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| **The Human Age**  
By Elizabeth Kolbert  
(argumentative essay)  
Identifying main ideas and key details  
Understanding infographics  
Skill Focus:  
Understanding cohesion (I) | Goal:  
Writing a cause-effect essay about human impacts  
Language:  
Using cohesive devices  
Skill:  
Essay writing (review) | Video:  
*Man-Made Earthquakes*  
Viewing to confirm predictions  
Viewing for general understanding and specific information  
Relating video content to reading texts | Evaluating causes and effects  
Inferring meaning from context  
Synthesizing information to make connections  
Evaluating thesis statements  
Analyzing a model essay  
CT Focus:  
Analyzing arguments |
| **A Cry for the Tiger**  
By Caroline Alexander  
(explanatory/persuasive report)  
Identifying main ideas  
Scanning for key details (numbers)  
Identifying reasons and solutions  
Skill Focus:  
Understanding appositives | Goal:  
Writing a persuasive essay about a problem and a possible solution  
Language:  
Using appositives  
Skill:  
Writing a thesis statement (review) | Video:  
*Tigers in the Snow*  
Viewing to confirm predictions  
Viewing for general understanding and specific information  
Relating video content to reading texts | Analyzing and evaluating text organization  
Inferring meaning from context  
Synthesizing information to make a comparison  
Evaluating thesis statements  
Justifying an opinion  
Analyzing a model essay  
CT Focus:  
Analyzing text organization |
| **Images of Beauty**  
By Annie Griffiths  
(expository/classification article)  
Identifying main ideas and key details  
Skill Focus:  
Using a concept map to identify supporting details | Goal:  
Writing an evaluative essay about a visual art form  
Language:  
Using nonrestrictive adjective clauses  
Skill:  
Supporting a thesis | Video:  
*Oregon Coast*  
Activating prior knowledge  
Viewing for general understanding and specific information  
Relating video content to reading texts | Applying ideas to other contexts  
Reflecting on a writer’s opinion  
Synthesizing information to apply criteria  
Analyzing a thesis statement and supporting ideas  
Analyzing a model essay  
CT Focus:  
Applying ideas to new contexts |
| **Our Energy Challenge**  
By Bill McKibben  
(argumentative/persuasive essay)  
Identifying main ideas and key details  
Interpreting charts  
Understanding a process  
Skill Focus:  
Recognizing a writer’s tone | Goal:  
Writing a summary essay about energy  
Language:  
Avoiding plagiarism  
Skill:  
Writing a summary | Video:  
*Powering Cities*  
Viewing to confirm predictions  
Viewing for general understanding and specific information  
Relating video content to reading texts | Evaluating reasons  
Synthesizing information to make a judgment  
Evaluating summaries  
Analyzing a model essay  
CT Focus:  
Interpreting figurative language |
| **The Smart Swarm**  
By Peter Miller  
(explanatory article)  
Identifying main ideas and purpose  
Summarizing key details  
Skill Focus:  
Identifying subjects in complex sentences | Goal:  
Writing a comparative essay about two types of collaboration  
Language:  
Using parallel structure  
Skill:  
Organizing a comparative essay | Video:  
*Locust Swarm*  
Viewing to confirm predictions  
Viewing for general understanding and specific information  
Relating video content to reading texts | Analyzing information  
Synthesizing information to make hypotheses  
Analyzing essay notes  
Analyzing a model essay  
CT Focus:  
Evaluating sources |
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| 6 Language and Culture | **Lesson A:** Inferring an author’s attitude  
Understanding verbal phrases  
**Lesson B:** Writing introductions and conclusions  
Writing a personal opinion essay | Understanding meaning from context  
Using vocabulary to complete definitions  
Applying vocabulary in a personalized context  
**Word Link:** ir-; con-; crypt |
| 7 Resources and Development | **Lesson A:** Identifying a writer’s point of view  
Understanding cohesion (II)  
**Lesson B:** Researching and note-taking  
Writing an expository essay | Understanding meaning from context  
Using vocabulary to complete definitions  
Applying vocabulary in a personalized context  
**Word Partners:** tension |
| 8 Living Longer | **Lesson A:** Predicting a conclusion  
Asking questions as you read  
**Lesson B:** Planning a research paper  
Writing an argumentative research paper | Understanding meaning from context  
Using vocabulary to complete definitions  
Applying vocabulary in a personalized context  
**Word Link:** struct; uni- |
| 9 Memorable Experiences | **Lesson A:** Making inferences  
Analyzing a personal narrative  
**Lesson B:** Using sensory details  
Writing an extended personal narrative | Understanding meaning from context  
Using vocabulary to complete definitions  
Applying vocabulary in a personalized context  
**Word Usage:** ensure/insure  
**Word Partners:** assumption |
| 10 Imagining the Future | **Lesson A:** Reading literature critically  
Identifying literary elements  
**Lesson B:** Writing critically about literature  
Writing an analysis of fiction excerpts | Understanding meaning from context  
Using vocabulary to complete definitions  
Applying vocabulary in a personalized context  
**Word Link:** liter  
**Word Partners:** flee/fled |
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<td>Video: Kenyans in New York</td>
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<td>By Daisy Zamora (autobiographical essay)</td>
<td>Language: Adding information with verbal phrases</td>
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<td>Video: The Encroaching Desert</td>
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<td>By Jared Diamond (expository/persuasive essay)</td>
<td>Language: Referring to sources</td>
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<td>Goal: Writing an argumentative research paper about longevity</td>
<td>Video: Secrets of a Long Life</td>
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<td>Video: Mission: Mars</td>
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<td>and extracts from The Martian Chronicles</td>
<td>Language: Using a variety of sentence types</td>
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