<table>
<thead>
<tr>
<th>Unit and Theme</th>
<th>Communications Objectives</th>
<th>Language Objectives</th>
<th>Unit and Value</th>
<th>Writing</th>
<th>Language Strategies and Skills</th>
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</thead>
<tbody>
<tr>
<td><strong>1</strong> Amazing People</td>
<td>to talk about notable and famous people; to talk about admired family members; to talk about events in the past</td>
<td>simple past with regular and irregular verbs; information questions: <em>who, what, when, where, why, how many</em></td>
<td>Have a Role Model</td>
<td><em>biographical paragraph</em>; presenting events and dates in chronological order; using the third person (<em>be</em> or <em>be</em>)</td>
<td>to use prior knowledge, to use pictures and context, to sequence, to use graphic organizers, to use music and rhyme, to listen for gist and details</td>
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<td><strong>2</strong> Our Stories</td>
<td>to talk about personal experiences and life achievements; to talk about events in the past, present; to talk about events and actions that began in the past and continue in the present</td>
<td>simple past; present perfect with <em>how long, for, since</em>; information questions: <em>when, how long</em></td>
<td>Practice, Practice</td>
<td><em>autobiographical paragraph</em>; personal information (place of birth, residence, school); feelings and experiences; likes and dislikes; using an outline to organize main ideas and descriptive details</td>
<td>to use prior knowledge, to figure out meaning from context, to compare and contrast, to identify main idea and details, to sequence, to use graphic organizers, to use music and rhyme, to listen for gist and details</td>
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<td><strong>3</strong> Skills and Abilities</td>
<td>to identify and talk about different careers; to talk about skills, interests, aptitudes; to express preferences</td>
<td>verbs and expressions + gerund: <em>love, like, enjoy, good at, bad at, excited about, interested in, worried about</em>; present true conditional: <em>if + present/will + verb</em></td>
<td>Think Before You Act</td>
<td><em>paragraph unity</em>; focusing on one topic: main idea stated in topic sentence with related ideas in supporting sentences; using an idea map to organize a paragraph</td>
<td>to use prior knowledge, to organize information, to figure out meaning from context, to use graphic organizers, to compare and contrast, to analyze, to associate, to use music and rhyme, to listen for gist and details</td>
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<td><strong>4</strong> Into the Future</td>
<td>to talk about life in the future; to make predictions about the future; to express certainty or doubt</td>
<td>predictions with <em>will, won’t</em>; modals: <em>will, won’t, may, might, could</em>; information questions: <em>how, what, when</em></td>
<td>Plan for the Future</td>
<td><em>paragraph of opinion</em>; introducing opinion with phrases: <em>I believe, I think that, in my opinion</em>; and supporting it with facts, reasons, and/or examples; using a chart to list introduction, three reasons, and conclusion for an opinion paragraph</td>
<td>to use prior knowledge, to use pictures and context, to evaluate, to rank, to use graphic organizers, to use music and rhyme, to listen for gist and details</td>
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| **5** Space            | • to talk about the planets and outer space  
• to speculate about the unknown  
• to express opinions  
• to compare and contrast | • untrue conditional: *if* + past form/*would* + verb  
• superlative with nouns  
• information questions: *what, which* | Use Your Imagination                                                                 | • sentence variety in a paragraph  
• using different types of sentences: short sentences; longer ones with *and, or, but*; and sentences with *if* and other clauses  
• using a graphic organizer to list information and ways it can be changed | to use prior knowledge, to figure out meaning from context, to brainstorm, to identify main idea and details, to clarify, to use graphic organizers, to use music and rhyme, to listen for gist and details |
| **6** Adventures       | • to identify and talk about leisure time activities and adventures  
• to talk about events in the past  
• to express preferences  
• to talk about plans | • present perfect with *ever, already, yet*  
• *would, wouldn’t* for hypothetical situations | Safety First                                                                 | • personal narrative  
• sequence: *first, after that, next, then, finally*  
• using a sequence chart to organize events in a narrative | to use prior knowledge, to organize information, to figure out meaning from context, to use graphic organizers, to categorize, to evaluate, to use music and rhyme, to listen for gist and details |
| **7** A World of Records | • to talk about games, contests, records, record-breakers  
• to talk about animal facts  
• to compare and contrast | • comparisons with nouns: *-er/-est, more/fewer, the most/the fewest*  
• information questions: *how, what, which* | Set Goals for Yourself                                                                 | • paragraph of comparison  
• showing similarity: *also, as well as, both, each of, in the same way, like, too*  
• using a Venn diagram for comparison | to use prior knowledge, to use pictures and context, to evaluate, to compare and contrast, to summarize, to use graphic organizers, to use music and rhyme, to listen for gist and details |
| **8** Mysteries Past and Present | • to talk about mysterious places and phenomena  
• to speculate about the unknown  
• to express certainty or doubt | • modals of degree of certainty: *must, could, may, might*  
• simple past, passive voice: *was/were + participle* | Focus on Details                                                                 | • paragraph of contrast  
• showing difference: *although, but, however, in contrast, on the other hand, unlike, while*  
• using a tree diagram | to use prior knowledge, to figure out meaning from context, to brainstorm, to identify main idea and details, to sequence, to associate, to use graphic organizers, to use music and rhyme, to listen for gist and details |
| **9** The Movies        | • to talk about movie genres and movie making  
• to make suggestions  
• to express opinions  
• to report what others have said | • *How about* + gerund  
• reported speech: present to past, present perfect to past perfect | Be a Good Listener                                                                 | • letter to the editor (opinion)  
• expressions of opinion: *agree, disagree, I believe, in my opinion, I think*  
• using a template for organization | to use prior knowledge, to classify, to figure out meaning from context, to use graphic organizers, to evaluate, to summarize, to use music and rhyme, to listen for gist and details |