LANGUAGE BOOK, Level 2, Scope and Sequence

Unit	Vocabulary	Explore Language	Global Citizenship	Speaking	Writing	International English	Literacy Book
Language Review	**Vocabulary** *Animals, Activities, Clothes, Family, Food, Home, Places in a Town* **Grammar** *Question Words, Possessive Adjectives and Pronouns, There Is/Are, Present Progressive, Simple Present*						
1 What Does It Do? page 10	**Gadgets** *alarm clock, cell phone, computer, keyboard, laptop, mouse, radio, screen, tablet, TV, video game* **Places and Objects in School** *bookcase, cafeteria, classroom, gym, hallway, language lab, playground, projector, whiteboard* **Song** *Living in a Modern World*	Simple Present: Adverbs of Frequency *How often …?* *always / often / sometimes / rarely / never* Present Progressive Review	How is technology in schools different around the world? **Listening Skills** Listening for gist and details.	**Presentation** Describing Technology **Pronunciation** /eɪ/ and /e/	**Punctuation** Periods and question marks **Product** A Technology Survey	**US** *cell phone; rarely; hallway* **UK** *mobile phone; hardly ever; corridor*	**Story** *The After-School Inventor* **Instructional Text** *My Good Ideas Book* **Reading Skill** Identifying a Sequence of Events
2 Thank You page 22	**Food** *cherry, chicken, corn, cupcake, eggplant, fruit, peas, pineapple, rice, sausage, spinach, tomato* **Containers, Food and Drink** *a bag of, a bottle of, a bowl of, a box of, a can of, a carton of, lemonade, potato chips, soup* **Song** *It's Market Day!*	Quantifiers: *a lot of, much, many* Quantifiers with questions: *How much …? How many …? Some / Any*	How is fruit different around the world? **Listening Skills** Listening for gist and details.	**Conversation** Making Suggestions, Discussing Needs **Pronunciation** /l/ and /r/	**Punctuation** Capital letters and commas **Product** A Description of My Kitchen	**US** *eggplant; cupcake; potato chips* **UK** *aubergine; fairy cake; crisps*	**Informational Text** *Chuseok: Korea's Harvest Festival* **Science Fiction** *First Harvest* **Reading Skill** Understanding the Setting
Put It Together	**Review Units 1 and 2** *Lemonade for Everyone*						
3 It Keeps Changing page 36	**Nature** *beach, desert, forest, glacier, island, lake, ocean, mountain, river, valley, waterfall* **Animals** *bear, chameleon, duck, feathers, fur, penguin, scales, snake, swan* **Song** *It's a Wonderful World*	Simple Past: *be* statements Simple Past: *be* questions	How do animals change? **Listening Skills** Listening for gist and details.	**Conversation** Showing Enthusiasm **Pronunciation** /ɑr/ and /ʌ/	**Sentence Building** *and, but* **Product** A Postcard		**Poem** *The Bear and I* **Informational Text** *Clean Cars* **Reading Skill** Comparing and Contrasting Information
4 What Happened? page 48	**Action Verbs 1** *bake, carry, clap, compete, dance, drop, start, study, trip* **Action Verbs 2** *bounce, finish, learn, move, pack, play, practice, smile, travel, wait* **Song** *It's OK*	Simple Past: Regular verb statements Simple Past: Regular verb questions	What is special about a first day at school? **Listening Skills** Listening for gist and details.	**Presentation** Describing an Important Event **Pronunciation** /d/ and /t/ or /ɪd/	**Spelling** Regular verb endings **Product** A Description of an Event	**US** *practice* **UK** *practise*	**Informational Text** *Where Is She?* **Story** *The Angry Mountain* **Reading Skill** Identifying Cause and Effect
Put It Together	**Review Units 3 and 4** *Explore the Island*						
5 Let's Go Back page 62	**Parts of the Body and Adjectives** *body, claws, dangerous, dinosaur, huge, scary, slow, tail, tiny, wings* **Fossils and Ruins** *bones, broken, build, dig, find, fossil, jug, pottery, skeleton* **Song** *King of the Dinosaurs*	Simple Past: Irregular verb statements Simple Past: Irregular verb questions	Where can we learn about the past in different countries? **Listening Skills** Listening for gist and details.	**Presentation** Describing a Dinosaur **Pronunciation** /oʊ/ and /ɔr/	**Sentence Building** *because* **Product** A Diary		**Fantasy** *The Time Book* **Informational Text** *Time Capsules* **Reading Skill** Identifying the Main Idea and Details

LANGUAGE BOOK, Level 2, Scope and Sequence

Unit	Vocabulary	Explore Language	Global Citizenship	Speaking	Writing	International English	Literacy Book
6 Look What I Made page 74	**Art and Physical Characteristics** *beard, box, curly, drawing, jewelry, mask, mustache, painting, sculpture, straight* **Short Adjectives** *building, clean, hard, messy, new, noisy, quiet, soft, thick, wall* **Song** *Get Creative*	Comparatives: Short Adjectives Superlatives: Short Adjectives	Which famous places in the world are amazing? **Listening Skills** Listening for gist and details.	**Presentation** Giving Instructions **Pronunciation** /**g**/ and /**k**/	**Spelling** Comparative and superlative endings **Product** A Personal Profile	**US** *jewelry; mustache; clean* **UK** *jewellery; moustache; tidy*	**Story** *The Superstar* **Informational Text** *Visit Gaudí's World* **Reading Skill** Identifying Fact and Opinion
Put It Together	**Review Units 5 and 6** *Race to the Museum*						
7 We're a Team page 88	**Activities** *acting, biking, climbing, horseback riding, kayaking, sailing, skating, singing, waterskiing, windsurfing, yoga* **Working with Others** *borrow, club, community, give, help each other, share, take turns, trade, work together* **Song** *Teamwork Is Number One*	Telling the Time Modal Verbs: *can* for permission, requests, and offers	How do people work as a team in different communities? **Listening Skills** Listening for gist and details.	**Conversation** Deciding What to Do **Pronunciation** /**n**/ and /**ŋ**/	**Sentence Building** Imperatives **Product** Team Game Instructions	**US** *horseback riding, biking; trade* **UK** *horse-riding, cycling; swap*	**Informational Text** *Great Teamwork* **Story** *It's Mine* **Reading Skill** Predicting Endings
8 You're My Hero page 100	**Sports and Long Adjectives** *difficult, exciting, gymnastics, patient, popular, race, strong, tennis, track and field, volleyball* **Attributes** *beautiful, brave, friendly, helpful, intelligent, interesting, mean, selfish, thoughtful* **Song** *Who's Your Hero?*	Comparatives: Long Adjectives Superlatives: Long Adjectives	Who are heroes around the world? **Listening Skills** Listening for gist and details.	**Conversation** Taking Turns and Playing Games **Pronunciation** /**oʊ**/ and /**aʊ**/	**Sentence Building** *I think, because* **Product** A Hero Profile	**US** *track and field; math* **UK** *athletics; maths*	**Biography** *In First Place* **Play** *A New Hero* **Reading Skill** Understanding Characters
Put It Together	**Review Units 7 and 8** *Give Me a Clue*						
9 Do You Live Here? page 114	**Around the Home** *attic, balcony, basement, bathtub, cabinet, castle, closet, fridge, lamp, stairs, stove, tower* **Emotions** *angry, annoyed, bored, excited, frightened, happy, proud, sad, surprised, tired* **Song** *In the Scary Castle*	Simple Past: regular and irregular verbs *There Was / There Were*	Why do people visit castles? **Listening Skills** Listening for gist and details.	**Presentation** Describing Your Dream House **Pronunciation** /**s**/ and /**ð**/	**Sentence Building** Sequencers **Product** A Picture Story	**US** *stove, bathtub* **UK** *cooker, bath*	**Fable** *The Clever King* **Informational Text** *Amazing Castles* **Reading Skill** Scanning for Specific Information
10 Are We There Yet? page 126	**Journeys** *airport, boat, country, journey, passport, plane, station, suitcase, ticket, traffic* **Weather** *cloudy, foggy, lightning, rain, rainbow, snow, storm, sunny, thunder, windy* **Song** *Let's Go on a Journey*	Future Plans: *going to* statements Prepositions of Movement *through / around / up / down / under / over*	How does weather change journeys to school around the world? **Listening Skills** Listening for gist and details.	**Conversation** Buying a Ticket **Pronunciation** /**ɾ**/ and /**w**/	**Text Type** Emails **Product** An Amazing Journey Email	**US** *country; round-trip* **UK** *countryside; return*	**Story** *Young Nicholas* **Biography** *The Thirty-Year Journey* **Reading Skill** Identifying the Sequence of Events
Put It Together	**Review Units 9 and 10** *Day by Day: Find the Differences*						
Plays page 140	Play 1 *Adventures on Purple Mountain* (Units 1–5) Play 2 *King Grandpa's Treasure* (Units 6–10)						

LANGUAGE BOOK, Level 3, Scope and Sequence

Unit	Vocabulary	Explore Language	Global Citizenship	Speaking	Writing	International English	Literacy Book
Language Review	**Vocabulary** *Nature, Weather, Food, Adjectives, Animals, Action Verbs* **Grammar** *Present Progressive, Comparative and Superlative Adjectives, Simple Past*						**Literacy Review:** Scanning; Cause and Effect; Sequence of Events; Main Idea and Details; Fact and Opinion; *st; tr; nd; ng*
1 I Love Reading page 10	**Books and Reading** *adventure, biography, boring, complicated, exciting, famous, fantasy, interesting, novel, popular, science fiction* **School Subjects** *art, English, geography, health, history, math, music, P.E. (physical education), science, technology* **Song** *The Library*	Simple Past: Regular and Irregular Verbs Adverbs of Manner	Why do communities need libraries? **Listening Skills** Listening for gist and details	**Conversation** Asking for and offering help and advice **Pronunciation** /**sk** / and /**gr**/	**Word Building** Adverb endings **Product** A Book Report		**Fantasy** *The Beginning of Alice's Adventures* **Informational Text** *Learning and Your Brain* **Reading Skill** Skimming a text
2 What Lives Here? page 22	**The World Around Us** *biome, camel, cheetah, desert, dry, forest, grassland, plants, polar bear, tundra, wet, wolf* **Plants** *bud, flower, ground, leaves, petal, pollen, roots, seeds, shoot, stem* **Song** *Different Homes*	Comparatives and Superlatives: Short and Long Adjectives Comparatives and Superlatives: Short and Long Adverbs	How do plants grow in difficult climates? **Listening Skills** Listening for gist and details	**Presentation** Describing biomes **Pronunciation** /**pl**/ and /**kl**/	**Sentence Building** Sequencers **Product** Writing Instructions	**US** *plastic wrap* **UK** *cling film*	**Informational Text** *Two Different Forests* **Folk Tale** *A New Friend* **Reading Skill** Understanding the author's purpose
Put It Together	Review Units 1 and 2 *Where in the World?*						
3 How Much Is It? page 36	**Money 1** *allowance, buy, cashier, customer, change, cheap, expensive, pay, save, sell, spend, wallet* **Money 2** *add, bills, dime, cents, coins, dollar, equals, nickel, penny, quarter, subtract* **Song** *Mone! Money! Money!*	Modal Verbs: *Have to* and *Don't Have to* Modal Verbs: *Should, Shouldn't,* and *Could*	What can people do with money? **Listening Skills** Listening for gist and details	**Conversation** Buying a birthday present **Pronunciation** /**pr**/ and /**dr**/	**Sentence Building** Conjunctions: *and, but, so* **Product** Anecdotal Paragraph	**US** *allowance; bill; college* **UK** *pocket money; note; university*	**Informational Text** *The History of Money* **Story** *The $100 Bill* **Reading Skill** Identifying problems and solutions
4 We Can Do It page 48	**Performance** *actor, audience, backstage, costume, crew, curtain, director, nervous, performance, script, set, stage* **Time** *early, lasts, late, midnight, noon, on time, rehearsal, schedule, team* **Song** *Are You Ready?*	Past Progressive: Statements Past Progressive: Questions	How do performances bring people together? **Listening Skills** Listening for gist and details	**Presentation** Describing a hobby **Pronunciation** /**ð**/ and /**θ**/	**Sentence Building** Time phrases and commas **Product** A Diary Entry		**Informational Text** *Teamwork Makes the Dream Work* **Play** *Late for the Show* **Reading Skill** Understanding the sequence of events
Put It Together	Review Units 3 and 4 *Come to the Show!*						
5 Make Some Noise page 62	**Noises** *bang, bark, buzz, chirp, crash, crunch, splash, squeak, whisper, whistle* **Musical Instruments** *cello, clarinet, conductor, drums, flute, harp, orchestra, piano, trumpet, violin, xylophone* **Song** *Are You Awake?*	Future Plans: *Going to* Statements Future Plans: *Going to* Questions	Why are there different kinds of music? **Listening Skills** Listening for gist and details	**Conversation** Agreeing and disagreeing **Pronunciation** /**θ**/ and /**ʧ**/	**Punctuation** Using quotation marks and commas **Product** A Description	**US** *program; have a show; apartment* **UK** *programme; do a show; flat*	**Informational Text** *The Art of Sound* **Poem** *Beethoven's 9th* **Reading Skill** Understanding cause and effect

LANGUAGE BOOK, Level 3, Scope and Sequence

Unit	Vocabulary	Explore Language	Global Citizenship	Speaking	Writing	International English	Literacy Book
6 That Looks Good page 74	**Kitchen and Food** *cut up, fresh, fridge, fry, grill, microwave, mix, peel, sink, stove, throw out, trash can* **A Balanced Diet** *beans, butter, carbohydrates, dairy, fat, grains, meat, nuts, protein, sugar* **Song** *That Looks Good!*	Infinitives Gerunds	How do people stay healthy? **Listening Skills** Listening for gist and details	**Conversation** Talking about a menu **Pronunciation** /fr/ and /bl/	**Text Features** Using Headings **Product** Describing an Experiment	**US** *trash can; server* **UK** *rubbish bin; waiter/waitress*	**Story** *Little Chef* **Persuasive Text** *Too Young to Cook? True Stories of Young Chefs* **Reading Skill** Scanning for specific information
Put It Together	Review Units 5 and 6 *Say Three Things!*						
7 How Can We Help? page 88	**Emergency Services** *ambulance, dangerous, emergency, flood, helicopter, rescue worker, safe, shelter, storm* **Natural Disasters** *avalanche, burn, cover, earthquake, forest fire, hurricane, tornado, tsunami, volcano* **Song** *Emergency Helpers*	Relative Clauses: *Who* Relative Clauses: *That*	How can we prepare before an emergency? **Listening Skills** Listening for gist and details	**Presentation** Describing a dream job **Pronunciation** /str/ and /tr/	**Punctuation** Using exclamation points and quotation marks **Product** Finishing a Story	**US** *fire truck; truck; student; named; exclamation point* **UK** *fire engine; lorry; pupil; called; exclamation mark*	**Story** *What Happens Next?* **Informational Text** *Animals to the Rescue* **Reading Skill** Making inferences and predictions
8 Under the Sea page 100	**Marine Life** *angelfish, clownfish, coral, dolphin, jellyfish, octopus, seahorse, sea turtle, shark, starfish, whale* **Patterns** *aquarium, clear, flat, horizontal, protect, round, save, spotted, striped, vertical* **Song** *Under the Sea*	Simple Present and Present Progressive Future: Predictions with *Will*	Why is sea life important? **Listening Skills** Listening for gist and details	**Presentation** An endangered animal **Pronunciation** /h/ and /w/	**Word Building** Synonyms **Product** A Concrete Poem	**US** *ocean floor* **UK** *seabed*	**Persuasive Text** *Coral Reefs* **Fantasy** *The Lost Camera* **Reading Skill** Identifying perspective
Put It Together	Review Units 7 and 8 *Crossword Clues*						
9 What's the Matter? page 114	**Illnesses** *cold, cough, dizzy, earache, fever, headache, sick, sneeze, sore throat, stomachache* **Treatments** *bandage, blood, broken arm, cast, germs, medicine, nurse, shot* **Song** *What's the Matter?*	Past Progressive with *When* Past Progressive with *While*	Why are doctors and nurses important? **Listening Skills** Listening for gist and details	**Conversation** Giving health advice **Pronunciation** /kw/ and /kr/	**Spelling** Simple past irregular verb forms **Product** A Letter to a Friend	**US** *have a fever, sick; clinic, shot* **UK** *have a temperature, ill; health centre, injection*	**Informational Text** *Take Your Medicine* **Story** *A Surprise Cure* **Reading Skill** Understanding main ideas and details
10 Don't Push the Button page 126	**How Machines Work** *button, flip, gear, lever, pull, push, switch, turn, wheel* **Materials** *cotton, gold, leather, metal, plastic, silver, wood, wool* **Song** *This Huge Machine*	Comparatives with *Than* and *as … as* Modal Verbs	Why do people invent new things? **Listening Skills** Listening for gist and details	**Presentation** Telling a story about something you made **Pronunciation** /br/ and /fl/	**Paragraph Building** Transition: words and phrases **Product** A Story		**Informational Text** *Moving Machines* **Science Fiction** *Searching for Sterling* **Reading Skill** Understanding facts and opinions
Put It Together	Review Units 9 and 10 *Inside the Machine*						
Plays page 140	Play 1 *The Grassland Orchestra* (Units 1–5) Play 2 *Into the Future* (Units 6–10)						

LANGUAGE BOOK, Level 6, Scope and Sequence

Unit	Vocabulary	Explore Language	Global Citizenship	Writing	Speaking	International English	Literacy Book
Language Review	**Vocabulary** *Emotions; Crime; Nature; Being Eco-Friendly; Storytelling; Work and Skills* **Grammar** *Present Perfect; Tag Questions; Present and Past Passive; Too and Enough; Agreeing with Too, So, Either, and Neither; Reported Speech; First and Second Conditional*						**Literacy:** *Making Predictions; Sequence of Events; Sensory Details; Synonyms; Making Inferences; Understanding the Main Idea and Details; Transition Words*
1 Keep in Touch page 10	**Technology** *blog, blog post, comment, crash, download, email, message, save to favorites, search history, upload* **Online Safety** *create a profile, devices, lowercase letters, online privacy, online safety, password, personal information, register, secure, special characters, uppercase letters, username* **Chant** *Search the Net*	Verbs of Thinking Simple and Progressive Forms	How does technology help us learn? **Listening Skills** Listening for gist and details	**Paragraph and Sentence Building** Presenting Facts and Giving Details, Examples, and Opinions **Product** A Fact-Based Article	**Conversation** Asking for Clarification and Confirming Understanding **Pronunciation** Sentence Stress: Content Words	**US** *I forgot; take a look* **UK** *I've forgotten; have a look*	**Story** *Urgent Message* **Informational Text** *Communication Time* **Reading Skill** Understanding Chronology
2 Time for a Change page 22	**Lifestyle and Habits** *argue, be late, healthy diet, junk food, messy, polite, punctual, workout, rude, sleep late* **Healthy Food** *convenience food, high in fiber, high in salt and sugar, in season, local produce, packaging, processed food, red meat, saturated fat, white meat, whole grains* **Poem** *You Can Do Better*	Present Perfect Present Perfect Progressive	How do eating habits affect our lives? **Listening Skills** Listening for gist and details	**Function** Making Connections Between Entries **Word Study** Using Informal and Emotive Language **Product** A Diary Entry	**Presentation** Supporting an Argument and Being Persuasive **Pronunciation** Sentence Stress: Weak Forms	**US** *messy; we've gotten better* **UK** *untidy; we've got better*	**Diary** *My Stay at Camp Karma* **Informational Text** *Why Do We Sleep?* **Reading Skill** Analyzing and Evaluating
Put It Together	Review Units 1 and 2 *Know It, Win It*						
3 Dream Big page 36	**Dreams and Ambitions** *ambition, confidence, determination, happiness, health, pride, success, wealth* **Persevering to Succeed** *be the hero, do things for fun, experience failure, fear of the unknown, find joy in, fresh start, notice the small things, nurture friendship* **Poem** *My Dreams*	Second Conditional *Wish* + Past Forms	How can children help solve the world's problems? **Listening Skills** Listening for gist and details	**Paragraph Building** Describing Causes and Effects, and Suggesting Solutions **Word Study** Positive and Negative Adjectives **Product** A Cause and Effect Article	**Conversation** Asking for Ideas and Summarizing Points **Pronunciation** Connected Speech: Consonant-Vowel Linking	**US** *soccer uniform* **UK** *football kit*	**Creative Nonfiction** *Communities Making Dreams Come True* **Poem** *Dreams* **Reading Skill** Understanding Author's Word Choice
4 How's That Possible? page 48	**Facts, Mysteries, and Illusions** *evidence, fact, have a feeling, make up, optical illusion, play a trick, puzzle, see things* **Historical Discoveries** *ancient monument, archaeologist, clue, expert, legend, prehistoric times, solve, theory* **Poem** *My Friend Oscar*	Modals of Deduction: Past Forms Modals of Obligation: Past Forms	Why is it important to explore things we don't understand? **Listening Skills** Listening for gist and details	**Paragraph Building** Including and Omitting Information **Word Study** Review: Time Phrases and Adjectives about Feelings and Reactions **Product** A Story Beginning	**Presentation** Asking Questions and Pausing for Effect **Pronunciation** Connected Speech: Elision, Dropping the *t*		**Informational Text** *The Sci-Files* **Fantasy** *An Enlightening Journey* **Reading Skill** Making Inferences
Put It Together	Review Units 3 and 4 *Chatter Boxes*						
5 What Is Art? page 62	**Describing Paintings** *abstract shapes, complex, doodles, dots, lines, playful, powerful, serious, simple, squiggles* **Artistic Elements and Features** *contrast, creativity, depict, iconic, large-scale, masterpiece, style, symbolize* **Poem** *The More I Look—A Poem Inspired by Kandinsky*	Past Perfect and Past Perfect Progressive Narrative Tenses	What can art tell us about different countries and periods of time? **Listening Skills** Listening for gist and details	**Paragraph Building** Linking the Beginning, Middle, and End of a Story **Word Study** Using Descriptive Language **Product** A Mini Saga	**Presentation** Organizing and Summarizing Points **Pronunciation** Sentence Stress: Content Words	**US** *leaned* **UK** *leant*	**Creative Nonfiction** *Cave Painting* **Folk Tale** *The Boy Who Drew Cats* **Reading Skill** Recognizing Genres

LANGUAGE BOOK, Level 6, Scope and Sequence

Unit	Vocabulary	Explore Language	Global Citizenship	Writing	Speaking	International English	Literacy Book
6 It's Your Turn page 74	**Playing Traditional Board Games** *board game, chance, land on, lose, miss a turn, pieces, players, strategy, throw the dice, win* **Playing Video Games** *avatar, collaborate, collect points, gaming, graphics, instructions, level up, multiplayer, role-playing game, virtual* **Poem** *Fun and Games*	Indirect Questions Defining and Non-defining Relative Clauses	How can games help you learn about other ways of life? **Listening Skills** Listening for gist and details	**Function** Introducing Ideas and Making Comparisons **Word Study** Using Adverb and Adjective Collocations **Product** A For and Against Article	**Conversation** Giving Opinions and Disagreeing **Pronunciation** Intonation in Exclamations		**Informational Text** *The History of Board Games* **Story** *The Game of Life* **Reading Skill** Understanding Denotation and Connotation
Put It Together	Review Units 5 and 6 *Yesterday's Vacation Fun*						
7 All About Ads page 88	**Advertising** *advertisement, bargain, billboard, customer, discount, persuade, products, profit, quality, value* **Branding in Advertising** *brand, claims, false impression, image, promote, slogan, small print, target market* **Chant** *Why Buy?*	Reported Speech: Statements and Commands Reported Speech: Questions	What do advertisements sell, other than products? **Listening Skills** Listening for gist and details	**Paragraph Building** Giving Reasons and Summarizing Ideas **Word Study** Using Adjectives to Reinforce Opinion **Product** An Opinion Essay	**Conversation** Preparing for an Interview; Describing Qualities, Skills, and Experience **Pronunciation** Intonation	**US** *donut, advertisement* **UK** *doughnut, advert*	**Science Fiction** *Commercial Break* **Persuasive Text** *Ad Smart* **Reading Skill** Identifying Text and Graphic Features
8 What Are the Odds? page 100	**Numbers, Shapes, and Symmetry** *angle, divide, even number, hexagon, multiply, odd number, prime number, sequence, spirals, symmetry* **Statistics Descriptors** *average, chart, data, fall, percentage, reach a peak, rise, statistics, stay stable, trend* **Poem** *I Love Numbers*	Passives: Present and Past Passives: Future Forms *Will, Going to*	How does math link to different aspects of our lives? **Listening Skills** Listening for gist and details	**Paragraph Building** Writing Chronologically and Supporting a Point with Examples **Product** A Biography	**Presentation** Engaging and Motivating Your Audience; Using Visuals **Pronunciation** Consonant clusters	**US** *analyzed* **UK** *analysed*	**Biography** *Ada Lovelace* **Story** *The Binary Life* **Reading Skill** Recognizing Story Structure
Put It Together	Review Units 7 and 8 *Word Scramble Race*						
9 Make Up Your Mind page 114	**Decision-making** *brainstorm the options, consider the consequences, decide on a solution, define the problem, evaluate your ideas, learn from your mistakes, make a decision, regret* **Collaborative Decision-making** *be fair, control your emotions, fit in with, get your own way, have your say, independence, individual identity, peer pressure, pros and cons* **Poem** *Make Up My Mind*	Third Conditional: Statements Third Conditional: Questions	How do the decisions we make affect other people? **Listening Skills** Listening for gist and details	**Function** Organizing Information and Engaging the Reader **Product** An Instructional Article	**Conversation** Inviting Contributions to a Conversation **Pronunciation** Connected Speech: Linking	**US** *middle school/high school; schedule* **UK** *secondary school; timetable*	**Instructional Text** *Making Decisions* **Story** *It's Not OK* **Reading Skill** Identifying Internal and External Conflict
10 Take the Lead page 126	**Positive Values** *can-do attitude, encourage, gut feeling, inspire, mentor, positive influence, respect, role model* **Influencing and Leading** *commitment, focus, honest, motivate, organizational skills, passionate, set a good example, support* **Poem** *Let's Look to the Future*	Future Progressive Review: Future Forms	Can anyone be a leader? **Listening Skills** Listening for gist and details	**Function** Features of a Blog **Word Study** Informal Language and Ellipsis **Product** A Blog Post	**Presentation** Using Cause-and-effect Reasoning; Sounding Positive **Pronunciation** Sentence Stress: Influencing Meaning	**US** *regular people; buddy* **UK** *ordinary people; mate*	**Play** *Click to Follow* **Informational Text** *Recycle Runway* **Reading Skill** Summarizing Readings
Put It Together	Review Units 9 and 10 *Solve a Problem!*						

Process Writing page 140

Generating Ideas Step 1
Planning Step 2
Drafting Step 3
Editing and Publishing Step 4

LANGUAGE BOOK, Level 5, Scope and Sequence

Unit	Vocabulary	Explore Language	Global Citizenship	Writing	Speaking	International English	Literacy Book
Language Review	**Vocabulary** *Travel and Trade; Emotions; Art; Friendship; Early Civilizations; Actions and Survival* **Grammar** *Tag Questions; First Conditional; Modal Verbs of Obligation; Too and Enough; Present Perfect; Used to*						**Literacy:** *Predicting; Making Inferences; Points of View; Visualizing Changes; Scanning; Identifying Main Idea and Details; and Identifying Cause and Effect* **Spelling**: *Soft g, Soft c and Final -ed*
1 Let's Get Moving page 10	**Sports and Equipment** *beginner, BMX racing, expert, harness, helmet, pads, rappelling, Rollerblading, rope, skiing, snowboarding, trampolining* **Fundraising Through Sports** *charity, fun run, get fit, give up, race, raise money, sponsor, take part in, team, train* (v) **Beatnik Rap** *Back to School Challenge*	Review of Verb Forms: Present, Past, and Future Indefinite Pronouns: *Everyone, Everything, Everywhere, etc.*	How do sports bring people together? **Listening Skills** Listening for gist and details	**Paragraph Building** Organizing Information **Word Study** Word Families **Product** An Instructional Flyer	**Conversation** Making and Responding to Suggestions **Pronunciation** Connected Speech: Consonant-Vowel Linking	**US** *rappelling; awesome, give it a try, Good job!; flyer, organize* **UK** *abseiling; brilliant, have a go, Well done!; leaflet, organise*	**Story** *You're Out!* **Instructional Text** *The Ultimate Game* **Reading Skill** Understanding Skimming and Scanning
2 Circles of Life page 22	**Animals and Their Life Cycles** *be born, behavior, die, female, food chain, habitat, male, pouch, pregnant, trunk* **Controlling Nature** *encourage, endangered, extinct, get rid of, harm, native, pesticide, poison, predator, prey* **Poem** *Welcome to Our Habitat*	Present Perfect With *Already, Just,* and *Yet* Present Perfect With *For* and *Since*	How do humans affect nature? **Listening Skills** Listening for gist and details	**Paragraph Building** Giving Facts, Reasons, and Details **Sentence Building** Conjunctions **Product** An Infographic	**Presentation** Using Rhetorical Questions to Create Interest **Pronunciation** Sentence Stress: Weak Forms *and, of* (Schwa)	**US** *behavior; Did you see a baby owl yet?, I just read it.* **UK** *behaviour; Have you seen a baby owl yet?, I've just read it.*	**Fantasy** *Arthur's Adventures* **Persuasive Text** *Fire Ecology* **Reading Skill** Understanding Sequence of Events
Put It Together	Review Units 1 and 2 *I've Just …*						
3 Figure It Out page 36	**Investigating Crimes** *alibi, clue, commit a crime, criminal, detective, fingerprint, interview, investigate, suspect, suspicious, thief* **Committing and Preventing Crime** *guilty, opportunity, prevent, report* (v), *risk* (n), *solve, steal, track* (v), *victim, witness* (n) **Rap** *Ace Detective*	Reported Speech: Statements Reported Speech: Requests and Commands	Why is it important to be observant? **Listening Skills** Listening for gist and details	**Paragraph Building** Organizing Elements in a Story **Word Study** Using Adjectives and Adverbs for Atmosphere **Product** A Crime Story	**Conversation** Showing Interest and Responding to What You Hear **Pronunciation** Word Stress: First and Second Syllable		**Informational Text** *Solving Crime With Science* **Story** *The Red-Headed League* **Reading Skill** Drawing Conclusions
4 When I Grow Up page 48	**Jobs and Qualifications** *architect, challenging, comedian, creative, degree, party planner, pet psychologist, qualifications, rewarding, stressful, talented, underwater photographer* **Work and Skills** *ambition, boss, business, experience, independent, inspired, observant, reliable, resourceful, skills* **Poem** *That's the Job for Me*	Infinitive of Purpose Tag Questions	Why are all jobs important? **Listening Skills** Listening for gist and details	**Paragraph Building** Support Reasons with Facts and Details **Word Study** Adjective Collocations **Product** A Biography	**Conversation** Using Fillers to Buy Time to Think in an Interview **Pronunciation** Intonation in Incomplete *Yes/No* Questions	**US** *realized; in college* **UK** *realised; at university*	**Biography** *The Hero of Lime Rock* **Story** *Delivery Dan* **Reading Skill** Understanding Points of View
Put It Together	Review Units 3 and 4 *The Detectives Game*						
5 Express Yourself page 62	**Emotions 1** *confused, delighted, determined, disappointed, enthusiastic, furious, optimistic, pessimistic, upset, worried* **Emotions 2** *confident, fail, frustrating, improve, insecure, make mistakes, negative, positive, succeed* **Blues Poem** *Expedition Blues*	Modal Verbs of Deduction Adverbs of Probability	How do our emotions affect our learning? **Listening Skills** Listening for gist and details	**Paragraph Building** Using Expressive Language in Poetry **Word Study** Similes and Metaphors **Product** Acrostic Poems	**Presentation** Offering Encouragement and Dealing with Nerves **Pronunciation** Sentence Stress: Content Words	**US** *pretty sure; recognize* **UK** *quite sure; recognise*	**Instructional Text** *Using Your Emotional Toolbox* **Poems** *How I Feel* **Reading Skill** Identifying Sensory Details

LANGUAGE BOOK, Level 5, Scope and Sequence

Unit	Vocabulary	Explore Language	Global Citizenship	Writing	Speaking	International English	Literacy Book
6 Go Green page 74	**Eco-Tourism** *carbon footprint, conservation, damage* (v), *eco-friendly, environment, impact* (n), *pollution, public transportation, tourism, waste* (v) **Sustainable Living** *global, global warming, local, organic, natural resources, recycle, reduce, self-sufficient, sustainable, symbol* **Chant** *A Green World*	First Conditional With Modal Verbs: *May, Might,* and *Be able to* *Too* + Adjective + Infinitive; Adjective + *Enough* + Infinitive; *Enough* + Noun + Infinitive	How do our lifestyle choices affect the environment? **Listening Skills** Listening for gist and details	**Paragraph and Sentence Building** Organizing and Presenting Information to Argue a Case **Product** A Persuasive Essay	**Presentation** Appealing for Help **Pronunciation** Word Stress: Third and Fourth Syllable	**US** *public transportation* **UK** *public transport*	**Persuasive Text** *Not-So-Fantastic-Plastic* **Poem** *A Greener Life* **Reading Skill** Understanding Author's Purpose
Put It Together	Review Units 5 and 6 *Picture Puzzles*						
7 In Safe Hands page 88	**Injuries and First Aid** *accident, allergic reaction, Band-Aid, burn* (n), *concussion, cut* (n), *disinfect, faint, ice pack, injured, rash, swell* **Preparing for an Emergency** *call for help, drill, emergency exit, evacuate, first responder, keep calm, panic, prepare, rescue, sound the alarm* **Rap** *The First Aid Tent*	Simple Present Passive Reflexive Pronouns	How do volunteers contribute to our well being? **Listening Skills** Listening for gist and details	**Paragraph Building** Researching, Organizing, and Presenting Information **Product** An Informational Flyer	**Presentation** Adding Suspense to a Story **Pronunciation** Connected Speech: Consonant-Vowel Linking with /**r**/	**US** *Band Aid; First Aid Tent; waterwings, first aid kit; pharmacy; sound the alarm, first responder; fire marshal* **UK** *plaster; First-Aid Tent; armbands, first-aid kit; chemist; raise the alarm, emergency services; fire warden*	**Story** *The Chopper* **Instructional Text** *First Aid for Beginners* **Reading Skill** Understanding Main Idea and Details
8 Way Back Then page 100	**Discoveries and Inventions** *cross* (v), *engineering, invent, practical, preserve, printing, record information* (v), *solution, stone* **Developing Knowledge and Ideas** *assess, civilization, create, culture, develop, discover, knowledge, technique* **Poem** *My Favorite Invention*	Past Modal Verbs of Obligation Simple Past Passive	Why do people like to learn about the past? **Listening Skills** Listening for gist and details	**Genre Focus** Recognizing Fact and Opinion **Sentence Building** Phrases to Link Cause and Effect **Product** An Informative Article	**Presentation** Structuring, Transitioning, and Concluding **Pronunciation** Connected Speech: Elision, Dropping the *t*	**US** *civilization; it's too bad* **UK** *civilisation; it's a pity*	**Fable** *The Great Race* **Informational Text** *Mysterious Malta* **Reading Skill** Recognizing Genres
Put It Together	Review Units 7 and 8 *Guessword*						
9 Tell Me a Story page 114	**Storytelling** *brave, characters, cliffhanger, cruel, enemy, hero, heroine, narrator, plot, suspense, terrifying, thrilling, villain* **Sharing Stories** *anecdote, details, empathize, fascinating, imagination, moral, pass on, share, surprising, understand* **Poem** *Tell Us a Story, Storyteller*	Second Conditional: Positive Statements Second Conditional: Negative Statements and Questions	How do stories bring people together? **Listening Skills** Listening for gist and details	**Genre Focus** Creating a Narrative Voice **Word Study** Suffixes and Prefixes **Product** A Story	**Conversation** Offering Opinions, Agreeing, and Disagreeing **Pronunciation** Sentence Stress: Weak Form *to* (Schwa)	**US** *empathize* **UK** *empathise*	**Informational Text** *Storytelling Around the World* **Folk Tale** *The Weaver* **Reading Skill** Understanding Characters
10 Why Was It Made? page 126	**Design** *design* (v), *evolve, heavy, light, man-made, original, portable, useful, useless* **Design To Solve Problems** *adapt, customize, effective, feedback, flexible, material, trial and error, user-friendly* **Rap** *Design's My Line*	Reported Speech: Questions Agreeing With *Too, So, Either,* and *Neither*	Why do we need design? **Listening Skills** Listening for gist and details	**Paragraph Building** Letter-Writing Conventions **Sentence Building** Formal and Informal Language **Product** A Letter of Complaint	**Conversation** Exploring Options and Reaching Agreement **Pronunciation** Connected Speech: Intrusive /**w**/	**US** *customize; Yours truly* **UK** *customise; Yours faithfully*	**Informational Text** *Designing Drones* **Science Fiction** *The Restore Key* **Reading Skill** Making Inferences
Put It Together	Review Units 9 and 10 *Build a Story*						
Process Writing page 140	**Generating Ideas** Step 1 **Planning** Step 2	**Drafting** Step 3 **Editing and Publishing** Step 4					

LANGUAGE BOOK, Level 1, Scope and Sequence

Unit	Vocabulary	Explore Language	Global Citizenship	Speaking	Writing	International English	Literacy Book
Language Review	**Vocabulary** *School Supplies, Colors, Shapes, Food, Animals, Parts of the Body* **Grammar** *Imperatives, Be, Can, Have, Like*					**US** *eraser, backpack* **UK** *rubber, rucksack*	**Phonics Review:** *Initial sounds, ending sounds, short vowel sounds, CVC words*
1 Meet My Family page 10	**Family** *parents, grandparents, grandma, grandpa, baby, pets, aunt, uncle, cousins, twins* **Descriptive Adjectives** *kind, tall, short, old, young, smart, funny, scary, cute* **Song** *Show How Much You Care*	Simple Present: *Have, How many …?* Simple Present: *Be*	How are families the same as or different from yours? **Listening Skills** Listening for gist and details	**Presentation** Introducing yourself and your family **Pronunciation** /ɪ/ and /i/	**Punctuation** Capital letters and periods **Product** A Special Person Poster	**US** *mom; have; smart; check, favorite; period* **UK** *mum; have got; clever; tick, favourite; full stop*	**Story** *Come On, Family!* **Creative Nonfiction** *Zoom Town* **Reading Skill** Predicting from Pictures
2 This Is Delicious page 22	**Food 1** *carrots, potatoes, tomatoes, onions, mushrooms, strawberries, watermelons, peaches, coconuts, limes, broccoli* **Food 2** *rice, salad, breakfast, lunch, dinner, cereal, chicken, cheese, soup, pasta, eggs* **Song** *The Healthy Way*	Simple Present: *Like* Simple Present: *What …?, Want*	What do people eat around the world? **Listening Skills** Listening for gist and details	**Conversation** Agreeing and disagreeing **Pronunciation** /æ/ and /ɔ/	**Punctuation** Question marks **Product** A Rainbow Food Survey	**US** *color; flavor* **UK** *colour; flavour*	**Creative Nonfiction** *The Right Place* **Play** *The Yum Café* **Reading Skill** Identifying Characters and Setting
Put It Together	**Review Units 1 and 2** *Special People, Special Food Bingo*						
3 Play With Me page 36	**Toys** *video game, train, bike, kite, dinosaur, skateboard, robot, teddy bear, scooter, drum* **Action Verbs 1** *walk, ride a bike, throw, catch, fly, climb, dance, run, sing, turn* **Song** *So Many Toys*	Demonstrative Adjectives: *This, That, These, Those* Modal Verb: *Can* for Ability	Do all children have the same toys? **Listening Skills** Listening for gist and details	**Conversation** Making suggestions **Pronunciation** /ɪ/ and /aɪ/	**Sentence Building** Color (adjective) + noun **Product** A Toy Swap Shop Ad	**US** *ad* **UK** *advert*	**Biography** *We Make Toys* **Story** *A New Way to Play* **Reading Skill** Predicting from Titles
4 Animals Are Awesome page 48	**Wild Animals** *penguin, hippo, tiger, elephant, frog, giraffe, parrot, crocodile, rhino, zebra* **Action Verbs 2** *jump, eat, drink, swim, carry, hide, sleep, stand* **Song** *Animals Are Different*	Present Progressive: Statements Present Progressive: *What …?*	Are all animals the same? **Listening Skills** Listening for gist and details	**Presentation** Using pictures to present favorite animals **Pronunciation** /u/ and /oʊ/	**Spelling** Verbs in *–ing* form **Product** An Awesome Animals Fact File	**US** *awesome; meter* **UK** *amazing; metre*	**Poem** *Jungle Animals* **Fable** *Little Ant and Big Parrot* **Reading Skill** Comparing and Contrasting
Put It Together	**Review Units 3 and 4** *Crazy Animals: Find the Differences*						
5 Where Are My Shoes? page 62	**Clothes** *pants, glasses, shirt, skirt, jacket, sweater, shorts, hat, boots, sneakers* **Bedroom Furniture** *bed, rug, lamp, table, chair, desk, closet, wall, picture, floor* **Song** *Put On, Take Off*	*Whose …?*, Possessive Adjectives, *and –'s* *There Is / There Are: positive and negative* Prepositions of Place: *on, behind, under, in*	Where do children sleep? **Listening Skills** Listening for gist and details	**Presentation** Giving a bedroom tour **Pronunciation** /s/ and /ʃ/	**Sentence Building** Using adjectives and colors **Product** A Dream Bedroom Description	**US** *pants, sweater, sneakers, closet* **UK** *trousers, jumper, trainers, wardrobe*	**Play** *Hurry Up, Hugo!* **Creative Nonfiction** *Jan's World* **Reading Skill** Identifying Beginning, Middle, and End

LANGUAGE BOOK, Level 1, Scope and Sequence

Unit	Vocabulary	Explore Language	Global Citizenship	Speaking	Writing	International English	Literacy Book
6 Look What I Can Do page 74	**Activity Verbs** *watch TV, read comic books, do homework, paint a picture, listen to music, play outside, play board games, play table tennis, make cookies* **Activities with *Go, Play,* and *Do*** *go swimming, go horseback riding, go surfing, play tennis, play basketball, play soccer, do karate, do yoga, do ballet* **Song** *Let's Go Home and Play*	Simple Present: *What …?* and Statements Simple Present: *Yes/No* Questions	What sports are popular around the world? **Listening Skills** Listening for gist and details	**Conversation** Inviting someone to play **Pronunciation** *can* and *can't*	**Spelling** *–s, –es,* or *–ies* **Product** A Weekly Calendar and Description	**US** *cookies; go horseback riding, play soccer; on weekends* **UK** *biscuits; go horse-riding, play football; at the weekend*	**Instructional Text** *This Is Yoga* **Story** *I Can Do It* **Reading Skill** Identifying and Ordering Events
Put It Together	**Review Units 5 and 6** *Say Three Things*						
7 Look Around page 88	**Places in Town** *park, library, café, movie theater, hospital, town, sports center, grocery store, swimming pool, station, street, hotel* **Nature** *tree, forest, insects, flowers, leaves, grass, river, lake, mountain* **Song** *The Bus to Town*	Present Progressive: *Yes/No* Questions and *Who …?* Imperatives and Giving Directions	Do people live in the same place? **Listening Skills** Listening for gist and details	**Presentation** Describing your town **Pronunciation** **/f/** and **/v/**	**Capital Letters** Town and street names **Product** A Fantasy Town Description	**US** *store, movie theater, sports center; movie; go straight; Main Street* **UK** *shop, cinema, sports centre; film; go straight on; the High Street*	**Poem** *What's Inside?* **Fantasy** *Butterfly Forest* **Reading Skill** Predicting Endings
8 Let's Go Home page 100	**Rooms and Furniture** *living room, bedroom, kitchen, office, yard, bathroom, cabinet, shower, sofa, hallway* **Daily Routines** *get up, brush your teeth, wash your face, get dressed, make your bed, go to school, go home, take a shower, pack your backpack, go to bed* **Song** *Where are you?*	*Where …?* and Prepositions of Place *When …?* Time Phrases: *before, after* Adverbs of Frequency: *never, always*	Do we all have the same daily routine? **Listening Skills** Listening for gist and details	**Presentation** Describing a perfect day **Pronunciation** **/p/** and **/b/**	**Sentence Building** *and* **Product** A Crazy House Description	***US*** *cabinet, yard; cell phone, across from; take a shower* **UK** *cupboard, garden; mobile phone, opposite; have a shower*	**Poem** *The Storm* **Informational Text** *Old and New* **Reading Skill** Predicting from Titles and Pictures
Put It Together	**Review Units 7 and 8** *Race to the Park!*						
9 We're Working Hard page 114	**Jobs** *doctor, firefighter, chef, police officer, pilot, actor, office worker, dentist, vet, astronaut* **Verbs with Jobs** *fly, teach, drive, clean, cook, take care of, help, work, travel, wear a uniform* **Song** *I Love What I Do*	Simple Present with Jobs and *What …?* Simple Present: *Want to* Questions and Statements, *Why?*, and *Because*	What makes a job special? **Listening Skills** Listening for gist and details	**Conversation** Showing interest **Pronunciation** **/e/** and **/ɜ/**	**Sentence Building** *a/an* **Product** A Job Poster	**US** *traveling* **UK** *travelling*	**Informational Text** *Helping Hands* **Story** *Clean-Up Day* **Reading Skill** Identifying Main Idea and Details
10 It's Party Time page 126	**Parties and Celebrations** *balloons, gift, candy, invitation, fireworks, card, band, drinks, decorations* **Eating Utensils and Tableware** *cup, plate, knife, fork, spoon, chopsticks, bowl, candle, napkin* **Song** *Celebrate!*	Quantifiers: *Some/Any,* Count and Noncount Nouns Possessive Adjectives and Pronouns: *mine, yours, his, hers, ours, theirs*	How are celebrations the same around the world? **Listening Skills** Listening for gist and details	**Conversation** Making requests **Pronunciation** /dʒ/and /tʃ/	**Prepositions** *on, at, from* **Product** Invitations	**US** *candy* **UK** *sweets*	**Informational Text** *Children's Day* **Folk Tale** *The Feast* **Reading Skill** Reviewing Predictions
Put It Together	**Review Units 9 and 10** *Give Me a Clue*						
Plays page 140	**Play 1** *Fenella's Birthday Surprise* (Units 1–5) **Play 2** *Where's Caspar?* (Units 6–10)						

LITERACY BOOK, Level 3, Scope and Sequence

Unit	Reading 1	Reading 2	Reading Skill	Content Area	Social and Emotional Learning	Key Concept	Language Book
Literacy Review	Scanning; Identifying Cause and Effect; Sequence of Events;; Final *st* and Initial *tr*; Identifying the Main Idea and Details; Identifying Fact and Opinion; Final *nd* and *ng*						
1 I Love Reading page 8	**Fiction** *The Beginning of Alice's Adventures* Fantasy	**Nonfiction** *Learning and Your Brain* Informational Text **Spelling** final *er*	Skimming a text	Science: Neuroscience	Self-Awareness: Label and recognize own and others' emotions	Why is reading important?	**Vocabulary** book genres and adjectives, school subjects **Grammar** simple past review, regular and irregular verbs, adverbs of manner
2 What Lives Here? page 24	**Nonfiction** *Two Different Forests* Informational Text	**Fiction** *A New Friend* Folk Tale **Spelling** *ai*	Understanding the author's purpose	Science: Ecology	Responsible Decision-Making: Make decisions based on moral, personal, and ethical standards	How are plants, animals, and humans connected?	**Vocabulary** plants, animals, and nature **Grammar** comparatives and superlatives with adjectives and adverbs
3 How Much Is It? page 40	**Nonfiction** *The History of Money* Informational Text	**Fiction** *The $100 Bill* Story **Spelling** *ar*	Identifying problems and solutions	History: Culture	Responsible Decision-Making: Identify problems when making decisions, and generate alternatives	Why do we need money?	**Vocabulary** money and math **Grammar** modals: *have to/ don't have to, should/shouldn't, could*
4 We Can Do It page 56	**Nonfiction** *Teamwork Makes the Dream Work* Informational Text **Spelling** *or*	**Fiction** *Late for the Show* Play	Understanding the sequence of events	Social Studies: Teamwork	Relationship Skills: Exhibit cooperative learning and working toward group goals	How does teamwork help us?	**Vocabulary** theater and time **Grammar** past progressive
5 Make Some Noise page 72	**Nonfiction** *The Art of Sound* Informational Text **Spelling** *ou*	**Fiction** *Beethoven's 9th* Poem	Understanding cause and effect	Arts & Humanities: Music	Social Awareness: Respect others	What different types of sounds are in our world?	**Vocabulary** sounds and musical instruments **Grammar** *going to* for making plans
6 That Looks Good page 88	**Fiction** *Little Chef* Story	**Nonfiction** *Too Young to Cook? True Stories of Young Chefs* Persuasive Text **Spelling** final *old*	Scanning for specific information	Arts & Humanities: Culinary Arts	Responsible Decision-Making: Implement problem-solving skills when making decisions, when appropriate	Why is food important?	**Vocabulary** kitchen and food **Grammar** verb patterns with infinitives and gerunds
7 How Can We Help? page 104	**Fiction** *What Happens Next?* Story	**Nonfiction** *Animals to the Rescue* Informational Text **Spelling** final *ly*	Making inferences and predictions	Social Studies: Communities	Self-Management: Exhibit positive motivation, hope, and optimism	How can we help each other in a disaster?	**Vocabulary** emergencies and natural disasters **Grammar** relative clauses with *who* and *that*
8 Under the Sea page 120	**Nonfiction** *Coral Reefs* Persuasive Text **Spelling** final *ight*	**Fiction** *The Lost Camera* Fantasy	Identifying perspective	Science: Marine Biology	Social Awareness: Identify social cues (verbal, physical) to determine how others feel	What is life like under the sea?	**Vocabulary** sea life and appearance **Grammar** simple present review, present progressive review, future with *will*
9 What's the Matter? page 136	**Nonfiction** *Take Your Medicine* Informational Text **Spelling** *ur*	**Fiction** *A Surprise Cure* Story	Understanding the main idea and details	Science: Health & Medicine	Self-Management: Set plans and work toward goals	What do we do when we're sick?	**Vocabulary** illness and treatment **Grammar** simple past and past progressive with *when* review, past progressive with *while*
10 Don't Push the Button page 152	**Nonfiction** *Moving Machines* Informational Text	**Fiction** *Searching for Sterling* Science Fiction **Spelling** *ough*	Understanding facts and opinions	Science: Engineering	Self-Management: Overcome obstacles and create strategies for more long-term goals	Does technology make our lives easier?	**Vocabulary** machines and materials **Grammar** comparatives review, modals review

LITERACY BOOK, Level 5, Scope and Sequence

Unit	Reading 1	Reading 2	Reading Skill	Content Area	Social and Emotional Learning	Key Concept	Language Book
Literacy Review	Predicting; Making Inferences; Points of View; Visualize Changes; Soft *g* and Soft *c* Scanning; Identifying Main Idea and Details; Identifying Cause and Effect; Final *ed*						
1 Let's Get Moving page 8	**Fiction** *You're Out!* Play **Literary Term** idiom	**Nonfiction** *The Ultimate Game* Instructional Text	Understanding Skimming and Scanning	Social Studies: Sports and Recreation	Relationship Skills: Exhibit cooperative learning and working toward group goals	Why are rules important for sports?	**Vocabulary** sports and equipment, and fundraising through sports **Grammar** review of verb forms: present, past, and future indefinite pronouns
2 Circles of Life page 24	**Fiction** *Arthur's Adventures* Fantasy **Literary Term** antonym	**Nonfiction** *Fire Ecology* Persuasive Text	Understanding Sequence of Events	Science: Biology	Self-awareness: Possess self-efficacy and self-esteem	How do life cycles represent change?	**Vocabulary** animals and their life cycles, and controlling nature **Grammar** present perfect simple with *already*, *just*, and *yet*, and *for* and *since*
3 Figure It Out page 40	**Nonfiction** *Solving Crime With Science* Informational Text	**Fiction** *The Red-Headed League* Story **Literary Term** closed compound	Drawing Conclusions	Science: Forensics	Self-awareness: Accurately recognize own strengths and limitations	How do we use clues to solve problems?	**Vocabulary** investigating, committing, and preventing crimes **Grammar** reported speech: statements, requests, and commands
4 When I Grow Up page 56	**Nonfiction** *The Hero of Lime Rock* Biography **Literary Term** synonym	**Fiction** *Delivery Dan* Story	Understanding Points of View	Social Studies: Careers	Self-management: Set plans and work towards goals	Why do we work?	**Vocabulary** jobs, qualifications, work, and skills **Grammar** infinitive of purpose tag questions
5 Express Yourself page 72	**Nonfiction** *Using Your Emotional Toolbox* Instructional Text	**Fiction** *How I Feel* Poems **Literary Term** metaphor	Identifying Sensory Details	Science: Psychology	Self-awareness: Label and recognize own and others' emotions	How do we identify emotions?	**Vocabulary** emotions **Grammar** modal verbs of deduction adverbs of probability
6 Go Green page 88	**Nonfiction** *Not-So-Fantastic Plastic* Persuasive Text **Literary Term** word choice: variety	**Fiction** *A Greener Life* Poem	Understanding Author's Purpose	Science: Ecology	Self-awareness: Identify own needs and values	What can we do in our own lives to help the environment?	**Vocabulary** eco-tourism and sustainable living **Grammar** first conditional with modal verbs *too* and *enough* with infinitives
7 In Safe Hands page 104	**Fiction** *The Chopper* Story **Literary Term** simile	**Nonfiction** *First Aid for Beginners* Instructional Text	Understanding Main Ideas and Details	Science: Medicine	Self-management: Manage personal and interpersonal stress	What can we do to help in an emergency?	**Vocabulary** injuries and first aid, and preparing for an emergency **Grammar** simple present passive reflexive pronouns
8 Way Back Then page 120	**Fiction** *The Great Race* Fable **Literary Term** transition words	**Nonfiction** *Mysterious Malta* Informational Text	Recognizing Genres	History: Archaeology	Social Awareness: Appreciating diversity	How do we explain the mysteries from ancient civilizations?	**Vocabulary** discoveries and inventions and developing knowledge and ideas **Grammar** past modal verbs of obligation simple past passive
9 Tell Me a Story page 136	**Nonfiction** *Storytelling Around the World* Informational Text	**Fiction** *The Weaver* Folk Tale **Literary Term** word choice: adverbs of intensity	Understanding Characters	Social Studies: Traditions	Self-management: Monitor progress toward personal and academic short- and long-term goals	Why do we tell stories?	**Vocabulary** storytelling and sharing stories **Grammar** second conditional positive statements, negative statements, and questions
10 Why Was It Made? page 152	**Nonfiction** *Designing Drones* Informational Text	**Fiction** *The Restore Key* Science Fiction **Literary Term** word choice: degrees of intensity	Making Inferences	Science: Engineering	Relationship Skills: Manage and express emotions in relationships, respecting diverse viewpoints	How can design solve problems?	**Vocabulary** design and design to solve problems **Grammar** reported speech: questions and agreeing with *too*, *so*, *either*, *neither*

LITERACY BOOK, Level 4, Scope and Sequence

Unit	Reading 1	Reading 2	Reading Skill	Content Area	Social and Emotional Learning	Key Concept	Language Book
Literacy Review	Scanning; Making Inferences and Predictions; Identifying Perspective; Spelling final *ough* and *ight*; Scanning; Identifying Facts and Opinions; Author's Purpose; Cause and Effect; Spelling *or* and *ar*						
1 Let's Start With Art page 8	**Fiction** *True Colors* Fantasy	**Nonfiction** *My Guide to Photography* Instructional Text **Spelling** final *ent*	Understanding facts and opinions	Arts and Humanities: Photography	Relationship Skills: Provide help to those who need it	Why do people make art?	**Vocabulary** types of art and describing art **Grammar** quantifiers *a little, a few, all, most; too* and *enough* with adjectives
2 How Long Is It? page 24	**Fiction** *A World Without Time* Fantasy **Spelling** final *le*	**Nonfiction** *Timelines* Informational Text	Visualizing	Math: Measuring Time	Self-Management: Set plans and work towards goals	How do things change over time?	**Vocabulary** experiments and time **Grammar** future predictions: *going to* and *will* future plans: present progressive
3 Be My Friend page 40	**Nonfiction** *A Friendly Message* Informational Text **Spelling** final *ed*	**Fiction** *Trust Me* Story	Describing and understanding characters	Science: Sociology and Technology	Social Awareness: Evaluate others' emotional reactions	What makes a good friend?	**Vocabulary** emotions and friendships **Grammar** first conditional
4 What's Up There? page 56	**Fiction** *Hope You Like Fish* Story **Spelling** long *i*	**Nonfiction** *First Man in Space* Biography	Scanning for specific information	Science: Space Exploration	Self-Management: Attention control, maintain optimal work performance	How do we explore space?	**Vocabulary** space and Mars **Grammar** modal verbs: *have to, must; might, should*
5 So That's How They Did It page 72	**Nonfiction** *The Silk Road* Informational Text	**Fiction** *Sinbad's First Voyage* Folk Tale **Spelling** soft *c*	Identifying points of view	History: Important Places	Self-Management: Overcome obstacles and create strategies for more long-term goals	How has travel changed from ancient times?	**Vocabulary** Vikings, trade, and travel **Grammar** *used to*
6 Ready for Anything page 88	**Nonfiction** *SOS* Instructional Text **Spelling** initial *st*	**Fiction** *Panic or Calm?* Story	Understanding sequence of events	Science: Emergency Management	Self-Management: Exhibit positive motivation, hope, and optimism	What can you do to survive in an emergency?	**Vocabulary** actions, survival, and camping equipment **Grammar** present perfect simple
7 Every Last Drop page 104	**Nonfiction** *Clean Water for All* Informational Text	**Fiction** *The New Dam* Story **Spelling** final *ful* and *fully*	Understanding inferences	Science: Environmental Studies	Relationship Skills: Demonstrate leadership skills when necessary, being assertive and persuasive	How do you use water every day?	**Vocabulary** the water cycle and water **Grammar** gerunds as subjects prepositions: after adjectives
8 Lights, Camera, Action page 120	**Nonfiction** *Action Stars* Informational Text **Spelling** final *ing*	**Fiction** *Actors on Set!* Play	Understanding cause and effect	Arts and Humanities: Drama	Relationship Skills: Exhibit cooperative learning and working towards group goals	Why do movies need a team?	**Vocabulary** physical characteristics and movies; movie genres and features **Grammar** defining relative clauses: *who, that, where* adjectives: *-ing* or *-ed*
9 The World of Tomorrow page 136	**Fiction** *Pinocchia* Science Fiction	**Nonfiction** *Fast Forward* Informational Text **Spelling** soft *g*	Comparing and contrasting	Science: Engineering	Relationship Skills: Provide help to those who need it	How will family life change 100 years from now?	**Vocabulary** household chores, towns, and cities **Grammar** present perfect simple: *ever, never,* and *already* present perfect simple and simple past
10 Use Your Senses page 152	**Nonfiction** *Sense Superstore* Informational Text	**Fiction** *The Wrinklecrinkle Man* Poem **Spelling** long *e*	Identifying literal and figurative language	Science: Biology	Responsible Decision-Making: Become self-reflective and self-evaluative	Why are our senses so important?	**Vocabulary** sense verbs and adjectives **Grammar** tag questions: *do, did, be, should, will, have*

LITERACY BOOK, Level 6, Scope and Sequence

Unit	Reading 1	Reading 2	Reading Skill	Content Area	Social and Emotional Learning	Key Concept	Language Book
Literacy Review	Making Predictions; Sequence of Events; Sensory Details; Synonyms Making Inferences; Understanding the Main Idea and Details; Transition Words						
1 Keep in Touch page 8	**Fiction** *Urgent Message* Story **Literary Term** register	**Nonfiction** *Communication Time!* Informational Text	Understanding Chronology	Science: Technology	Self-Management: Display grit, determination, or perseverance	What are the benefits of communication technology?	**Vocabulary** technology and online safety **Grammar** verbs of thinking, and simple and progressive forms
2 Time for a Change page 24	**Fiction** *My Stay at Camp Karma* Diary **Literary Term** dropped subjects	**Nonfiction** *Why Do We Sleep?* Informational Text	Analyzing and Evaluating	Science: Health	Responsible Decision-Making: Become self-reflective and self-evaluative	Why is it important to have good lifestyle habits?	**Vocabulary** lifestyle and habits, and healthy food **Grammar** present perfect and progressive
3 Dream Big page 40	**Nonfiction** *Communities Making Dreams Come True* Creative Nonfiction **Literary Term** prefix	**Fiction** *Dreams* Poem	Understanding Author's Word Choice	Social Studies: Communities	Self-Management: Exhibit positive motivation, hope, and optimism	Why is it important to have dreams?	**Vocabulary** dreams and ambitions, and persevering to succeed **Grammar** second conditional and *wish* + past forms
4 How's That Possible? page 56	**Nonfiction** *The Sci-Files* Informational Text	**Fiction** *An Enlightening Journey* Fantasy **Literary Term** personification	Making Inferences	Science: Environmental Science	Relationship skills: Prevent interpersonal conflict, but manage to resolve it when it does occur	Why are mysteries so fascinating?	**Vocabulary** facts, mysteries, and illusions, and historical discoveries **Grammar** modals of deduction and obligation: past forms
5 What Is Art? page 72	**Nonfiction** *Cave Painting* Creative Nonfiction	**Fiction** *The Boy Who Drew Cats* Folk Tale **Literary Term** synonym	Recognizing Genres	Arts and Humanities: Art History	Self-Awareness: Identify what triggers own emotions	What would our world be like without art?	**Vocabulary** describing paintings and artistic elements and features **Grammar** past perfect simple and progressive, and narrative tenses
6 It's Your Turn page 88	**Nonfiction** *The History of Board Games* Informational Text **Literary Term** antonym	**Fiction** *The Game of Life* Story	Understanding Denotation and Connotation	History: Civilizations	Social Awareness: Respect others	Why do people play games?	**Vocabulary** playing traditional board games and video games **Grammar** indirect questions, and defining and non-defining relative clauses
7 All About Ads page 104	**Fiction** *Commercial Break* Science Fiction **Literary Term** alliteration	**Nonfiction** *Ad Smart* Persuasive Text	Identifying Text and Graphic Features	Social Studies: Communication	Responsible Decision-Making: Discuss strategies used to resist peer pressure	Does advertising influence the way we think?	**Vocabulary** advertising and branding in advertising **Grammar** reported speech
8 What Are the Odds? page 120	**Nonfiction** *Ada Lovelace* Biography **Literary Term** open compound	**Fiction** *The Binary Life* Story	Recognizing Story Structure	History: Computer Science	Responsible Decision-Making: Make decisions based on moral, personal, and ethical standards	Why are numbers important in our lives?	**Vocabulary** numbers, shapes, and symmetry, and statistics descriptors **Grammar** passives
9 Make Up Your Mind page 136	**Nonfiction** *Making Decisions* Instructional Text	**Fiction** *It's Not OK* Story **Literary Term** oxymoron	Identifying Internal and External Conflict	Social Studies: Ethics	Responsible Decision-Making: Reflect on how current choices affect future	How do we handle difficult choices?	**Vocabulary** decision-making and collaborative decision-making **Grammar** third conditional
10 Take the Lead page 152	**Fiction** *Click to Follow* Play **Literary Term** assonance	**Nonfiction** *Recycle Runway* Informational Text	Summarizing Readings	Science: Ecology	Relationship Skills: Resist inappropriate social pressures	How are we influenced by things around us?	**Vocabulary** positive values, and influencing and leading **Grammar** future progressive and future forms review

LITERACY BOOK, Level 1, Scope and Sequence

Unit	Reading 1	Reading 2	Reading Skill	Content Area	Social and Emotional Learning	Key Concept	Language Book
Phonics Review	Initial sounds, ending sounds, short vowel sounds, CVC words						
1 Meet My Family page 8	**Fiction** *Come On, Family!* Story **Phonics** long *o*	**Nonfiction** *Zoom Town* Creative Nonfiction	Predicting from pictures	Social Studies Families	Social Awareness Identify and use resources of family	How do you spend time with your family?	**Vocabulary** family and descriptive adjectives **Grammar** simple present *have* and *be*
2 This Is Delicious page 24	**Nonfiction** *The Right Place* Creative Nonfiction **Phonics** long *e*	**Fiction** *The Yum Café* Play	Identifying characters and setting	Science Agriculture	Social Awareness Identify social cues to determine how others feel	Where does food come from?	**Vocabulary** food **Grammar** simple present *like* and *want*
3 Play With Me page 40	**Nonfiction** *We Make Toys* Biography	**Fiction** *A New Way to Play* Story **Phonics** long *a*	Predicting from titles	Social Studies Leisure time	Responsible decision-making Identify problems when making decisions and generate alternatives	What are different ways you play?	**Vocabulary** toys and action verbs **Grammar** demonstrative adjectives and modal verb *can*
4 Animals Are Awesome page 56	**Nonfiction** *Jungle Animals* Poem	**Fiction** *Little Ant and Big Parrot* Fable **Phonics** long *i*	Comparing and contrasting	Science Biology	Self-Awareness Accurately recognize own strengths and limitations	What makes animals special?	**Vocabulary** wild animals and action verbs **Grammar** present progressive
5 Where Are My Shoes? page 72	**Fiction** *Hurry Up, Hugo!* Play **Phonics** long *u*	**Nonfiction** *Jan's Blog* Creative Nonfiction	Identifying beginning, middle, and end	Social Studies Communities	Self-Management Seek help when needed	How can you find something you lost?	**Vocabulary** clothes and bedroom furniture **Grammar** possessive adjectives, *there is/are*, and prepositions of place
6 Look What I Can Do page 88	**Nonfiction** *This Is Yoga* Instructional Text	**Fiction** *I Can Do It* Story **Phonics** initial blends with *pr* and *pl*	Identifying and ordering events	Science Health	Social Awareness Appreciate diversity	What are different ways you move?	**Vocabulary** activity verbs and activities with *go*, *play*, and *do* **Grammar** simple present with action verbs
7 Look Around page 104	**Nonfiction** *What's Inside?* Poem	**Fiction** *Butterfly Forest* Fantasy **Phonics** initial blends with *fl* and *fr*	Predicting endings	Social Studies Communities	Relationship Skills Working toward group goals	Why do we look around in new places?	**Vocabulary** places in town and nature **Grammar** present progressive and imperatives
8 Let's Go Home page 120	**Fiction** *The Storm* Poem **Phonics** initial blends with *sl* and *st*	**Nonfiction** *Old and New* Informational Text	Predicting from titles and pictures	Social Studies Traditions	Self-Awareness Label and recognize own and others' emotions	What makes a home?	**Vocabulary** rooms in the house and daily routines **Grammar** prepositions of place and adverbs of frequency
9 We're Working Hard page 136	**Nonfiction** *Helping Hands* Informational Text	**Fiction** *Clean-up Day* Story **Phonics** initial and final diagraphs *sh* and *ch*	Identifying main idea and details	Social Studies Volunteerism	Relationship Skills Provide help to those who need it	How can you work to help your community?	**Vocabulary** jobs and work-related verbs **Grammar** simple present, *want to* and *why/because*
10 It's Party Time page 152	**Nonfiction** *Children's Day* Informational Text	**Fiction** *The Feast* Folk Tale **Phonics** voiced and unvoiced diagraph *th*	Reviewing predictions	Social Studies Traditions	Responsible Decision-Making Make decisions that affect the individual, school, and community	How do you celebrate?	**Vocabulary** party words and eating utensils **Grammar** *some/any*, count and noncount nouns, and possessive pronouns