

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 <i>ough</i> and <i>ight</i> ; Scanning; Identifying Facts and Opinions; Author's Purpose; Cause and Effect; Spelling <i>or</i> and <i>ar</i> | | | | | | | |
| 1 Let's Start With Art page 8 | Fiction <i>True Colors</i> Fantasy | Nonfiction <i>My Guide to Photography</i> Instructional Text Spelling final <i>ent</i> | 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 <i>a little, a few, all, most, too</i> and <i>enough</i> with adjectives |
| 2 How Long Is It? page 24 | Fiction <i>A World Without Time</i> Fantasy Spelling final <i>le</i> | Nonfiction <i>Timelines</i> 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: <i>going to</i> and <i>will</i> future plans: present progressive |
| 3 Be My Friend page 40 | Nonfiction <i>A Friendly Message</i> Informational Text Spelling final <i>ed</i> | Fiction <i>Trust Me</i> 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 <i>Hope You Like Fish</i> Story Spelling long <i>i</i> | Nonfiction <i>First Man in Space</i> 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: <i>have to, must, might, should</i> |
| 5 So That's How They Did It page 72 | Nonfiction <i>The Silk Road</i> Informational Text | Fiction <i>Sinbad's First Voyage</i> Folk Tale Spelling soft <i>c</i> | 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 <i>used to</i> |

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|------|-----------|-----------|---------------|--------------|-------------------------------|-------------|---------------|
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6 Ready for Anything
page 88

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|--|--|----------------------------------|-------------------------------|--|---|
| Nonfiction SOS Instructional Text Spelling initial <i>st</i> | Fiction <i>Panic or Calm?</i> 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? |
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Vocabulary
actions, survival, and camping equipment

Grammar
present perfect simple

7 Every Last Drop
page 104

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|---|---|--------------------------|--------------------------------|---|---------------------------------|
| Nonfiction <i>Clean Water for All</i> Informational Text | Fiction <i>The New Dam</i> Story Spelling final <i>ful</i> and <i>fully</i> | 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

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|---|---|--------------------------------|----------------------------|---|----------------------------|
| Nonfiction <i>Action Stars</i> Informational Text Spelling final <i>ing</i> | Fiction <i>Actors on Set!</i> 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

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|---|--|---------------------------|----------------------|--|---|
| Fiction <i>Pinocchia</i> Science Fiction | Nonfiction <i>Fast Forward</i> Informational Text Spelling soft <i>g</i> | 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

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|--|---|---|------------------|---|----------------------------------|
| Nonfiction <i>Sense Superstore</i> Informational Text | Fiction <i>The Wrinklecrinkle Man</i> Poem Spelling long <i>e</i> | Identifying literal and figurative language | Science: Biology | Responsible Decision-Making: Become self-reflective and self-evaluative | Why are our senses so important? |
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Vocabulary
sense verbs and adjectives

Grammar
tag questions: *do, did, be, should, will, have*