PEARSON LONGMAN

Keystone

LEVEL A
LEVEL B
LEVEL C
BUILDING BRIDGES
LEVEL D
LEVEL E
LEVEL F
KEYS TO LEARNING

SCOPE AND SEQUENCE

ALWAYS LEARNING
<table>
<thead>
<tr>
<th>SELECTION</th>
<th>VOCABULARY</th>
<th>WORD STUDY</th>
<th>READING STRATEGY</th>
<th>LISTENING &amp; SPEAKING</th>
<th>GRAMMAR</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting Started</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cardinal and ordinal numbers</td>
<td>Language arts vocabulary</td>
<td>• Main idea and details</td>
<td>• Singular and plural nouns</td>
<td>• Introduce the writing process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Days and months</td>
<td>Social Studies vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Colors and shapes</td>
<td>Science vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classroom objects</td>
<td>Mathematics vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health and fitness vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>UNIT 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journeys</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Nomads&quot;</td>
<td>buffalo</td>
<td>• Review consonants</td>
<td>• Preview</td>
<td>• Articles</td>
<td>• Writing a journal entry</td>
<td></td>
</tr>
<tr>
<td>Informational text</td>
<td>camels</td>
<td>Short a, e,a,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Jewel in the Sand&quot;</td>
<td>desert</td>
<td>Spelling short a, e</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Folktale</td>
<td>herbs</td>
<td>Look for spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;The U.S. Camel Corps&quot;</td>
<td>nomads</td>
<td>patterns</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informational text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>tents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>daughter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>earrings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>uncle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>welcomed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>UNIT 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hidden Forces</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;The Trojan Horse&quot;</td>
<td>attack</td>
<td>• Short i, o,u</td>
<td>• Retell a legend</td>
<td>• Simple past tense:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legend</td>
<td>enemies</td>
<td>and g</td>
<td></td>
<td>regular and irregular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Earthquakes&quot;</td>
<td>palace</td>
<td>Spelling short i, o,u</td>
<td></td>
<td>verbs</td>
<td>Adjectives</td>
<td></td>
</tr>
<tr>
<td>Informational text</td>
<td>prisoner</td>
<td>Spelling patterns</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Oil Drilling and Earthquakes&quot;</td>
<td>soldiers</td>
<td>• Look for problems and solutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informational text</td>
<td>strong</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>crust</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>dangerous</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>directions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>plates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>powerful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>UNIT 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play Ball!</td>
<td>artifact</td>
<td>• Long vowels with</td>
<td>• Ask questions</td>
<td>• Information questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>bounce</td>
<td>signal e</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>explorers</td>
<td>y as /i/ and as</td>
<td></td>
<td>Questions in the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>rubber</td>
<td>vowels /u/, /i/</td>
<td></td>
<td>present</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>statue</td>
<td>Spelling initial and</td>
<td></td>
<td>Proper nouns</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>achievements</td>
<td>final y</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>medicine</td>
<td>• Suffix -er</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>opportunity</td>
<td>• Look for spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>rescue</td>
<td>patterns</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Vocabulary

<table>
<thead>
<tr>
<th>Key Words</th>
<th>Academic Words</th>
<th>Literary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>clever</td>
<td>daughter-in-law</td>
<td>father-in-law</td>
</tr>
<tr>
<td>lantern</td>
<td></td>
<td></td>
</tr>
<tr>
<td>missed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>experiments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>inhabit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>traits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Initial, medial, final digraphs: /ch/, /th/, /qu, /kw/</td>
<td>• Spelling patterns x, qu, wh</td>
<td></td>
</tr>
</tbody>
</table>

## Reading Strategy

- • Predict
- • Reread
- • Connect to Reading: Opinions and evidence
- • Retell a folktale
- • Summarize a science text
- • Single possessives with apostrophes
- • Plural possessives
- • Adverbs
- • Writing a personal letter
- • Writing a critique

## Listening & Speaking

- • Take notes
- • Understand irony
- • Connect to Reading: Main ideas and details; Author’s purpose; Speeches
- • Retell a folktale
- • Summarize a social studies text
- • Possessive pronouns
- • Combining simple sentences using and/or
- • Adjectives
- • Writing a report

## Writing

- • Make inferences
- • Find main ideas
- • Connect to Reading: Structure and elements of poetry
- • Summarize a science text
- • Prepositional phrases
- • Combining simple sentences using but
- • Adjectives
- • Writing a descriptive paragraph

## Grammar

- • Final -ed as /ed/
- • Final -s and -es as /s/, /z/
- • -Controlled vowels
- • Adding -ing, -ed, -s, and -es to base words
- • Spelling patterns with r, ir, er, ere, ar, are, ur, ure, or, ore
- • R-diphthongs: /ow, ou, oi, oy, aw, au/ 
- • Spelling patterns with final and medial -ton
- • Use diagrams
- • Visualize
- • Connect to Reading: Archetypes; Motifs
- • Summarize a science text
- • Tell a story
- • Writing a comparison
- • Writing a script for a short play

## Writing Modes/Assignments

- • Writing a personal letter
- • Writing a critique

## Writing Elements/Structure

- • 1-, 2-, 3-, and 4-syllable words
- • Spelling patterns with double letter words — ff, mm, nn, ss
- • Summarizes
- • Understand an author’s purpose
- • Connect to Reading: Figurative language; Procedural texts; Genre
- • Writing a short story

## Selection

### UNIT 4
**Family Ties**
- "The Clever Daughter-in-Law" Folktale
- "Family Traits" Informational text
- "Daytime Curfew?" Informational text

### UNIT 5
**The Power of Words**
- "Early Writing" Informational text
- "The Great Minu" Folktale
- "The Great Society" Informational text

### UNIT 6
**Exploring the Senses**
- "The Blind Men and the Elephant" Fable
- "Animal Senses" Informational text
- "Tiny Giant" Poem

### UNIT 7
**The World of Plants**
- "Amazing Plants" Informational text
- "Apollo and Daphne" Myth
- "The Horse’s Friend" Play

### UNIT 8
**Wings**
- "Bessie Coleman, American Flyer" Informational text
- "The Big Sky" Poetry
- "Aaron’s Gift" Short story
- "Cher Ami—World War I Hero" Informational text
- "The Goat and the Bee" Short Story
## Keys to Learning Scope & Sequence

### UNIT 1  
**New Friends**

<table>
<thead>
<tr>
<th>Chapter</th>
<th>SELECTION</th>
<th>WORD STUDY</th>
<th>GRAMMAR</th>
<th>LEARNING STRATEGY</th>
<th>WRITING</th>
<th>LISTENING &amp; SPEAKING</th>
</tr>
</thead>
</table>
| 1       | What's your name? | • The alphabet  
• Consonants and vowels  
• Alphabetic order  
• Use a dictionary | • Subject Pronouns  
• Present tense of be: statements  
• Present tense of be: yes/no questions | • Personalize  
• Use a graphic organizer | • Write a paragraph about yourself | • Give a presentation introducing yourself to your classmates  
• Listen as your classmates introduce themselves |
| 2       | What classes do you have? | • Short vowel and long vowel sounds  
• Syllables | • Present tense of have: affirmative statements  
• Present tense of have: negative statements  
• Present tense of have: yes/no questions  
• Plural nouns  
• Possessive adjectives | • Use what you know  
• Use a graphic organizer | • Write a paragraph about your favorite class | • Give a presentation about your class schedule and your favorite class  
• Listen as your classmates give their presentations |
| 3       | This is a calculator. | • Short vowel sounds: /a/ as in cat,  
/i/ as in sit, and /o/ as in hot  
• Word families with /a/, /i/, and /o/ | • Articles: a and an  
• Demonstrative pronouns: this and that  
• Demonstrative pronouns: these and those  
• Possessive of singular and plural nouns | • Sound out  
• Use what you know  
• Use a graphic organizer | • Write a paragraph about things in your backpack and things in your friend's backpack | • Give a presentation about things in your backpack  
• Listen as your classmates give their presentations |

### Across the Curriculum: Mathematics
Solving Word Problems: Mathematics in Everyday Life • Learning Strategy: Use What You Know

### UNIT 2  
**At School**

<table>
<thead>
<tr>
<th>Chapter</th>
<th>SELECTION</th>
<th>WORD STUDY</th>
<th>GRAMMAR</th>
<th>LEARNING STRATEGY</th>
<th>WRITING</th>
<th>LISTENING &amp; SPEAKING</th>
</tr>
</thead>
</table>
| 4       | Where's the gym? | • Short vowel sounds: /e/ as in bed  
and /a/ as in cup  
• Word families with /e/ and /a/ | • Prepositions of location: in, on, under, next to  
• Where questions with be  
• There is and there are | • Sound out  
• Make predictions  
• Use a graphic organizer | • Write paragraphs about your school  
• Give a presentation about your favorite place in school  
• Listen as your classmates give their presentations |
| 5       | What's your address? | • Consonant digraphs: /th/ as in three  
/i/ as in that, /ch/ as in chair, and /sh/ as in she  
• Consonant digraphs: /th/ as in what and /i/ as in phone | • Questions with be  
• Present tense of regular verbs: statements  
• Present tense of regular verbs: yes/no questions  
• Statements with can  
• Yes/no questions with can | • Sound out  
• Use selective attention | • Fill out a form with your personal information  
• Give a presentation about your favorite place in your community  
• Listen as your classmates give their presentations |
| 6       | You were late yesterday. | • Long vowel sounds with silent e  
• Word families with /ai/, /op/, and /yd/  
• What questions with do  
• What + noun  
• Past tense of be: statements  
• Past tense of be: yes/no questions | • Sound out  
• Make predictions  
• Brainstorm | • Write a paragraph in your journal about your day yesterday | • Give a presentation about your day yesterday  
• Listen as your classmates give their presentations |

### Across the Curriculum: Social Studies
Understanding Maps: Reading a Map of the United States • Learning Strategy: Use Selective Attention
## Chapter 7
### What are you doing?
- **Selection Word Study Grammar**
  - Long vowel sound: /a ˉ/ as in game
  - Word families with long vowel sound: /a ˉ/
  - Present continuous tense: statements
  - Present continuous tense: what questions
  - Present continuous tense: yes/no questions
  - Object pronouns

### Learning Strategy
- **LEARNING STRATEGY**
  - Sound out
  - Make inferences
  - Brainstorm

### Writing
- **WRITE**
  - Write a skit about something that happened on a special day

### Listening & Speaking
- **LISTENING & SPEAKING**
  - Present a skit about a special day
  - Listen as your classmates present their skits

## Chapter 8
### I have to work.
- **Selection Word Study Grammar**
  - Long vowel sound: /e ˉ/ as in clean
  - Word families with long vowel sound: /e ˉ/
  - Simple present tense and present continuous tense
  - Statements with like, have, and want + infinitive
  - What questions with like, have, and want + infinitive
  - Yes/no questions with like, have, and want + infinitive

### Learning Strategy
- **LEARNING STRATEGY**
  - Sound out
  - Use what you know

### Writing
- **WRITE**
  - Write interview questions

### Listening & Speaking
- **LISTENING & SPEAKING**
  - Give a presentation about someone you interviewed
  - Listen as your classmates give their presentations

## Chapter 9
### You came to our party!
- **Selection Word Study Grammar**
  - Long vowel sound: /i ˉ/ as in child
  - Word families with long vowel sound: /i ˉ/
  - Past tense of regular verbs: affirmative statements
  - Past tense of irregular verbs: affirmative statements
  - Past tense: negative statements
  - Past tense: yes/no questions

### Learning Strategy
- **LEARNING STRATEGY**
  - Sound out
  - Make inferences

### Writing
- **WRITE**
  - Write a thank-you letter to someone

### Listening & Speaking
- **LISTENING & SPEAKING**
  - Give a speech to thank someone
  - Listen as your classmates give their speeches

## Across the Curriculum: Physical Science
- **The Universe: Stars, Meteors, and Constellations**
  - Learning Strategy: Use What You Know

## Unit 4
### Around Town

### Chapter 10
### How much is it?
- **Selection Word Study Grammar**
  - Long vowel sound: /o ˉ/ as in cold
  - Word families with long vowel sound: /o ˉ/
  - Information questions with be: present tense
  - Information questions with be: past tense
  - Information questions with do: present tense
  - Information questions with do: past tense
  - Questions with how much

### Learning Strategy
- **LEARNING STRATEGY**
  - Sound out
  - Make predictions
  - Brainstorm

### Writing
- **WRITE**
  - Write a script for a fashion show

### Listening & Speaking
- **LISTENING & SPEAKING**
  - Present a fashion show
  - Listen as your classmates present their fashion shows

### Chapter 11
#### She needs some lettuce.
- **Selection Word Study Grammar**
  - Long vowel sound: /y ˉ/ as in cute
  - Review of long vowels
  - Count and non-count nouns
  - Some and any
  - Conjunctions: and, but, and so

### Learning Strategy
- **LEARNING STRATEGY**
  - Sound out
  - Use selective attention

### Writing
- **WRITE**
  - Write a recipe

### Listening & Speaking
- **LISTENING & SPEAKING**
  - Give a demonstration for a TV show
  - Listen as your classmates give their demonstrations

### Chapter 12
#### He's the cutest guy at school.
- **Selection Word Study Grammar**
  - Initial consonant blends
  - Recognizing initial consonant blends
  - Comparative adjectives
  - Superlative adjectives
  - Comparatives and superlatives with more and most

### Learning Strategy
- **LEARNING STRATEGY**
  - Sound out
  - Make predictions
  - Use imagery

### Writing
- **WRITE**
  - Write a poem

### Listening & Speaking
- **LISTENING & SPEAKING**
  - Recite a poem
  - Listen as your classmates recite their poems

---

### Across the Curriculum: Literature
- **Poetry: Understanding Figurative Speech**
  - Learning Strategy: Visualize

---

### Across the Curriculum: Writing
- **Writing**
  - Sound out
  - Use what you know
  - Brainstorm
  - Write a skit about something that happened on a special day

### Learning Strategy
- **LEARNING STRATEGY**
  - Write a script for a fashion show

### Listening & Speaking
- **LISTENING & SPEAKING**
  - Present a fashion show
  - Listen as your classmates present their fashion shows
## Unit 5: Friends & Family

### Chapter 13: He's going to fall!
- Final consonant blends
- Recognizing initial and final consonant blends
- Future tense with be going to: statements
- Future tense with be going to: yes/no questions
- Future tense with be going to: information questions
- Commands
- Sound out
- Make inferences
- Brainstorm

### Chapter 14: Hey! The lights went out!
- Vowel sound: /oo/ as in food
- Vowel sound: /oo/ as in notebook
- Past continuous tense: statements
- Past continuous tense: yes/no questions
- Past continuous tense: information questions
- Possessive pronouns
- Questions with whose
- Sound out
- Use selective attention

### Chapter 15: We'll have a study group.
- Vowel sound: /ê/ as in auditorium and saw
- Vowel sound: /oi/ as in voice and enjoy
- Future tense with will: statements
- Future tense with will: yes/no questions
- Future tense with will: information questions
- Statements with may and might
- Sound out
- Personalize

### Across the Curriculum: Life Science
- How Nature Works: Ecosystems and Food Chains
- Learning Strategy: Use What You Know
- Statements with could
- Because clauses

## Unit 6: Feelings & Hobbies

### Chapter 16: Sometimes, I study with my friends.
- Vowel sound: /ou/ as in out and now
- R-controlled vowel sounds: /iə/ as in car, /iə/ as in for, /uə/ as in first
- Adverbs of frequency
- Adverbs of frequency with be
- How often and expressions of frequency
- Gerunds as objects of verbs
- Sound out
- Use what you know
- Write an essay about a classmate's hobby or interest
- Give a presentation about a classmate's hobby or interest

### Chapter 17: You should get some rest.
- Y as a vowel
- Syllables with y as a vowel
- Statements with should
- Yes/no questions with should
- Statements with could
- Because clauses
- Sound out
- Use selective attention
- Brainstorm
- Write a letter giving advice to someone
- Present an advice panel to the class
- Listen as your classmates present their advice panels

### Chapter 18: It was too easy.
- Hard and soft c and g
- Compound words
- Comparatives and superlatives: irregular adjectives
- Too and not enough
- Statements with used to
- Yes/no questions with used to
- Sound out
- Use what you know
- Make predictions
- Write a play about a character
- Perform a play about a character

### Across the Curriculum: History
- George Washington: America's First President
- Learning Strategy: Take Notes
## Selection

<table>
<thead>
<tr>
<th>Key Words</th>
<th>Academic Words</th>
<th>Literary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>conservationists</td>
<td>destruction</td>
<td>habitats</td>
</tr>
<tr>
<td>extinction</td>
<td>environmental</td>
<td>structure</td>
</tr>
<tr>
<td>predation</td>
<td>cycling</td>
<td>prestigious</td>
</tr>
<tr>
<td>triathlon</td>
<td>rhythm</td>
<td>repetition</td>
</tr>
<tr>
<td>rhyme</td>
<td>scheme</td>
<td>moral</td>
</tr>
<tr>
<td>personification</td>
<td>myth</td>
<td>sound</td>
</tr>
<tr>
<td>Homophones</td>
<td>Spelling for</td>
<td>r-controlled</td>
</tr>
<tr>
<td>words</td>
<td>Multiple-meaning</td>
<td></td>
</tr>
</tbody>
</table>

## Reading Strategy

- Read for enjoyment |
- Recognize cause and effect |
- Identify author’s purpose |
- Ask questions |

## Writing

- Exposition |
- Write a response to literature |
- Write a cause-and-effect paragraph |
- Write a compare-and-contrast paragraph |
- Write a newspaper article |

### Smithsonian American Art Museum: Baseball in America

- From How to Plant a Tree (2019) |
- From Hoot, Carl Hiaasen Novel except “Between Two Worlds” (2014) |

## Listening & Speaking

- Reader’s Theater |
- Dramatic Reading |
- Retail |
- Listening & Speaking Workshop: TV sports report |

### Smithsonian American Art Museum: Dignity Through Art

- Artificial canyons |
- Mass-produced robots |
- Volcanoes |
- Astronauts |
- Gravity |
- Historic mission NASA simulation |

## Vocabulary

- Spelling words with o |
- Prefixes: -un-, -ir-, -able |
- Spelling words with ea |

## Word Study

- Analyze text structure 1 |
- Follow steps in a process |
- Summarize |
- Classify |

## Writing Modes/Assignments

- Exposition |
- Write a formal e-mail |
- Write how-to instructions |
- Write a plot summary |
- Write a paragraph that classifies |

### Writing Workshop: Expository essay

- Use a problem-solution structure and the correct format for a formal e-mail |
- Put steps in order from first to last; use signal words and phrases |
- Cover main events of a story; the characters’ goals, what they did to achieve them, and whether they succeeded |
- Organize by category; explain the features of each category |

### Writing Elements/Structure

- Compare two topics; tell how they are alike and how they are different |
- Support main idea with details that explain who, where, when, what, and why |

### Listening

- Put steps in order from first to last; use signal words and phrases |
- Cover main events of a story; the characters’ goals, what they did to achieve them, and whether they succeeded |
- Organize by category; explain the features of each category |

### Speaking grammar

- Use a problem-solution structure and the correct format for a formal e-mail |
- Put steps in order from first to last; use signal words and phrases |
- Cover main events of a story; the characters’ goals, what they did to achieve them, and whether they succeeded |
- Organize by category; explain the features of each category |

### Writing Workshop: Expository essay

- Use a problem-solution structure and the correct format for a formal e-mail |
- Put steps in order from first to last; use signal words and phrases |
- Cover main events of a story; the characters’ goals, what they did to achieve them, and whether they succeeded |
- Organize by category; explain the features of each category |

## Writing

- Include paraphrases |
- Support a main idea with examples |
- Cite sources for quotations |
- Paraphrase sources; cite them correctly; support the main idea with details |

### Writing Workshop: Research report

- Select and narrow a topic; ask a question to guide research |
- Do research and take notes; find specific examples to support the main idea |
- Support main idea with examples; cite sources for quotations |
- Paraphrase sources; cite them correctly; support the main idea with details |

### Writing Workshop: Expository essay

- Use a problem-solution structure and the correct format for a formal e-mail |
- Put steps in order from first to last; use signal words and phrases |
- Cover main events of a story; the characters’ goals, what they did to achieve them, and whether they succeeded |
- Organize by category; explain the features of each category |

### Writing Elements/Structure

- Compare two topics; tell how they are alike and how they are different |
- Support main idea with details that explain who, where, when, what, and why |

### Writing

- Exposition |
- Write a response to literature |
- Write a cause-and-effect paragraph |
- Write a compare-and-contrast paragraph |
- Write a newspaper article |

### Writing Workshop: Expository essay

- Use a problem-solution structure and the correct format for a formal e-mail |
- Put steps in order from first to last; use signal words and phrases |
- Cover main events of a story; the characters’ goals, what they did to achieve them, and whether they succeeded |
- Organize by category; explain the features of each category |

### Writing Elements/Structure

- Compare two topics; tell how they are alike and how they are different |
- Support main idea with details that explain who, where, when, what, and why |

### Writing

- Exposition |
- Write a response to literature |
- Write a cause-and-effect paragraph |
- Write a compare-and-contrast paragraph |
- Write a newspaper article |

### Writing Workshop: Expository essay

- Use a problem-solution structure and the correct format for a formal e-mail |
- Put steps in order from first to last; use signal words and phrases |
- Cover main events of a story; the characters’ goals, what they did to achieve them, and whether they succeeded |
- Organize by category; explain the features of each category |

### Writing Elements/Structure

- Compare two topics; tell how they are alike and how they are different |
- Support main idea with details that explain who, where, when, what, and why |

### Writing

- Exposition |
- Write a response to literature |
- Write a cause-and-effect paragraph |
- Write a compare-and-contrast paragraph |
- Write a newspaper article |

### Writing Workshop: Expository essay

- Use a problem-solution structure and the correct format for a formal e-mail |
- Put steps in order from first to last; use signal words and phrases |
- Cover main events of a story; the characters’ goals, what they did to achieve them, and whether they succeeded |
- Organize by category; explain the features of each category |

### Writing Elements/Structure

- Compare two topics; tell how they are alike and how they are different |
- Support main idea with details that explain who, where, when, what, and why |
### ELL13_TE07_KS_FM.indd   38

**Keystone Scope & Sequence**

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>SELECTION</th>
<th>VOCABULARY</th>
<th>WORD STUDY</th>
<th>READING &amp; SPEAKING</th>
<th>GRAMMAR</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 4</strong></td>
<td>“Changing Earth”</td>
<td>Key Words</td>
<td>Academic Words</td>
<td>Literary Words</td>
<td>Related words</td>
<td>Scan</td>
</tr>
<tr>
<td></td>
<td>Informational text</td>
<td>fertilizers fossil fuels hybrid microscopic resources solar power employment hub independence location population Sun Belt</td>
<td>alternative communication enable focus on regulation apparent convince enormous integrate symbol undertake brief community published residential section achieve consequence</td>
<td>conflict</td>
<td>following rhyme theme</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Harlem: Then and Now,” James Cloyd Bowman Tall tale</td>
<td>evidence</td>
<td>impact incident injured outcome</td>
<td>Reader</td>
<td></td>
<td>Past perfect: had</td>
</tr>
<tr>
<td></td>
<td>“The Cowboy Era”</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td>Reader’s Theater</td>
</tr>
<tr>
<td></td>
<td>Ronald Snake Edmo Song</td>
<td>“Morning Prayer Song,”</td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>“The Cowboy Era”</td>
<td>Poem</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Maps and Compass”</td>
<td>Poem</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“The Cowboy Era”</td>
<td>Literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Smithsonian American Art Museum: Moving Through Time**

**UNIT 5**

**Why do we explore new frontiers?**

from River to Tomorrow, Ellen Levine Novel excerpt

“River Song,” Bill Staines Poem

“Morning Prayer Song,” Ronald Snake Edmo Song

“Maps and Compasses” Informational text

from Pecos Bill: The Greatest Cowboy of All Time, James Cloyd Bowman Tall tale

“The Cowboy Era” Informational text

<table>
<thead>
<tr>
<th>elevation</th>
<th>geographical</th>
<th>kilometer</th>
<th>relief</th>
<th>scale</th>
<th>sea level</th>
<th>harvested</th>
<th>independence</th>
<th>missionaries</th>
<th>ranching</th>
<th>settlers</th>
<th>sharecroppers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Smithsonian American Art Museum: The Roots of Frontier Culture**

**UNIT 6**

**How do we know what is true?**

from The War of the Worlds, H. G. Wells Radio play

“Proving Innocence – A Matter of Life and Death” Informational text

“How Glooskap Found the Summer” Myth

“Persephone and the Pomegranate Seeds” Myth

“Early Astronomers” Informational text

<table>
<thead>
<tr>
<th>constellations</th>
<th>discover</th>
<th>galaxy</th>
<th>phenomenon</th>
<th>solar system</th>
<th>telescope</th>
<th>accurate</th>
<th>confused</th>
<th>DNA</th>
<th>eyewitnesses</th>
<th>identify</th>
<th>testify</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Smithsonian American Art Museum: Otherworldly Art**

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Keystone Scope & Sequence

#### Unit 1
**How can change improve people's lives?**
- **From Riding Freedom,** Pam Muñoz Ryan Novel excerpt
- **Seedfolds,** Paul Fleischman Novel excerpt
- **“From Refugee to Fuguee,”** Informational text

<table>
<thead>
<tr>
<th>Selection</th>
<th>Vocabulary</th>
<th>Word Study</th>
<th>Reading Strategy</th>
<th>Listening &amp; Speaking</th>
<th>Grammar</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designer device elements invention patent periodic table athletes boundaries professional responsibilities sacrifice uniforms</td>
<td>Achieved attitudes discrimination illegal created function significant technology goal involved located needed element focus positive require</td>
<td>Plot conflict imagery setting</td>
<td>Analyze historical context</td>
<td>Reader’s Theater Dramatic Reading Retail</td>
<td>Sequence words and phrases; Adjectives and adverbs Comparison structures; Adjectives and adverbs Order of adjectives; Compound adjectives</td>
<td>Describe an event or experience Describe an object Describe a place Describe a group of people Writing Workshop: Descriptive essay</td>
</tr>
</tbody>
</table>

#### Smithsonian American Art Museum: Invention and Change

- **Lulu Delacre** Short story
- **Smithsonian American Art Museum: Invention and Change**
- **“The Ladybird and the Wildflowers”** Informational text

<table>
<thead>
<tr>
<th>Selection</th>
<th>Vocabulary</th>
<th>Word Study</th>
<th>Reading Strategy</th>
<th>Listening &amp; Speaking</th>
<th>Grammar</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fugitive heritage network runaway shelter Underground Railroad disease experiment fever hypothesis mosquitoes virus</td>
<td>Accompanied aid challenge code approach communicate resources response available injured structure survive objective theory transmit volunteers</td>
<td>Characters point of view author’s influences external conflict</td>
<td>Words with ch and th Tense is-, over-, oh, after. Closed compound nouns Irregular plurals</td>
<td>Reader’s Theater Dramatic Reading Retail</td>
<td>Prepositions; Present and past progressive Gerunds as subjects and subject complements Gerunds as objects Simple and compound sentences Agreement in simple and compound sentences Passive voice: Simple past; Regular and irregular participles; Passive voice: review</td>
<td>Prepositions; Present and past progressive Gerunds as subjects and subject complements Gerunds as objects Simple and compound sentences Agreement in simple and compound sentences Passive voice: Simple past; Regular and irregular participles; Passive voice: review</td>
</tr>
</tbody>
</table>

#### Smithsonian American Art Museum: The Challenge of Illness

- **“The Train to Freedom”** Informational text
- **“Follow the Drinking Gourd”** Song
- **“Five New Words at a Time,”** Yu-Lan (Mary) Ying Personal narrative
- **“The Great Fever”** Novel excerpt

<table>
<thead>
<tr>
<th>Selection</th>
<th>Vocabulary</th>
<th>Word Study</th>
<th>Reading Strategy</th>
<th>Listening &amp; Speaking</th>
<th>Grammar</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barriers confront cultivate enemies political violence carbon dioxide conservation native nature oxygen symbolic</td>
<td>Distributes positive rejected residents assumed focus individuals similarities authoritative consent encounter reaction beneficial interact partnership role</td>
<td>Forshadowing irony oral tradition legend character motive</td>
<td>Spelling -e; blends Suffixes -er, -or Synonyms Sound-Letter relationships</td>
<td>Reader’s Theater Dramatic Reading Retail</td>
<td>Imperatives; Embedded questions Complex sentences; Agreement in complex sentences Transitions to show contrast and cause and effect; Transitions to show similarity and add information More about antecedent/pronoun agreement; Parallel structure</td>
<td>Exposition Writing Workshop: Expository essay Writing Workshop: Expository essay Writing Workshop: Expository essay Writing Workshop: Expository essay Writing Workshop: Expository essay</td>
</tr>
</tbody>
</table>

#### Smithsonian American Art Museum: Embracing Family, Friends, and Neighbors

- **“Salsa Stories: Aguilaldo,”** Lulu Delacre Short story
- **“Seeds of Peace: Cultivating Friendships,”** Informational text
- **“The Ladybird and the Wildflowers”** Informational text

<table>
<thead>
<tr>
<th>Selection</th>
<th>Vocabulary</th>
<th>Word Study</th>
<th>Reading Strategy</th>
<th>Listening &amp; Speaking</th>
<th>Grammar</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barriers confront cultivate enemies political violence carbon dioxide conservation native nature oxygen symbolic</td>
<td>Distributes positive rejected residents assumed focus individuals similarities authoritative consent encounter reaction beneficial interact partnership role</td>
<td>Forshadowing irony oral tradition legend character motive</td>
<td>Spelling -e; blends Suffixes -er, -or Synonyms Sound-Letter relationships</td>
<td>Reader’s Theater Dramatic Reading Retail</td>
<td>Imperatives; Embedded questions Complex sentences; Agreement in complex sentences Transitions to show contrast and cause and effect; Transitions to show similarity and add information More about antecedent/pronoun agreement; Parallel structure</td>
<td>Exposition Writing Workshop: Expository essay Writing Workshop: Expository essay Writing Workshop: Expository essay Writing Workshop: Expository essay Writing Workshop: Expository essay</td>
</tr>
</tbody>
</table>
Keystone Scope & Sequence

UNIT 4
What does home mean?

• “97 Orchard Street” Informational text
  - The Pros and Cons of Tenement Life” Informational text
  - Somebody’s Son,” Richard Pindell Short story
  - The Lotus Seed,” Sherry Garland Poetry
  - Return to the Moon,” Christy Bruchac and Gayle Ross Myth

• “The Pros and Cons of Tenement Life” Informational text
  - The Pros and Cons of Tenement Life” Informational text

• “Starbucks” Informational text
  - The Pros and Cons of Tenement Life” Informational text

UNIT 5
What is the human spirit?

• “The Scholarship Jacket,” Marta Salinas Short story
  - The Diary of Anne Frank: The Play, Frances Goodrich, Albert Hackett, with Wendy Kesselman Play
  - “Listen Up,” Phil Taylor Informational text

• “César Chávez: We Can Do It Sunnydale Apple Informational text
  - The Diary of Anne Frank: The Play, Frances Goodrich, Albert Hackett, with Wendy Kesselman Play
  - “Listen Up,” Phil Taylor Informational text

UNIT 6
How does the sky influence us?

• “Starbucks” Informational text
  - The Diary of Anne Frank: The Play, Frances Goodrich, Albert Hackett, with Wendy Kesselman Play
  - “Listen Up,” Phil Taylor Informational text

• “How does the sky influence us?” Informational text
  - The Diary of Anne Frank: The Play, Frances Goodrich, Albert Hackett, with Wendy Kesselman Play
  - “Listen Up,” Phil Taylor Informational text
UNIT 1
What is light?

“Grandmother Spider Brings the Sun,” Gopi Krans Myth
“Light” Informational text
“A Game of Light and Shade,” Arturo Vivante Short story
from The Eye of Conscience, Milton Meltzer and Bernard Cole
Photo-essay
“Visiting the Edison Museum” Informational text

UNIT 2
How are growth and change related?

“How Seeds and Plants Grow” Informational text
“Two Brothers and the Pumpkin Seeds,” Barbara Baumgartner Folktale
from Roll of Thunder, Hear My Cry, Mildred D. Taylor
Novel excerpt
“Migration Patterns” Informational text
“Abuela Invents the Zero,” Judith Ortiz Cotler Short story
“Horses and Eagles” Short story

UNIT 3
How can we tell what’s right?

“The Golden Serpent,” William Dean Myers Fable
“Pluto,” Tim Kreider Editorial
from A Single Shard, Linda Sue Park Novel excerpt
“Marian Anderson: A Voice for Change” Informational text
“Helmet Laws: Pro and Con” Informational text
“High School Student Uniforms: A Student Debate” Informational text

Smithsonian American Art Museum: That's Art?

Smithsonian American Art Museum: Cycles of Nature

Smithsonian American Art Museum: Capturing the Power of Contrasts
**Key Words**

- Double Is and rs
- Related words
- Synonyms
- Etymology

- Visualize
- Preview
- Identify problems and solutions
- Use visuals

- Come up with creative solutions
- Simple present for habitual actions or routines
- Complex and compound-complex sentences
- Possessive case

**Academic Words**

- Characterization
- Setting
- Figurative language
- Allegory

- Manipulating characters
- Empathy
- Character traits

- Identify
- Conflict
- Adapt

**Literary Words**

- Diphthongs /ou/ and /oi/
- Collocations with make and take
- Spelling long a
- Compound words

- Distinguish cause and effect
- Classify
- Identify author’s purpose
- Connect ideas

- Literary Analysis
- Forms of narration and elements of fiction

- Models for ability, possibility, or necessity
- Preference with would + verb and unreal conditional
- Have to + verb for necessity and supposed to be + verb (-ing) for expectation
- Factual conditionals: Present and future
- Restrictive and nonrestrictive clauses

---

**Vocabulary**

- Sensory details
- Descriptive words
- Include physical and character traits
- Use chronological order
- Use spatial organization

---

**Assignments**

- Use sequence words for transition and show cause-and-effect relationships
- Use classification to show categories
- Use cause-and-effect words to show relationships between ideas
- Use sequence words to show the order of instructions

---

**Assignments**

- Use sequence words for transition and show cause-and-effect relationships
- Use classification to show categories
- Use cause-and-effect words to show relationships between ideas
- Use sequence words to show the order of instructions

---

**Assignments**

- Use sequence words for transition and show cause-and-effect relationships
- Use classification to show categories
- Use cause-and-effect words to show relationships between ideas
- Use sequence words to show the order of instructions

---

**Assignments**

- Use sequence words for transition and show cause-and-effect relationships
- Use classification to show categories
- Use cause-and-effect words to show relationships between ideas
- Use sequence words to show the order of instructions

---

**Assignments**

- Use sequence words for transition and show cause-and-effect relationships
- Use classification to show categories
- Use cause-and-effect words to show relationships between ideas
- Use sequence words to show the order of instructions

---

**Assignments**

- Use sequence words for transition and show cause-and-effect relationships
- Use classification to show categories
- Use cause-and-effect words to show relationships between ideas
- Use sequence words to show the order of instructions

---

**Assignments**

- Use sequence words for transition and show cause-and-effect relationships
- Use classification to show categories
- Use cause-and-effect words to show relationships between ideas
- Use sequence words to show the order of instructions

---

**Assignments**

- Use sequence words for transition and show cause-and-effect relationships
- Use classification to show categories
- Use cause-and-effect words to show relationships between ideas
- Use sequence words to show the order of instructions

---

**Assignments**

- Use sequence words for transition and show cause-and-effect relationships
- Use classification to show categories
- Use cause-and-effect words to show relationships between ideas
- Use sequence words to show the order of instructions

---

**Assignments**

- Use sequence words for transition and show cause-and-effect relationships
- Use classification to show categories
- Use cause-and-effect words to show relationships between ideas
- Use sequence words to show the order of instructions

---

**Assignments**

- Use sequence words for transition and show cause-and-effect relationships
- Use classification to show categories
- Use cause-and-effect words to show relationships between ideas
- Use sequence words to show the order of instructions
<table>
<thead>
<tr>
<th>SELECTION</th>
<th>VOCABULARY</th>
<th>KEYWORDS</th>
<th>ACADEMIC WORDS</th>
<th>LITERARY WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;The Great Circle,&quot; Hidaka Sapa (oral narrative)</td>
<td>breed, equalized, maneuver, prey, stationary, advocate, championed, diagnosis, engaged, symptoms, turbulent</td>
<td>cycle, generations, ignore, injury, symbol, conduct, definitely, encounter, estimate, surviving, challenge, labor, methods, period, physical, technology, contacted</td>
<td>image, intensified, persisted, virtually</td>
<td>character, narrator, imagery, repetition, (alliteration, assonance, rhyme, rhythm), archetype, syntax, diction, voice, structure, style, tone</td>
</tr>
<tr>
<td>&quot;Take a Chance,&quot; Johnny Ball (informational text)</td>
<td>• Suffixes</td>
<td>• R-Controlled vowels</td>
<td>• Spelling long e</td>
<td>• Spelling long o</td>
</tr>
<tr>
<td>&quot;A Survival Mini-Manual&quot;</td>
<td>• Read for enjoyment</td>
<td>• Skin</td>
<td>• Draw conclusions</td>
<td>• Summarize</td>
</tr>
<tr>
<td>&quot;Romiette and Julio,&quot; Paul Fleischman (novel excerpt)</td>
<td>• Transitions and transitional expressions</td>
<td>• Gerunds as objects of verbs and objects of prepositions</td>
<td>• Agreement with generic nouns and indefinite pronouns</td>
<td>• Habit in the past: would, past ability: couldn’t/couldn’t</td>
</tr>
<tr>
<td>&quot;Hehaka Sapa&quot;</td>
<td>• Using negatives correctly</td>
<td>• Using contradictions correctly</td>
<td>• Relate events in a logical sequence</td>
<td>• Establish and develop a setting</td>
</tr>
<tr>
<td>&quot;Hehaka Sapa&quot;</td>
<td>• Develop a character using traits</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Smithsonian American Art Museum: Beating the Odds

<table>
<thead>
<tr>
<th>UNIT 5</th>
<th>How do conflicts affect us?</th>
</tr>
</thead>
<tbody>
<tr>
<td>from Romeo and Juliet, William Shakespeare, adapted by Diana Stewart Play</td>
<td>ancestor, aristocratic centuries, claim, descendants, rekindled, accommodation, avoidance, compromise, negotiation, preserves</td>
</tr>
<tr>
<td>&quot;Furious Feuds: Enemies by Association,&quot; Alfred Meyer (informational text)</td>
<td>adapation, drama, identifies, target, identified, outcome, story, premise, clarify, issues, principal, validate</td>
</tr>
<tr>
<td>from Romeo and Juliet, William Shakespeare, adapted by Diana Stewart Play</td>
<td>• Antonyms</td>
</tr>
<tr>
<td>from An Enemy of the People, Arthur Miller (play)</td>
<td>• Long vowel spelling patterns</td>
</tr>
<tr>
<td>from Conflict Resolution: The Win-Win Situation, Carolyn Casey (informational text)</td>
<td>• Pretxes in, in, on, in, -er, -en, and -en</td>
</tr>
<tr>
<td>&quot;Hometown Hero&quot; Play</td>
<td>• Spelling long and short u</td>
</tr>
<tr>
<td>&quot;Romiette and Julio,&quot; Paul Fleischman (novel excerpt)</td>
<td>• Monitor comprehensions</td>
</tr>
<tr>
<td>&quot;Touching Spirit Bear,&quot; Shelly Short (novel)</td>
<td>• Take notes</td>
</tr>
<tr>
<td>&quot;Hehaka Sapa&quot;</td>
<td>• Make inferences</td>
</tr>
<tr>
<td>&quot;Romiette and Julio,&quot; Paul Fleischman (novel excerpt)</td>
<td>• Compare and contrast</td>
</tr>
<tr>
<td>&quot;Hehaka Sapa&quot;</td>
<td>• Literary Analysis: Structure and elements of drama</td>
</tr>
<tr>
<td>&quot;Hehaka Sapa&quot;</td>
<td>• Retell</td>
</tr>
<tr>
<td>&quot;Romiette and Julio,&quot; Paul Fleischman (novel excerpt)</td>
<td>• Reader’s Theater</td>
</tr>
<tr>
<td>&quot;Hehaka Sapa&quot;</td>
<td>• Listening &amp; Speaking Workshop: Interview</td>
</tr>
<tr>
<td>&quot;Hehaka Sapa&quot;</td>
<td>• Transitions and transitional expressions</td>
</tr>
<tr>
<td>&quot;Hehaka Sapa&quot;</td>
<td>• Gerunds as objects of verbs and objects of prepositions</td>
</tr>
<tr>
<td>&quot;Hehaka Sapa&quot;</td>
<td>• Agreement with generic nouns and indefinite pronouns</td>
</tr>
<tr>
<td>&quot;Hehaka Sapa&quot;</td>
<td>• Habit in the past: would, past ability: couldn’t/couldn’t</td>
</tr>
<tr>
<td>&quot;Hehaka Sapa&quot;</td>
<td>• Using negatives correctly</td>
</tr>
<tr>
<td>&quot;Hehaka Sapa&quot;</td>
<td>• Using contradictions correctly</td>
</tr>
</tbody>
</table>

Smithsonian American Art Museum: Fighting for Land

<table>
<thead>
<tr>
<th>UNIT 6</th>
<th>Do things really change?</th>
</tr>
</thead>
<tbody>
<tr>
<td>from Catherine, Called Birdy, Karen Cushman Novel (excerpt)</td>
<td>epidemic, fragility, host, immune, society, stages, diseases, harmful, human, interrupted, organic, spies, tactic</td>
</tr>
<tr>
<td>from The Dinner Party,&quot; Mona Gardner (short story)</td>
<td>consented, economics, reaction, status, tradition, consumers, eliminate, expose, predominant, regions, structure, approach, committed, ethical, ignored, notion</td>
</tr>
<tr>
<td>from Outbreak: Plagues that Changed History, Bryn Barnard (informational text)</td>
<td>rigid, code, equipment, instructions, intelligence, strategic, traced</td>
</tr>
<tr>
<td>from Top Secret: A Handbook of Codes, Ciphers, and Secret Writing, Paul B. Janeczko (informational text)</td>
<td>first-person point of view, third-person point of view, theme, tone</td>
</tr>
<tr>
<td>from Solving the Mystery of Marta’s Lights&quot; Informational text</td>
<td>• Silent letters</td>
</tr>
<tr>
<td>from &quot;Marta’s Legendary Lights&quot; Informational text</td>
<td>• Etymology</td>
</tr>
<tr>
<td>from Solving the Mystery of Marta’s Lights&quot; Informational text</td>
<td>• Homographs</td>
</tr>
<tr>
<td>from Solving the Mystery of Marta’s Lights&quot; Informational text</td>
<td>• Spelling soft c and soft g</td>
</tr>
<tr>
<td>from Solving the Mystery of Marta’s Lights&quot; Informational text</td>
<td>• Ask questions (SWs)</td>
</tr>
<tr>
<td>from Solving the Mystery of Marta’s Lights&quot; Informational text</td>
<td>• Analyze different kinds of texts</td>
</tr>
<tr>
<td>from Solving the Mystery of Marta’s Lights&quot; Informational text</td>
<td>• Make generalizations</td>
</tr>
<tr>
<td>from Solving the Mystery of Marta’s Lights&quot; Informational text</td>
<td>• Identify main ideas</td>
</tr>
<tr>
<td>from Solving the Mystery of Marta’s Lights&quot; Informational text</td>
<td>• Text Analysis: Informational texts</td>
</tr>
<tr>
<td>from Solving the Mystery of Marta’s Lights&quot; Informational text</td>
<td>• Reader’s Theater</td>
</tr>
<tr>
<td>from Solving the Mystery of Marta’s Lights&quot; Informational text</td>
<td>• Retell</td>
</tr>
<tr>
<td>from Solving the Mystery of Marta’s Lights&quot; Informational text</td>
<td>• Listening &amp; Speaking Workshop: Speech</td>
</tr>
<tr>
<td>from Solving the Mystery of Marta’s Lights&quot; Informational text</td>
<td>• Adjective clauses: relative pronouns as subjects and objects</td>
</tr>
<tr>
<td>from Solving the Mystery of Marta’s Lights&quot; Informational text</td>
<td>• Verb forms in reported speech</td>
</tr>
<tr>
<td>from Solving the Mystery of Marta’s Lights&quot; Informational text</td>
<td>• Passive voice: overview of verb forms</td>
</tr>
<tr>
<td>from Solving the Mystery of Marta’s Lights&quot; Informational text</td>
<td>• Adverb clauses of time: since (then), when, once, after</td>
</tr>
</tbody>
</table>

Smithsonian American Art Museum: Old Becomes New
<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>How do the senses shape our experiences?</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;The Sounds of the City,&quot; James Tuite</td>
<td>Literary nonfiction</td>
</tr>
<tr>
<td>&quot;The Sounds of the Desert,&quot; Sandra Day O'Connor</td>
<td>Literary nonfiction</td>
</tr>
<tr>
<td>&quot;How We Hear,&quot; Informational text</td>
<td>Nonfiction</td>
</tr>
<tr>
<td>&quot;How We See,&quot; Informational text</td>
<td>Nonfiction</td>
</tr>
<tr>
<td>Smithsonian American Art Museum: Technology’s Impact on the Senses</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 2</th>
<th>How do generations differ from one another?</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Mandela and the Laws of Heredity,&quot; Informational text</td>
<td>Nonfiction</td>
</tr>
<tr>
<td>&quot;A Son Searches for His Father,&quot; retold by Daniel Comstock</td>
<td>Fictional narrative</td>
</tr>
<tr>
<td>&quot;My Father and the Figtree,&quot; Naomi Shihab Nye</td>
<td>Poem</td>
</tr>
<tr>
<td>&quot;I Ask My Mother to Sing,&quot; Li Young Lee</td>
<td>Poem</td>
</tr>
<tr>
<td>&quot;Mother to Son,&quot; Langston Hughes</td>
<td>Poem</td>
</tr>
<tr>
<td>&quot;That Older Generation,&quot; Barbara Weissberg</td>
<td>Informational text</td>
</tr>
<tr>
<td>&quot;An Hour with Abuelo,&quot; Judith Ortiz Cortez Short story</td>
<td>Nonfiction</td>
</tr>
<tr>
<td>&quot;Sonnet for My Mother&quot;</td>
<td>Poem</td>
</tr>
<tr>
<td>&quot;Civil Disobedience&quot;</td>
<td>Poem</td>
</tr>
<tr>
<td>Smithsonian American Art Museum: Family Tales</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 3</th>
<th>What makes a community?</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;The Great Migration,&quot; Informational text</td>
<td>Nonfiction</td>
</tr>
<tr>
<td>&quot;A Raisin in the Sun,&quot; Lorraine Hansberry Play excerpt</td>
<td>Drama</td>
</tr>
<tr>
<td>&quot;The Savage, Beautiful World of Army Ants,&quot; Alex Chadwick Informational text</td>
<td>Nonfiction</td>
</tr>
<tr>
<td>&quot;Of Beetles and Angels,&quot; Mawi Asgedom Literary nonfiction</td>
<td>Nonfiction</td>
</tr>
<tr>
<td>&quot;The Outsider's&quot; Play</td>
<td>Drama</td>
</tr>
<tr>
<td>Smithsonian American Art Museum: Things Communities Share</td>
<td></td>
</tr>
</tbody>
</table>

**Keystone Scope & Sequence**

**Selection**
- "The Sounds of the City," James Tuite
- "The Sounds of the Desert," Sandra Day O'Connor
- "How We Hear," Informational text
- "How We See," Informational text
- Smithsonian American Art Museum: Technology’s Impact on the Senses
- "Mandela and the Laws of Heredity," Informational text
- "A Son Searches for His Father," retold by Daniel Comstock
- "My Father and the Figtree," Naomi Shihab Nye
- "I Ask My Mother to Sing," Li Young Lee
- "Mother to Son," Langston Hughes
- "That Older Generation," Barbara Weissberg
- "An Hour with Abuelo," Judith Ortiz Cortez Short story
- "Sonnet for My Mother" Poem
- "Civil Disobedience" Poem
- "The Great Migration," Informational text
- "A Raisin in the Sun," Lorraine Hansberry Play excerpt
- "The Savage, Beautiful World of Army Ants," Alex Chadwick Informational text
- "Of Beetles and Angels," Mawi Asgedom Literary nonfiction
- "The Outsider's" Play
- Smithsonian American Art Museum: Family Tales

**Vocabulary**
- Key Words: amplify, impale, membrane, molecules, produced, stimulate, volume, absorb, blend, distinguish, focus, muscles, reflect
- Academic Words: contrast, identify, similar, specific, function, injury, interpret, reverse, structure, transient, analyze, component, create, demonstrate, proceed, adjust
- Literary Words: onomatopoeia, imagery, personification, figurative language, simile, metaphor

**Word Study**
- Key Words: Spelling long vowels, Antonyms
- Academic Words: Prefixes -ing, -ed, -er
- Literary Words: Homographs

**Reading Strategy**
- Key Words: Predict
- Academic Words: Preview, Visualize
- Literary Words: Text Analysis: Expository and procedural texts

**Listening & Speaking**
- Key Words: Retail
- Academic Words: Reader’s Theater
- Literary Words: Listening & Speaking Workshop: Team Presentation

**Grammar**
- Key Words: Prepositions of location and direction
- Academic Words: Subject-verb agreement
- Literary Words: Adjectives with and without commas

**Writing**
- Key Words: Descriptive essay
- Academic Words: Descriptive
- Literary Words: Use sensory details

**Writing Modes/Assignments**
- Key Words: Informational text
- Academic Words: Informational
- Literary Words: Use chronological order

**Writing Elements/Structure**
- Key Words: Nonfiction
- Academic Words: Explain
- Literary Words: Use physical traits and character traits
- Level 3

**Writing Modes/Assignments**
- Key Words: Persuasive
- Academic Words: Persuasive
- Literary Words: Use order of importance or spatial order

**Writing Elements/Structure**
- Key Words: Fictional narrative
- Academic Words: Fictional
- Literary Words: Focus on the consequences of a point of view

**Writing Modes/Assignments**
- Key Words: Script
- Academic Words: Script
- Literary Words: Write a script

**Writing Elements/Structure**
- Key Words: Description
- Academic Words: Description
- Literary Words: Describe an event or experience

**Writing Modes/Assignments**
- Key Words: Letter
- Academic Words: Letter
- Literary Words: Convince

**Writing Elements/Structure**
- Key Words: Opinion
- Academic Words: Opinion
- Literary Words: Write an editorial

**Writing Modes/Assignments**
- Key Words: Letter
- Academic Words: Letter
- Literary Words: Write a friendly letter

**Writing Elements/Structure**
- Key Words: Experience
- Academic Words: Experience
- Literary Words: Write a story from a different point of view

**Writing Modes/Assignments**
- Key Words: Script
- Academic Words: Script
- Literary Words: Create

**Writing Elements/Structure**
- Key Words: Point of view
- Academic Words: Point of view
- Literary Words: Differentiate

**Writing Modes/Assignments**
- Key Words: Script
- Academic Words: Script
- Literary Words: Analyze

**Writing Elements/Structure**
- Key Words: Opinion
- Academic Words: Opinion
- Literary Words: Persuade

**Writing Modes/Assignments**
- Key Words: Script
- Academic Words: Script
- Literary Words: Use a strong, distinctive voice

**Writing Elements/Structure**
- Key Words: Experience
- Academic Words: Experience
- Literary Words: Focus on establishing character through dialogue

**Writing Modes/Assignments**
- Key Words: Letter
- Academic Words: Letter
- Literary Words: Write a letter to the editor

**Writing Elements/Structure**
- Key Words: Experience
- Academic Words: Experience
- Literary Words: Use a strong, distinctive voice

**Writing Modes/Assignments**
- Key Words: Script
- Academic Words: Script
- Literary Words: Use a strong, distinctive voice

**Writing Elements/Structure**
- Key Words: Expository
- Academic Words: Expository
- Literary Words: Use order of location and direction

**Writing Modes/Assignments**
- Key Words: Letter
- Academic Words: Letter
- Literary Words: Emphasize

**Writing Elements/Structure**
- Key Words: Opinion
- Academic Words: Opinion
- Literary Words: Emphasize

**Writing Modes/Assignments**
- Key Words: Script
- Academic Words: Script
- Literary Words: Define

**Writing Elements/Structure**
- Key Words: Opinion
- Academic Words: Opinion
- Literary Words: Define

**Writing Modes/Assignments**
- Key Words: Letter
- Academic Words: Letter
- Literary Words: Persuade

**Writing Elements/Structure**
- Key Words: Opinion
- Academic Words: Opinion
- Literary Words: Persuade
### SELECTION

<table>
<thead>
<tr>
<th>UNIT 4</th>
<th>How does the sea affect our lives?</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Poogweese,</em> retold by Chief Lebiosa Myh *Tsunamis,* Nki Walker *Island of the Sharks* Jules Verne *Tides* Cuckoo Publishing *Life in the Oceans,* Miranda Macquitty *Gift from the Gulf*</td>
<td>Short story *Informational text *Novel excerpt *Informational text *Short story</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 5</th>
<th>How do struggles build character?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>UNIT 6</th>
<th>Why are ideas important?</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The Civil Rights Movement,</em> Eric Waldman *I Have a Dream,* Dr. Martin Luther King Jr. Speech *The Peace Corps:* An American Ideal* *We Are Each Other’s Business,* Dr. Eboo Patel *Raul Wallenberg and the Rescue of Hungary’s Jews* *Student Community Service Requirement: Pro and Con* *Special Senior Meals: A Student Debate*</td>
<td>Informational text *Informational text *Informational text *Informational text *Informational text</td>
</tr>
</tbody>
</table>

### VOCABULARY

<table>
<thead>
<tr>
<th>Key Words</th>
<th>Academic Words</th>
<th>Literary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>disaster</td>
<td>displacement</td>
<td>disturbance</td>
</tr>
<tr>
<td>disturbance</td>
<td>erupts</td>
<td>geologists</td>
</tr>
<tr>
<td>trigger volume</td>
<td>camouflage</td>
<td>currents</td>
</tr>
<tr>
<td>decrease depth</td>
<td>plentiful</td>
<td>recycle surface</td>
</tr>
<tr>
<td>consequence domain</td>
<td>encounter</td>
<td>insufficient survival</td>
</tr>
<tr>
<td>reveal dimensions</td>
<td>energy</td>
<td>occur phenomena</td>
</tr>
<tr>
<td>conduct</td>
<td>outcome</td>
<td>sequence strategy</td>
</tr>
<tr>
<td>underwater</td>
<td>category</td>
<td>constitute environment</td>
</tr>
<tr>
<td>extraction</td>
<td>maximum</td>
<td>significant survival</td>
</tr>
<tr>
<td>archetype</td>
<td>setting</td>
<td>suspect</td>
</tr>
</tbody>
</table>

### WORD STUDY

<table>
<thead>
<tr>
<th>• Prefixes: -super-, -dis-, -under-, and -re-</th>
<th>• Suffix -ous</th>
<th>• Compound words</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analyze cultural context</td>
<td>• IdentiCity cause and effect</td>
<td>• Recognize sequence</td>
</tr>
<tr>
<td>• Compare and contrast</td>
<td>• Literary Analysis: Elements of fiction</td>
<td></td>
</tr>
</tbody>
</table>

### READING & SPEAKING

<table>
<thead>
<tr>
<th>• Rotel</th>
<th>• Reader’s Theater</th>
<th>• Listening &amp; Speaking Workshop: TV Documentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Participal adjectives</td>
<td>• Subordinating conjunctions to express cause and effect</td>
<td>• Expressions that indicate sequence</td>
</tr>
<tr>
<td>• Adjective clauses: Review</td>
<td>• Restrictive and nonrestrictive clauses</td>
<td></td>
</tr>
<tr>
<td>• Write a news article</td>
<td>• Write instructions</td>
<td>• Write a paragraph that classifies something</td>
</tr>
<tr>
<td>• Write an analytical essay</td>
<td>• Writing Workshop: Expository essay</td>
<td></td>
</tr>
</tbody>
</table>

### GRAMMAR

<table>
<thead>
<tr>
<th>• Use the 5Ws</th>
<th>• Use the 5Ws</th>
<th>• Use the 5Ws</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Subject</td>
<td>• Object</td>
<td>• Direct Object</td>
</tr>
<tr>
<td>• Complement</td>
<td>• Pronoun</td>
<td>• Preposition</td>
</tr>
<tr>
<td>• Adjective</td>
<td>• Adverb</td>
<td>• Conjunction</td>
</tr>
</tbody>
</table>

### WRITING

<table>
<thead>
<tr>
<th>• Exposition</th>
<th>• Exposition</th>
<th>• Exposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Write a problem-and-solution paragraph</td>
<td>• Write a summary</td>
<td>• Compare-and-contrast paragraph</td>
</tr>
<tr>
<td>• Write an introduction</td>
<td>• Writing Workshop: Expository essay</td>
<td></td>
</tr>
</tbody>
</table>

### Smithsonian American Art Museum: The Power of the Sea

### Smithsonian American Art Museum: Showing the Strain

### Smithsonian American Art Museum: The Pursuit of Equality