysis • **Presenting** someone else's point of view • **Identifying** problems • **Proposing** solutions **Tips** • Representing a point of view in a role-play	• Choosing a topic and writing a paragraph or a dialogue **Tips** • Using quotation marks when you copy from a text
Unit 1 *Checkpoint* page 42	• Look Back • Reviewing Vocabulary • Expanding Vocabulary: *Word Families* • A Puzzle: *Crossword* • Building Dictionary Skills: *Using Guidewords, Alphabetizing Compound Words, Entry Words with Superscripts*				
Unit 2 LIFE CHANGES					
Chapter 5: *Life is Full of Surprises* page 50	• Identifying topics of paragraphs • Identifying the main idea of a paragraph and the whole passage • Understanding cause and effect **Tips** • Looking for clues to the writer's point of view	*deal with, disappointed, end up, give up, international, interview, manage to, medicine, patience, score, secure, shock, stage, suddenly, support* **Tips** • Understanding phrases with *medicine* • Learning pairs of adjectives (ending in *-ing* and *-ed*)	• Word Grammar: Phrasal verbs	• **Inferring** information about a person • **Analyzing** a remark • **Interpreting** a person's actions • **Citing** evidence from the text **Tips** • Making inferences	• Writing a paragraph about a personal experience **Tips** • Using the verb *end up* in sentences • Reviewing the prompt after you write

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Chapter 6: ***"It was Love, So Strong and So Real"*** **page 59**	• Stating topics of paragraphs • Reading for details • Reading between the lines **Tips** • Using topics of paragraphs to create a mental map	*alike, although, awful, be about to, challenge, comfortable, difference, discover, face, for one thing, marriage, no longer, responsibility, stare, total* **Tips** • Learning words in word families • Understanding *although* vs. *but*	• Word Grammar: Count Nouns and Noncount Nouns	• **Supporting** your opinion • **Identifying** the pros and cons in a situation • **Explaining** someone else's point of view • **Evaluating** someone's actions **Tips** • Understanding categories	• Writing an opinion paragraph **Tips** • Giving reasons for your opinion
Chapter 7: ***To Live as an Artist*** **page 68**	• Understanding text features • Scanning • Making inferences **Tips** • Reading silently	*after all, against the law, a great deal, control, cover, energy, escape, forward, get back to, hardly, lesson, manage, project, role, talent* **Tips** • Understanding *after all*	• Word Grammar: *Hard* and *Hardly*	• **Synthesizing** information from different texts • **Drawing** logical conclusions • **Assessing** the support for a point • **Explaining** your opinion **Tips** • Evaluating the support for an opinion	• Writing a paragraph to describe a person **Tips** • Using *a great deal (of)* • Proving support for your main idea
Chapter 8: ***An Amazing Woman*** **page 77**	• Reading for details • Understanding cause and effect • Summarizing **Tips** • Reading between the lines	*amazing, aware, believe in, brave, career, encourage, except, instead, lead, fear, matter, notice, power, value, wise* **Tips** • Using *aware (of)*	• Word Grammar: Some Meanings and Uses of *Value*	• **Evaluating** the support for an idea • **Analyzing** the use of quotations • **Synthesizing** information • **Explaining** the text **Tips** • Summarizing a reading • Understanding the purpose of a quotation	• Writing a response to the reading **Tips** • Writing sentences with *instead (of)* • Writing sentences with *encourage*
Unit 2 ***Checkpoint*** **page 86**	• Look Back • Reviewing Vocabulary • Expanding Vocabulary: *Recognizing Parts of Speech* • A Puzzle: *Word Search* • Building Dictionary Skills: *Finding Words in the Dictionary*				
Unit 3 THE OCEAN					
Chapter 9: ***What Does the Ocean Mean to Us?*** **page 96**	• Identifying topics of paragraphs • Recognizing and stating main ideas • Using graphic organizers **Tips** • Understanding sentences beginning with *While*	*calm, coast, connect, draw, emotion, gentle, heat, make sense, oxygen, relaxed, storm, supply, surface, wave, while* **Tips** • Using *surface of the ocean* • Using *calm* for people or the sea	• Word Grammar: *Ocean* and *Sea*	• **Analyzing** the text • **Identifying** key supporting details • **Supporting** your opinion • **Citing** evidence from the text **Tips** • Entering information into a graphic organizer	• Writing a paragraph about the ocean **Tips** • Using quotations in your writing
Chapter 10: ***The Crab*** **page 106**	• Understanding text features • Reading for details • Definitions • Recognizing main ideas and supporting details **Tips** • Reading subheadings • Looking for definitions in a text	*alive, certain, complain, dirt, entire, environment, fair, go on, have in common, interest, keep on, make up, put up with, sharp, shell, up to* **Tips** • Using *interest* • Using *alive* and similar adjectives	• Word Grammar: *Certain*	• **Understanding** technical terms • **Recognizing** the purpose of text inside parentheses • **Synthesizing** information • **Brainstorming** ideas **Tips** • Noticing the uses of parentheses	• Writing a paragraph about an animal you've researched **Tips** • Writing the title of a book

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Chapter 11: ***Cleaning Up the Ocean*** **page 117**	• Using graphic organizers • Stating topics of paragraphs • Summarizing **Tips** • Noticing the order information is presented in • Noticing parallelism in bulleted lists	*affect, contain, develop, effort, float, in the first place, make a difference, make sure, mess, planet, pollution, recycle, system, technology, volunteer* **Tips** • Understanding *(the) planet* • Understanding *affect* vs. *effect* • Understanding *make a difference*	• Collocations: *Do* and *Make* + Noun	• **Discovering** the writer's opinion • **Analyzing** the language in a text • **Citing** evidence from the text to support your opinion • **Evaluating** proposals **Tips** • Identifying the writer's point of view	• Writing a paragraph based on personal experience **Tips** • Writing sentences with *in the first place* • Prewriting for summarizing a text • Writing sentences with *make a difference*
Chapter 12: ***Underwater Wonderland*** **page 127**	• Identifying topics of paragraphs • Noticing clues to meaning • Reading for details • Stating main ideas **Tips** • Learning from captions	*activity, attach, attract, base, basically, destroy, exactly, in all, national, nature, off, point, situation, space, violent* **Tips** • Understanding *attract* • Understanding *natural* and related words	• Word Grammar: Transitive and Intransitive Verbs	• **Identifying** solutions to a problem • **Distinguishing** fact from opinion • **Supporting** your opinion • **Evaluating** the support for an idea **Tips** • Distinguishing between fact and opinion	• Writing a paragraph about a natural wonder **Tips** • Writing sentences with transitive and intransitive verbs
Unit 3 ***Checkpoint*** **page 137**	• Look Back • Reviewing Vocabulary • Expanding Vocabulary: *Uses of adverbs* • A Puzzle: *Crossword* • Building Dictionary Skills: *Interpreting Dictionary Entries*				
Unit 4 IT'S ALL IN YOUR HEAD					
Chapter 13: ***Food for Thought*** **page 144**	• Scanning • Stating the main ideas of paragraphs and the whole text • Making inferences **Tips** • Recognizing what *Luckily* signals	*according to, advanced, amount, create, effect, feed, immediately, increase, influence, luckily, mean, no matter, or so, powerful, realize, weight* **Tips** • Using *influence* • Understanding *mean*	• Collocations: *Amount*	• **Citing** evidence from a text • **Assessing** a text for missing information • **Inferring** meaning • **Examining** your response to advice from a text **Tips** • Making inferences	• Writing a paragraph about food and the brain **Tips** • Understanding collocations • Writing sentences to introduce your own beliefs
Chapter 14: ***Your Memory at Work*** **page 154**	• Identifying topics of paragraphs • Recognizing main ideas of paragraphs and the entire text • Summarizing **Tips** • Appreciating comparisons in the text	*apply, closet, concern, connection, imagine, lecture, look up, memory, notes, region, review, store, term, unfortunately, weak* **Tips** • Recognizing *luckily* and *unfortunately* as antonyms • Using *concern* and *concerning*	• Word Grammar: Meanings and Uses of *Memory*	• **Examining** the writer's opinion • **Applying** information from the text to other situations • **Citing** evidence from a text • **Analyzing** a comparison **Tips** • Inferring the writer's opinion	• Writing a paragraph about memories **Tips** • Using *take* to collocate with *notes* • Writing sentences with *lecture*
Chapter 15: ***Sleep and the Brain*** **page 163**	• Understanding text features • Reading for details • Identifying cause-effect relationships • Summarizing	*active, divide, focus, get over, include, nap, pay attention, period, pronounce, rate, schedule, season, series, set, that is* **Tips** • Using *series* • Using prepositions after *focus* and *pay attention* • Understanding *get over*	• Collocations: Verb + Noun Pairs	• **Analyzing** a comparison in the text • **Interpreting** a graph • **Identifying** key supporting details • **Evaluating** advice from a text **Tips** • Using text features to aid comprehension	• Writing a paragraph about sleep **Tips** • Writing sentences with *that is*

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Chapter 16: *In Your Dreams* **page 174**	• Scanning • Distinguishing fact from opinion • Summarizing **Tips** • Recognizing what *On the other hand* signals • Understanding sentences with *In fact*	*claim, daily, discovery, explanation, in fact, make up one's mind, on the other hand, record, right away, search, somehow, still, useful, whenever, whether* **Tips** • Understanding *search* • Understanding *vs.*	• Phrases with *Right*	• **Identifying** similarities and differences • **Drawing** logical conclusions • **Summarizing** key details • **Applying** information from a text **Tips** • Applying information from a text to another situation	• Writing a paragraph about making decisions **Tips** • Writing sentences with indefinite pronouns • Using a prewriting strategy to capture ideas
Unit 4 *Checkpoint* **page 183**	• Look Back • Reviewing Vocabulary • Expanding Vocabulary: *Word Families* • A Puzzle: *Word Search* • Building Dictionary Skills: *Words with Multiple Meanings*				
Unit 5 COMMUNICATION					
Chapter 17: *Who Does It Better?* **page 192**	• Reading for details • Using graphic organizers • Understanding main ideas and supporting details **Tips** • Focusing on the writer's last words	*compete, direction, distance, female, ground, invention, invitation, low, male, personal, sense, straight, through, training, voice* **Tips** • Understanding phrases with *compete* • Understanding *through* • Using *male* and *female*	• Meanings and Uses of *Low*	• **Analyzing** a writer's conclusion • **Identifying** key supporting details • **Inferring** meaning from the text • **Applying** concepts from the text **Tips** • Drawing conclusions	• Writing a paragraph about an animal **Tips** • Adding a photo to your paragraph
Chapter 18: *When and Why We Laugh* **page 201**	• Understanding clues to meaning • Determining main ideas • Reading for details **Tips** • Noticing the functions of first and last paragraphs • Reading a description of a scientific study	*actually, attractive, behavior, carry out, express, in other words, in spite of, lab, laughter, prefer, smoothly, social, stranger, study, warn* **Tips** • Understanding the use of *actually* • Using *express*	• Collocations: Verbs + Prepositions	• **Summarizing** key details • **Drawing** logical conclusions • **Interpreting** a speaker's words • **Citing** evidence from a text	• Writing a paragraph about laughter **Tips** • Capturing the main idea of a text
Chapter 19: *The Inventor of the Telephone* **page 211**	• Noticing text organization • Making inferences • Summarizing	*afterward, come down with, deaf, get along without, go wrong, in addition to, in order to, partly, press, separate, shout, speech, various, waste, wire* **Tips** • Understanding *get along with/without* • Understanding *various* and related words • Using *afterward(s)* or *after that*	• Nouns as Modifiers	• **Inferring** information • **Citing** evidence from a text • **Analyzing** an individual's behavior • **Drawing** conclusions **Tips** • Noticing how a text is organized	• Writing a paragraph about an invention **Tips** • Writing sentences with *in addition (to)* • Using a concept map as a prewriting tool
Chapter 20: *Speaking with Your Eyes* **page 220**	• Defining terms • Understanding cause and effect • Distinguishing fact from opinion **Tips** • Rereading first and last paragraphs	*allow, attraction, bring about, chances are, directly, including, in person, maintain, on purpose, polite, refer to, round, sign, space, term* **Tips** • Understanding the meanings and uses of *sign*	• Word Grammar: *Allow* vs. *Let*	• **Drawing** a comparison • **Analyzing** a text • **Hypothesizing** about various situations • **Applying** ideas from the text **Tips** • Understanding pronoun reference	• Writing a paragraph about the eyes **Tips** • Using quotation marks around a saying
Unit 5 *Checkpoint* **page 230**	• Look Back • Reviewing Vocabulary • Expanding Vocabulary: *Word Families* • A Puzzle: *Crossword* • Building Dictionary Skills: *Words with Multiple Senses*				