

# Scope and Sequence

UNIT	READING		GRAMMAR
<b>BIG QUESTION 1</b> ▶ <b>Why do we protect animals?</b> Social Studies: History			
<b>1</b> Page 6	<b>Dreaming of Dodos</b> Fantasy (Fiction) <b>Reading Strategy</b> Author's Purpose	<b>Reading Text Words</b> <i>dodo, elephant bird, quagga, sea wolf, woolly mammoth, extinct, survive, exploit, endangered, habitat, species, sanctuary</i> <b>Words in Context</b> <i>eventually, existed, mammals, suffered, atmosphere, rare</i> <b>Word Study</b> Suffix -able	<b>Present Perfect and Present Perfect Continuous</b> Affirmative and negative statements <i>I have read books about dodos.</i> <i>I have been reading this book for an hour.</i>
<b>2</b> Page 16	<b>Save Our Tigers!</b> Article (Nonfiction) <b>Reading Strategy</b> Monitor and Clarify	<b>Reading Text Words</b> <i>diverse, identify, tracker, protect, naturalist, poaching, damaged, conservation, preservation, inspire, population, reserve</i> <b>Words in Context</b> <i>jungles, wildlife, hunter, injuries, mission, national park</i> <b>Word Study</b> Synonyms	<b>Review of Tenses</b> Affirmative and negative statements, <i>has</i> and <i>have</i> statements <i>People have cleared forests to grow crops.</i> <i>The animals' habitat has suffered.</i>
<b>BIG QUESTION 2</b> ▶ <b>What are teeth for?</b> Life Science			
<b>3</b> Page 26	<b>"The Cavity" and "Have You Any Idea?"</b> Poems (Fiction) <b>Reading Strategy</b> Looking for Sensory Details	<b>Reading Text Words</b> <i>incisor, canine, molar, carnivore, herbivore, omnivore, slice, grip, crush, cavity, gums, jaw</i> <b>Words in Context</b> <i>detective, dental, gravity, filling, treat, munch</i> <b>Word Study</b> Prefix in-	<b>Modals of Ability</b> Past, present, and future statements, negative statements <i>I could read by the time I was four.</i> <i>Next year, I will be able to ride my bike to school.</i> <i>I won't be able to drive a car.</i>
<b>4</b> Page 36	<b>Teeth: Not Just for Eating</b> Informational Text (Nonfiction) <b>Reading Strategy</b> Using Visuals	<b>Reading Text Words</b> <i>fang, tusk, venom, shelter, dam, prey, gnaw, pierce, fend off, wear down, lap up, create</i> <b>Words in Context</b> <i>powerful, intruders, supply, seal, toppling, lodge</i> <b>Word Study</b> Suffix -ment	<b>Modals of Certainty</b> Affirmative and negative statements <i>It must be a prosimian. It has comb-like lower teeth.</i> <i>That can't be a spider! It only has four legs.</i> <i>It might be a spider, but I'm not sure.</i>
<b>BIG QUESTION 3</b> ▶ <b>Why are wheels important?</b> Social Studies: History			
<b>5</b> Page 46	<b>A Revolution in History</b> Informational Text (Nonfiction) <b>Reading Strategy</b> Re-reading	<b>Reading Text Words</b> <i>transportation, transfer, haul, axle, rotate, spoke, rim, traction, gear, grind, technology, rod</i> <b>Words in Context</b> <i>platform, vehicle, durable, mill, mechanical, inspiring</i> <b>Word Study</b> Compound Nouns	<b>Future with Will and Going To</b> Affirmative statements <i>The sun will rise at 6:05 tomorrow.</i> <i>I'm going to visit my uncle next week.</i>
<b>6</b> Page 56	<b>Planet SinRota</b> Science Fiction (Fiction) <b>Reading Strategy</b> Drawing Conclusions	<b>Reading Text Words</b> <i>obedient, fortunate, tedious, exciting, fragile, determined, daring, foolish, thrilling, courageous, risky, fascinated</i> <b>Words in Context</b> <i>settlement, longed for, blurry, propelling, adjusted, figures</i> <b>Word Study</b> Prefix mis-	<b>Future with Present Continuous</b> Affirmative and negative statements, questions and short answers <i>We are meeting our friends at 2:00 on Friday.</i> <i>The moon will rise at ten o'clock tonight.</i> <i>I'm going to take a music class next year.</i>
<b>BIG QUESTION 4</b> ▶ <b>How do animals communicate?</b> Life Science			
<b>7</b> Page 68	<b>Magdi and the Dolphin</b> Narrative Fiction (Fiction) <b>Reading Strategy</b> Character	<b>Reading Text Words</b> <i>race, drift, glide, wade, paddle, dive, splash, propel, float, sprint, jog, plod</i> <b>Words in Context</b> <i>fishing rod, chuckled, hook, beamed, paddles, grinning</i> <b>Word Study</b> Letter Combination gh	<b>Reported Speech with Said That</b> Affirmative and negative statements <i>"It's a beautiful day," said Magdi.</i> <i>Magdi said that it was a beautiful day</i>
<b>8</b> Page 78	<b>Chatterboxes</b> Article (Nonfiction) <b>Reading Strategy</b> Asking Questions	<b>Reading Text Words</b> <i>communicative, locate, collaborate, imitate, behave, indicate, attract, threaten, defend, approach, express, produce</i> <b>Words in Context</b> <i>underwater, decibels, territory, alarm, signals, difficulty</i> <b>Word Study</b> Suffix -ion	<b>Reported Speech with Told or Asked</b> Affirmative statements <i>He told us that Kanzi was learning new things every day.</i> <i>A classmate asked the scientist what Kanzi was learning.</i>

**Finn**



**LISTENING**

**Sonya**



**SPEAKING**

**Charlie**



**WRITING**

**April**



**WRAP UP**

**The Goliath Frog**

A conversation about the largest frog in the world

**Listening Strategy**

Listening for main idea

**Talking About an Opinion**

*In my opinion, the most interesting animal is the Goliath frog.*

**Sentence Fragments**

*Zebra on grass, twigs, and leaves.*

*Zebra **survive** on grass, twigs, and leaves.*

**Writing Practice** Write about animals (WB)

• **Big Question 1**

**Panda Bears**

An interview about pandas

**Listening Strategy**

Listening for details

**Giving Reasons**

*I think tigers will survive.*

*Why do you say that?*

*People will help tigers because ...*

**Irregular Past Verbs**

*She **caught** a cold.*

**Writing Practice** Write about animals you've studied (WB)

• **Writing and Presentation**  
Write a persuasive e-mail (WB) and share it with the class

• **Big Question 1**

**Caring for Your Teeth**

Instructions for brushing your teeth

**Listening Strategy**

Listening for instructions

**Talking About Teeth**

*I think it is important to take care of your teeth.*

*I agree. We should brush our teeth every day.*

**Adjective + Preposition**

*I'm **interested in** sports.*

**Writing Practice** Write about your interests when you were little and your interests now (WB)

• **Big Question 2**

**Killer Whales**

A radio interview with an expert on killer whales

**Listening Strategy**

Listening for details

**Comparing Things**

*I think beavers are more interesting than walrus because they build homes.*

**Parallel Structure with -ing**

*Wei enjoys **playing, singing, and acting.***

**Writing Practice** Write about what you or someone you know likes to do (WB)

• **Writing and Presentation**  
Write a report (WB) and share it with the class

• **Big Question 2**

**The Printing Press**

A speaker discusses the importance of wheels in the creation of books

**Listening Strategy**

Listening for main idea

**Planning a Trip**

*We're going to France. First, we'll take the bus to the airport.*

**Verb + Infinitive**

*I agreed **to go** with him.*

**Writing Practice** Write about plans with friends and family (WB)

• **Big Question 3**

**Guessing Game**

One child describes an object, and the other guesses what it is

**Listening Strategy**

Listening for details

**Giving Advice**

*I missed the bus. What should I do?*

*You should ask your dad to give you a ride.*

**More Irregular Verbs**

*become → **became***

**Writing Practice** Write about what you wanted to be when you were a child and what you want to be now (WB)

• **Writing and Presentation**  
Write an opinion essay (WB) and share it with the class

• **Big Question 3**

**Testing Practice 1**

**Humpback Whales**

An interview with an expert on the singing of humpback whales

**Listening Strategy**

Listening for details

**Asking for Clarification**

*When I was five, I fell out of a tree.*

*How did that happen?*

**Commas and Semicolons**

*We had a big storm last night, but it cleared up this morning.*

*We had a big storm last night; it cleared up this morning.*

**Writing Practice** Write about how an animal communicates (WB)

• **Big Question 4**

**Echo the Elephant**

An interview with an elephant expert

**Listening Strategy**

Listening for details

**Summarizing What You've Learned**

*What did you learn about bees?*

*I learned that honeybees communicate by dancing.*

**Pronoun Agreement**

*The **girl** is watching a movie. **She** likes it.*

**Writing Practice** Write about a place you have seen animals (WB)

• **Writing and Presentation**  
Write a descriptive essay (WB) and share it with the class

• **Big Question 4**

UNIT	READING	VOCABULARY	GRAMMAR
<b>BIG QUESTION 5</b> <b>What do different cultures give to the world?</b> Social Studies: History			
<b>9</b> Page 88	<b>Journey Back in Time</b> Historical Narrative (Nonfiction) <b>Reading Strategy</b> Main Idea and Details	<b>Reading Text Words</b> <i>culture, civilization, contribution, development, achievement, device, process, tradition, custom, benefit, ceremony, product</i> <b>Words in Context</b> <i>trade, tablets, voyage, ancient, advanced, tools</i> <b>Word Study</b> Word Roots	<b>Asking Questions</b> Questions <i>Who saw Finn?</i> <i>Who did Finn see?</i>
<b>10</b> Page 98	<b>Choco Choco Boom Boom!</b> Fantasy (Fiction) <b>Reading Strategy</b> Visualizing	<b>Reading Text Words</b> <i>delicious, creamy, spicy, nutty, ladle, sticky, crunchy, runny, smooth, whirring, booming, spot</i> <b>Words in Context</b> <i>square, skidded, dizzy, sniffing, molds, winked</i> <b>Word Study</b> Suffix -ous	<b>Short Answers</b> Affirmative and negative questions <i>Is there a chocolate shop near here? Yes, there is.</i> <i>Do you like my new sneakers? Yes, I do!</i>
<b>BIG QUESTION 6</b> <b>Why are mountains important?</b> Earth Science			
<b>11</b> Page 108	<b>What's So Good About Mountains?</b> Informational Text (Nonfiction) <b>Reading Strategy</b> Cause and Effect	<b>Reading Text Words</b> <i>glacier, mountain range, peak, altitude, valley, steep, slope, hill, terrace, effective, water cycle, vapor</i> <b>Words in Context</b> <i>transformed, condenses, released, flows, storing, resources</i> <b>Word Study</b> Prefixes in- and im-	<b>Passive</b> Affirmative statements and questions <i>Corn is found in the mountains.</i> <i>Are potatoes grown in the Andes?</i>
<b>12</b> Page 118	<b>The Lost Explorer</b> Story (Fiction) <b>Reading Strategy</b> The Five Ws	<b>Reading Text Words</b> <i>endless, stammer, awestruck, jagged, pointy, miniature, stern, arch, mutter, squirm, scowl, stretch</i> <b>Words in Context</b> <i>silhouette, shielded, teasing, folded, embarrassed, distant</i> <b>Word Study</b> More Synonyms	<b>Past Passive</b> Present and past tense statements <i>My mom's favorite vase was broken.</i> <i>The weather forecasts were shown on TV.</i>
<b>BIG QUESTION 7</b> <b>Why do we use money?</b> Social Studies: History			
<b>13</b> Page 130	<b>The Sound of Money and the Smell of Soup</b> Folk tale (Fiction) <b>Reading Strategy</b> Summarizing	<b>Reading Text Words</b> <i>terrifying, nervously, rudely, politely, fierce, aggressively, delicate, bravely, greedy, shyly, wise, calmly</i> <b>Words in Context</b> <i>muscles, growling, stirring, mouth-watering, tempting, staring</i> <b>Word Study</b> Phrasal Verbs	<b>Adjectives and Adverbs</b> Affirmative statements <i>A terrifying man with huge muscles opened the door.</i> <i>"Three gold coins!" repeated the man aggressively.</i> <i>The Hodja was reading a newspaper, as he often did.</i>
<b>14</b> Page 140	<b>The History of Money</b> Website Article (Nonfiction) <b>Reading Strategy</b> Compare and Contrast	<b>Reading Text Words</b> <i>bank, currency, coins, barter, copy, bill, spend, pay, borrow, exchange, owe, lend</i> <b>Words in Context</b> <i>crops, shells, valuable, silver, print, portraits</i> <b>Word Study</b> Suffix -ive	<b>Unreal Conditional</b> Affirmative statements <i>If I had a plane, I would fly to Peru.</i>
<b>BIG QUESTION 8</b> <b>How do we express ourselves?</b> The Arts			
<b>15</b> Page 150	<b>One Man's Self-Expression</b> Informational Text (Nonfiction) <b>Reading Strategy</b> Taking Notes	<b>Reading Text Words</b> <i>design, innovative, remarkable, ambitious, permanent, settle, emerge, artificial, promote, enclose, suitable, beneficial</i> <b>Words in Context</b> <i>cease, magnified, algae, applies, provides, crustaceans</i> <b>Word Study</b> Homophones	<b>Sense Verb + Adjective</b> Affirmative statements <i>The sculptures look bumpy and rough.</i> <i>I felt sick this morning, but I'm OK now.</i> <i>This lemon smells good, but it tastes bitter.</i>
<b>16</b> Page 160	<b>The Tempest</b> Scene from a Play (Fiction) <b>Reading Strategy</b> Making Connections	<b>Reading Text Words</b> <i>cabin, advisor, deck, grateful, tempest, save, break up, react, villain, stage, playwright, set</i> <b>Words in Context</b> <i>aid, massive, petrified, crew, elderly, preventing</i> <b>Word Study</b> Verb + Preposition	<b>Infinitive as Subject</b> Present and past tense statements, affirmative and negative statements <i>It's difficult to save the passengers and crew.</i>
<b>BIG QUESTION 9</b> <b>Why do we make buildings?</b> Social Studies: Technology			
<b>17</b> Page 170	<b>The World's Most Extraordinary Buildings</b> Magazine Article (Nonfiction) <b>Reading Strategy</b> Sequence of Events	<b>Reading Text Words</b> <i>stadium, lighthouse, tower, skyscraper, warehouse, palace, courthouse, theater, concert hall, office, art gallery, showroom</i> <b>Words in Context</b> <i>architect, function, steel, construction, countless, aquatics</i> <b>Word Study</b> More Phrasal Verbs	<b>A, An, The, and No Article</b> Affirmative statements <i>It's a shark.</i> <i>It's in the pool.</i> <i>I play tennis.</i>
<b>18</b> Page 180	<b>The Mystery of Peril Castle</b> Mystery Story (Fiction) <b>Reading Strategy</b> Making Predictions	<b>Reading Text Words</b> <i>turrets, stables, gatehouse, moat, drawbridge, hall, courtyard, ramparts, mumble, stiffen, missing, tremble</i> <b>Words in Context</b> <i>solve, surrounded, gazed, padlock, mysterious, vanished</i> <b>Word Study</b> Adjectives Ending in -ing	<b>Review of Tenses and Future Forms</b> Affirmative statements, questions <i>I needed to find the coin.</i> <i>I like castles with turrets.</i> <i>I will see the castles of Wales someday.</i>

LISTENING	SPEAKING	WRITING	WRAP UP
<p><b>The Olympic Games</b> A conversation about Greece and the Olympics</p> <p><b>Listening Strategy</b> Listening for facts</p>	<p><b>Using Question Words</b> <i>What invention do you think is important?</i></p>	<p><b>Using Parentheses</b> <i>Jorge (Luke's friend) is coming over to our house tonight.</i></p> <p><b>Writing Practice</b> Write about an aspect of your country's or another country's culture (WB)</p>	<ul style="list-style-type: none"> <li>• <b>Big Question 5</b> </li> </ul>
<p><b>The Invention of the Umbrella</b> A conversation about umbrellas</p> <p><b>Listening Strategy</b> Listening for details</p>	<p><b>Making Suggestions</b> <i>How about we study for the test together?</i></p>	<p><b>Giving Examples</b> <i>There are many ways to keep fit, for example, swimming, jogging, or playing a sport.</i></p> <p><b>Writing Practice</b> Write about some of the things you learned or did this month (WB)</p>	<ul style="list-style-type: none"> <li>• <b>Writing and Presentation</b> Write a travel brochure (WB) and share it with the class</li> <li>• <b>Big Question 5</b> </li> </ul>
<p><b>Mountain Climate</b> A lecture about plants, animals, and weather in the mountains</p> <p><b>Listening Strategy</b> Listening for key words</p>	<p><b>Interviewing</b> <i>Where would you like to live? I'd like to live at the top of the mountain.</i></p>	<p><b>Colons</b> <i>We bought food for the party: cake, ice cream, chips, and fruit.</i></p> <p><b>Writing Practice</b> Write about something you've learned this week (WB)</p>	<ul style="list-style-type: none"> <li>• <b>Big Question 6</b> </li> </ul>
<p><b>Weather Report</b> A weather reporter gives the forecast</p> <p><b>Listening Strategy</b> Listening for gist</p>	<p><b>Asking for Advice</b> <i>I'm going to the mountains. Do you think I should bring a coat?</i></p>	<p><b>Irregular Past Participles</b> He <i>chose</i> to go out in the snowstorm.</p> <p><b>Writing Practice</b> Write about something you've made, written, or drawn (WB)</p>	<ul style="list-style-type: none"> <li>• <b>Writing and Presentation</b> Write a story (WB) and share it with the class</li> <li>• <b>Big Question 6</b> </li> </ul> <p><b>Testing Practice 2</b></p>
<p><b>Banking and Money</b> A conversation about saving, investing, spending, and donating</p> <p><b>Listening Strategy</b> Listening for details</p>	<p><b>Future Plans</b> <i>What do you want right now? Now, I want to save for a new soccer ball.</i></p>	<p><b>Adverbs of Degree</b> <i>Pia finished her work extremely quickly. These noodles are absolutely delicious!</i></p> <p><b>Writing Practice</b> Write about a place you've visited (WB)</p>	<ul style="list-style-type: none"> <li>• <b>Big Question 7</b> </li> </ul>
<p><b>If I Had a Lot of Money</b> A survey about how kids would spend money</p> <p><b>Listening Strategy</b> Listening for speakers</p>	<p><b>Talking About Money</b> <i>Who would you help? I would donate the money to a hospital.</i></p>	<p><b>Similes</b> <i>It's as cold as ice in here! My bedroom is like a nest, all cozy and warm.</i></p> <p><b>Writing Practice</b> Write about your home, family, or friends (WB)</p>	<ul style="list-style-type: none"> <li>• <b>Writing and Presentation</b> Write a summary (WB) and share it with your group</li> <li>• <b>Big Question 7</b> </li> </ul>
<p><b>Ramiro the Drummer</b> An interview with a young musician</p> <p><b>Listening Strategy</b> Listening for details</p>	<p><b>Explaining Your Opinions</b> <i>I think art is the most important form of self-expression. Why do you say that? I think it's important because it will last for many years.</i></p>	<p><b>Quantifiers</b> <i>Most of my friends live in an apartment.</i></p> <p><b>Writing Practice</b> Write about your city or neighborhood (WB)</p>	<ul style="list-style-type: none"> <li>• <b>Big Question 8</b> </li> </ul>
<p><b>Dancing</b> A dancer's description of why she enjoys dancing</p> <p><b>Listening Strategy</b> Listening for details</p>	<p><b>Expressing Thanks</b> <i>Please share this candy with me. Thanks so much!</i></p>	<p><b>Semicolons</b> <i>I saw an artist on TV; she won a prize.</i></p> <p><b>Writing Practice</b> Write about how you like to express yourself (WB)</p>	<ul style="list-style-type: none"> <li>• <b>Writing and Presentation</b> Write a scene from a play (WB) and share it with the class</li> <li>• <b>Big Question 8</b> </li> </ul>
<p><b>Life in a Lighthouse</b> An interview with a lighthouse keeper</p> <p><b>Listening Strategy</b> Listening for details</p>	<p><b>Giving Reasons</b> <i>I'd like to live in an apartment. Why? I think it's because I want to live in a city.</i></p>	<p><b>Run-On Sentences</b> <i>I don't like tall buildings they scare me. I don't like tall buildings because they scare me.</i></p> <p><b>Writing Practice</b> Write about interesting buildings you've seen (WB)</p>	<ul style="list-style-type: none"> <li>• <b>Big Question 9</b> </li> </ul>
<p><b>Japanese Homes</b> A description of traditional Japanese homes</p> <p><b>Listening Strategy</b> Listening for details</p>	<p><b>Accepting or Refusing Invitations</b> <i>Let's play tennis on Thursday, OK? I'm sorry. I'm busy that day.</i></p>	<p><b>Order of Adjectives</b> <i>Look at that horrible, big, black cloud.</i></p> <p><b>Writing Practice</b> Write about a building, sculpture, or object from another country (WB)</p>	<ul style="list-style-type: none"> <li>• <b>Writing and Presentation</b> Write a magazine article (WB) and share it with the class</li> <li>• <b>Big Question 9</b> </li> </ul> <p><b>Testing Practice 3</b></p>