

VOCABULARY	GRAMMAR	CRITICAL THINKING	UNIT OUTCOME
<ul style="list-style-type: none"> • Use suffixes to expand vocabulary • Match definitions • Define new terms • Learn selected vocabulary words from the Oxford 3000 and the Academic Word List 	<ul style="list-style-type: none"> • Modals of possibility 	<ul style="list-style-type: none"> • Reflect on the unit question • Use charts to organize information • Develop ideas for a business by synthesizing unit content with firsthand experience • Connect ideas across texts or readings • Express ideas/reactions/opinions orally and in writing • Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner 	<ul style="list-style-type: none"> • Prepare a business plan that describes an innovative new garbage recycling company to potential investors.
<ul style="list-style-type: none"> • Use the dictionary to make word choices appropriate for audience, register, and genre • Match definitions • Define new terms • Learn selected vocabulary words from the Oxford 3000 and the Academic Word List 	<ul style="list-style-type: none"> • Subject-verb agreement 	<ul style="list-style-type: none"> • Assess the effectiveness of summaries • Reflect on the unit question • Connect ideas across texts or readings • Express ideas/reactions/opinions orally and in writing • Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner 	<ul style="list-style-type: none"> • Develop a summary and response essay based on an informational text.
<ul style="list-style-type: none"> • Use adjective/verb + preposition collocations to increase written accuracy and improve reading comprehension • Match definitions • Define new terms • Learn selected vocabulary words from the Oxford 3000 and the Academic Word List 	<ul style="list-style-type: none"> • Cause-and-effect connectors 	<ul style="list-style-type: none"> • Reflect on the unit question • Understand the relationships between causes and effects using a chart • Make text-to-text, text-to-self, and text-to-world connections • Connect ideas across texts or readings • Express ideas/reactions/opinions orally and in writing • Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner 	<ul style="list-style-type: none"> • Prepare a cause-and-effect essay analyzing two or three methods for boosting energy levels.
<ul style="list-style-type: none"> • Use the dictionary to learn sports metaphors and idioms in writing and speaking • Match definitions • Define new terms • Learn selected vocabulary words from the Oxford 3000 and the Academic Word List 	<ul style="list-style-type: none"> • Tense shifts in narratives 	<ul style="list-style-type: none"> • Reflect on the unit question • Use visual information or photos to make inferences about something • Choose a point of view from which to tell a story • Analyze advantages and disadvantages • Connect ideas across texts or readings • Express ideas/reactions/opinions orally and in writing • Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner 	<ul style="list-style-type: none"> • Create a short story with an organized plot, interesting characters, and a clear point of view.

SCOPE AND SEQUENCE | Reading and Writing 5

UNIT	READING	WRITING
1 New Media Q Why do people read and write blogs? READING 1: Blogs and Journalism Need Each Other A Magazine Article (Journalism) READING 2: Diary-Keeping Pet Project for Bloggers A Newspaper Article (Culture and Media)	<ul style="list-style-type: none"> • Preview text using a variety of strategies • Annotate a text using various techniques • Summarize main ideas • Read for main ideas • Read for details • Read and recognize different text types • Use glosses and footnotes to aid comprehension 	<ul style="list-style-type: none"> • Use time transitions to write about a process • Plan before writing • Make an outline • Write a process essay • Revise, edit, and rewrite • Give feedback to peers and self-assess
2 Language Q What happens when a language disappears? READING 1: History of the Maori Language Web Page (Language and Culture) READING 2: When Languages Die A Book Excerpt (Linguistics)	<ul style="list-style-type: none"> • Preview text using a variety of strategies • Find evidence to distinguish main ideas from details • Read for main ideas • Read for details • Read and recognize different text types • Use glosses and footnotes to aid comprehension 	<ul style="list-style-type: none"> • Plan before writing • Make an outline • Write an extended definition to analyze a concept • Revise, edit, and rewrite • Give feedback to peers and self-assess
3 Work and Leisure Q What is the difference between work and fun? READING 1: Freakonomics: Laid-back Labor: The \$140 Homemade Scarf A News Magazine Article (Economics and Work) READING 2: Video Gamers A Newspaper Article (Sociology and Popular Culture)	<ul style="list-style-type: none"> • Summarize main ideas • Identify contrasting ideas to follow an author's argument and main ideas • Preview text using a variety of strategies • Read for main ideas • Read for details • Read and recognize different text types • Use glosses and footnotes to aid comprehension 	<ul style="list-style-type: none"> • Use evidence to support an argument • Plan before writing • Make an outline • Write a persuasive essay • Revise, edit, and rewrite • Give feedback to peers and self-assess

VOCABULARY	GRAMMAR	CRITICAL THINKING	UNIT OUTCOME
<ul style="list-style-type: none"> • Recognize common collocations in order to learn patterns of usage • Match definitions • Define new terms • Learn selected vocabulary words from the Oxford 3000 and the Academic Word List 	<ul style="list-style-type: none"> • Adjective phrases 	<ul style="list-style-type: none"> • Reflect on the unit question • Complete a chart to organize information • Apply knowledge to complete a new task • Connect ideas across texts or readings • Express ideas/reactions/opinions orally and in writing • Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner 	<ul style="list-style-type: none"> • Develop a process essay describing how to do an activity with which you are familiar.
<ul style="list-style-type: none"> • Use a thesaurus to expand vocabulary through the use of synonyms and antonyms • Match definitions • Define new terms • Learn selected vocabulary words from the Oxford 3000 and the Academic Word List 	<ul style="list-style-type: none"> • Contrast and concession connectors 	<ul style="list-style-type: none"> • Reflect on the unit question • Generalize from specific examples to anticipate patterns in text types • Analyze a concept that may be difficult to explain by examining how it is similar to or different from other concepts • Connect ideas across texts or readings • Express ideas/reactions/opinions orally and in writing • Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner 	<ul style="list-style-type: none"> • Prepare an extended definition of a word or concept from another language or culture for which there is no equivalent term or idea in English.
<ul style="list-style-type: none"> • Recognize and use reporting verbs to show attitudes toward a source • Match definitions • Define new terms • Learn selected vocabulary words from the Oxford 3000 and the Academic Word List 	<ul style="list-style-type: none"> • Noun clauses 	<ul style="list-style-type: none"> • Reflect on the unit question • Complete charts to organize information • Paraphrase another's ideas to show understanding • Use evidence in support of an argument • Connect ideas across texts or readings • Express ideas/reactions/opinions orally and in writing • Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner 	<ul style="list-style-type: none"> • Develop a persuasive essay arguing why a particular leisure activity should or should not be considered work.

UNIT	READING	WRITING
4 Deception Q How well does a picture illustrate the truth? READING 1: How to Lie with Maps A Book Excerpt (Geography and Advertising) READING 2: Phototruth or Photofiction? A Textbook Excerpt (Ethics and Media)	<ul style="list-style-type: none"> • Preview text using a variety of strategies • Read captions and figures to see connections to the text • Locate main ideas in a text • Read for main ideas • Read for details • Read and recognize different text types • Use glosses and footnotes to aid comprehension 	<ul style="list-style-type: none"> • Use unity to be clear, interesting, and persuasive • Write a proposal describing an ad • Plan before writing • Make an outline • Revise, edit, and rewrite • Give feedback to peers and self-assess
5 Global Citizenship Q Why is global cooperation important? READING 1: In Norway, Global Seed Vault Guards Genetic Resources A Newspaper Article (Agriculture) READING 2: The Long Countdown: For U.S. Astronauts, a Russian Second Home A Newspaper Article (Space)	<ul style="list-style-type: none"> • Preview text using a variety of strategies • Make inferences to improve comprehension and understand a text more deeply • Sequence ideas presented in a text • Read for main ideas • Read for details • Read and recognize different text types • Use glosses and footnotes to aid comprehension 	<ul style="list-style-type: none"> • Organize supporting ideas to make writing more coherent • Write an essay • Plan before writing • Make an outline • Revise, edit, and rewrite • Give feedback to peers and self-assess
6 Public Space Q What makes a public space appealing? READING 1: The New Oases A Magazine Article (Design and Sociology) READING 2: A Path to Road Safety with No Signposts A Newspaper Article (Engineering and Urban Planning)	<ul style="list-style-type: none"> • Preview text using a variety of strategies • Recognize the connections between ideas using pronoun referents • Use an outline to organize main ideas • Locate specific information in a text • Read for main ideas • Read for details • Read and recognize different text types • Use glosses and footnotes to aid comprehension 	<ul style="list-style-type: none"> • Use the passive voice when appropriate to focus information and add variety to writing • Use old-new information structure to connect sentences logically while developing ideas • Use constant information structure to define or explain a complex topic • Plan before writing • Make an outline • Write a descriptive essay • Revise, edit, and rewrite • Give feedback to peers and self-assess

VOCABULARY	GRAMMAR	CRITICAL THINKING	UNIT OUTCOME
<ul style="list-style-type: none"> • Use knowledge of Latin and Greek roots to determine meaning of new words • Match definitions • Define new terms • Learn selected vocabulary words from the Oxford 3000 and the Academic Word List 	<ul style="list-style-type: none"> • Quantifiers 	<ul style="list-style-type: none"> • Understand how visual information appears in different texts • Use a cluster diagram to organize ideas • Reflect on the unit question • Connect ideas across texts or readings • Express ideas/reactions/opinions orally and in writing • Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner 	<ul style="list-style-type: none"> • Create an advertising proposal describing your idea for a print or Web advertisement.
<ul style="list-style-type: none"> • Use prefixes to expand vocabulary • Match definitions • Define new terms • Learn selected vocabulary words from the Oxford 3000 and the Academic Word List 	<ul style="list-style-type: none"> • Parallel structure and ellipsis 	<ul style="list-style-type: none"> • Reflect on the unit question • Infer ideas from information that is not directly stated • Connect ideas across texts or readings • Express ideas/reactions/opinions orally and in writing • Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner 	<ul style="list-style-type: none"> • Prepare an essay describing the importance of global cooperation.
<ul style="list-style-type: none"> • Use the dictionary to learn correct verb complements • Understand the difference between transitive and intransitive verbs • Match definitions • Define new terms • Learn selected vocabulary words from the Oxford 3000 and the Academic Word List 	<ul style="list-style-type: none"> • Passive voice to focus information 	<ul style="list-style-type: none"> • Use graphic organizers to develop ideas and classify information • Reflect on the unit question • Connect ideas across texts or readings • Express ideas/reactions/opinions orally and in writing • Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner 	<ul style="list-style-type: none"> • Develop an analytical essay depicting a public place and ways to make it more appealing.

UNIT	READING	WRITING
7 Alternative Thinking Q How can we turn trash into treasure? READING 1: Garbage of Eden A Website (Ecology) READING 2: Trash Talker: Garbage Mogul Makes Millions from Trash A Magazine Article (Business and Environmental Science)	<ul style="list-style-type: none"> • Preview text using a variety of strategies • Anticipate content through questions to be an active reader • Locate support for main ideas • Match subtitles to content • Read for main ideas • Read for details • Read and recognize different text types • Use glosses and footnotes to aid comprehension 	<ul style="list-style-type: none"> • Paraphrase effectively to integrate others' ideas in writing • Plan before writing • Make an outline • Write a business plan • Revise, edit, and rewrite • Give feedback to peers and self-assess
8 Change Q Why do people want to change who they are? READING 1: Set in Our Ways: Why Change Is So Hard A Magazine Article (Psychology) READING 2: Kids Want to Tan A Magazine Article (Culture and Health)	<ul style="list-style-type: none"> • Preview text using a variety of strategies • Match content to topic • Identify the author's intent to better analyze texts and become a more critical reader • Read for main ideas • Read for details • Read and recognize different text types • Use glosses and footnotes to aid comprehension 	<ul style="list-style-type: none"> • Summarize to understand and recall main ideas when taking an exam or writing papers • Recognize key indicators and examples that can signal intent • Plan before writing • Make an outline • Write a summary and response essay • Plan before writing • Make an outline • Revise, edit, and rewrite • Give feedback to peers and self-assess
9 Energy Q What energizes people? READING 1: A Healthy Lifestyle Can Reduce Fatigue, Boost Energy A Newspaper Article (Health and Lifestyle) READING 2: A Jolt of Caffeine, by the Can A Newspaper Article (Business and Nutrition)	<ul style="list-style-type: none"> • Preview text using a variety of strategies • Organize notes and annotations in a chart • Locate information in a text • Read for main ideas • Read for details • Take notes organized by main ideas and details • Read and recognize different text types • Use glosses and footnotes to aid comprehension 	<ul style="list-style-type: none"> • Learn the difference between the organization of a causal analysis and an effects analysis essay • Combine cause/effect and adjective/verb collocations into complex sentences • Plan before writing • Make an outline • Write a cause-and-effect essay • Revise, edit, and rewrite • Give feedback to peers and self-assess
10 Size and Scale Q Does the size of a country matter? READING 1: "Small Country" (Part 1) A Short Story (Fiction) READING 2: "Small Country" (Part 2) A Short Story (Fiction)	<ul style="list-style-type: none"> • Interpret emotions from speech • Understand the elements of narrative structure and analyze the plot • Preview text using a variety of strategies • Read for main ideas • Read for details • Read and recognize different text types • Use glosses and footnotes to aid comprehension 	<ul style="list-style-type: none"> • Use symbols in writing to make it more interesting and meaningful • Plan before writing • Make an outline • Write a short story • Revise, edit, and rewrite • Give feedback to peers and self-assess