





Vision

To equip students to master foundational grammar and writing skills, enabling them to craft effective written and oral communication that honors God and serves others.

Goals for Students

- To foster an appreciation of language as a gift from God
- To develop a foundational knowledge of English grammar and mechanics
- To develop study and reference skills
- To teach the writing process for narrative, informative, opinion, and expository writing
- To encourage clear and effective writing through mentor text analysis and regular practice of writing in real-world contexts
- To develop digital literacy
- To guide the development of collaboration, listening, speaking, and viewing skills
- To provide space for reflection on communication that serves others

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Program Approach

BJU Press's elementary English product line connects skills in writing, mechanics, listening, speaking, and viewing to provide students with a solid English language arts foundation. Students study one part of speech at a time, mastering English conventions through spiral review and regular practice of each skill. Proofreading activities give students practice in analyzing sentences, identifying grammatical errors, and correcting errors within the context of writing. Students follow the writing process to write opinion pieces, informational texts, and narratives. Teacher modeling and student collaboration help students develop their craft as they write in various genres for real-world contexts.

Language as God's Gift

Our program teaches students that language is one of the first and best gifts God gave to humanity. Language is how God chose to communicate and fellowship with His people since Creation. With language, we can understand God and others, express thoughts, and influence others. Lessons begin with a particular biblical worldview focus, using the Bible as the guide to teach students to be Christlike communicators. The lesson's introduction explains how the biblical worldview focus influences students' application of the skill. Journal activities at the end of the lesson reinforce the lesson's worldview and skill focus by having students write something to demonstrate their understanding of that knowledge. Literature Links also promote the biblical worldview focus of the chapter. Valuing language as God's gift gives importance to and incentive for the study of language.





Foundations of Grammar and Mechanics

Through teacher modeling, guided practice, and independent practice, our materials teach standard English conventions. Each grammar lesson introduces new concepts through a teaching section that explains grammatical rules with definitions and sample sentences. Because mechanics are foundational to good writing, the grammar chapters emphasize continual practice of foundational grammatical concepts by applying grammar rules in real-world writing examples. These chapters also show how to apply grammar and mechanics to speaking and listening through critical-thinking exercises.

Study and Reference Skills

Students practice interacting with informational texts and primary sources for the purpose of gathering information. Students can apply study and reference skills when using their textbooks and reference materials and as they read fictional and nonfictional materials. Early in the program, students learn how to identify various parts of a book such as the author, illustrator, publisher, the table of contents, etc. The student editions also guide students in best practices for finding and evaluating information found online. Lessons on study skills show students example note cards and outlines and provide texts for students to analyze, take notes on, and make outlines of. By the end of the program, students learn how to compile notes and record documentation accurately to produce a research report.

The Writing Process

The five steps of the writing process in our Elementary English program are planning, drafting, revising, proofreading, and publishing. This process helps writing become more manageable for students by separating writing steps into clearly defined actions, and it creates better results because of the careful

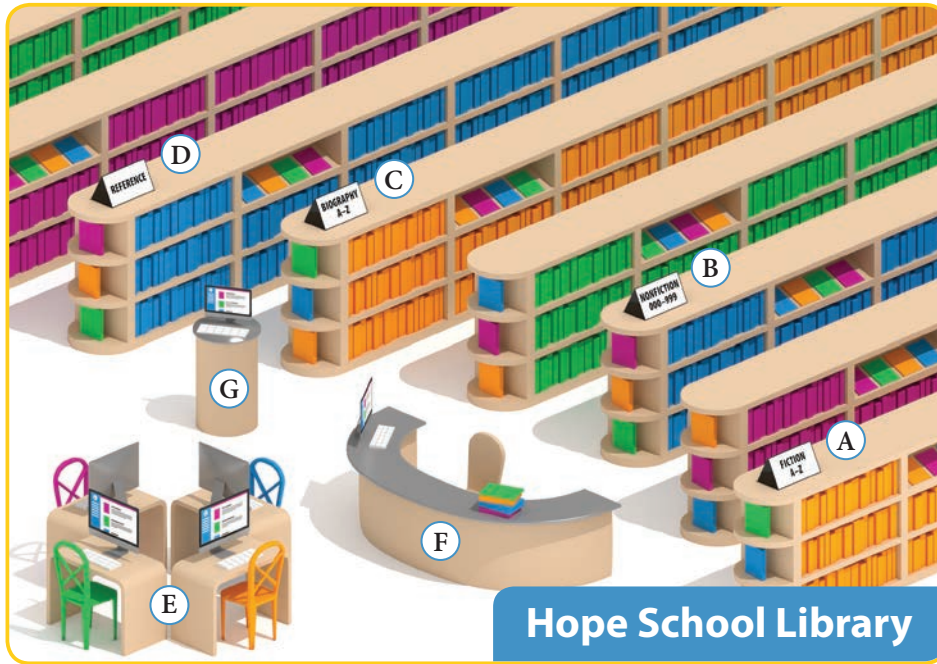
attention given to each step. This writing process is our standard approach for teaching writing at each grade level, and it applies across genres of writing such as narrative, informative, and expository. Students first learn the process through teacher modeling. Teachers can work through each step for each new genre with the whole class before students apply the process in their own work. Teacher and peer conferences happen during the revision stage, allowing students to get encouragement and feedback about their work to sharpen writing skills. These suggested conferences along with rubrics create a multi-step grading process to accurately assess students' writing.

Clear and Effective Writing

Students develop clear and effective writing by analyzing mentor texts and through constant practice. Student worktexts contain carefully selected literature links that illustrate skill in grammar and in a particular genre like informational, literary, or opinion texts. These texts help students visualize concepts they are learning and guide them in applying lessons to their own writing. Students also regularly practice writing in a real-world context through journal assignments and the worktext pages, which give students daily opportunities to practice and strengthen their writing skills. Writing chapters assign projects like personal anecdotes, letters, newspaper articles, imaginative essays, and much more to diversify students' ability and to refine their skills across genres.



- | | |
|-----------------------|--------------------|
| A. Fiction A–Z | E. Computers |
| B. Nonfiction 000–999 | F. Checkout Desk |
| C. Biography A–Z | G. Library Catalog |
| D. Reference | |



Developing Digital Literacy

Digital literacy skills require students to use cognitive and technological skills to find, evaluate, create, and communicate information. The student editions have exercises that develop digital literacy by asking students to find digital content for research reports. In Grade 3, students begin applying their study and reference skills to sources found on the internet. Lessons about the internet include instruction on internet safety and using the acronym TOOLS to teach students how to use technology wisely. Students also learn how to navigate electronic sources like encyclopedias, informational articles, and educational videos. Upper elementary research reports help students find useful information and resources online and accurately document their internet research.

Skill Development

Our elementary English program provides many opportunities for developing 21st century skills. The teacher editions suggest activities for collaboration that involve students' working together one-on-one, such as in group discussions, brainstorming activities, information exchanges, and writing evaluations. Students ask each other questions to get information and express their own ideas, or the whole class discusses ideas to reach a conclusion together.

An important part of students' development is using their auditory senses to process language. Listening activities in the teacher edition help students differentiate sounds and learn proper formation of words. These activities also

encourage students to develop their ability to recognize grammatical errors so they can speak with clarity and accuracy. Follow-up questions to the listening exercises encourage students to think about and evaluate what they hear.

Speaking skills are also an important part of language development. The student worktext and teacher edition provide opportunities for both formal and informal speaking activities. Examples of formal speaking activities for students could be giving oral presentations or reading published writing projects out loud. Some examples of informal speaking activities are conversations between students or with the teacher, small group discussions, or whole classroom discussions. Informal activities still encourage students to speak in complete sentences and apply correct grammar.

Visual analysis skills encourage students to understand infographics and connect images to accompanying spoken or written words. Our student editions include illustrative pictures, diagrams, and tables. These images provide additional information and context about the material, while allowing students to practice decoding visuals as they do with words. Students answer questions in the worktext to help them evaluate the images and demonstrate understanding.

Communicating to Serve Others

Students with a biblical worldview learn that deceptive or untrue communication does not show love to other people, but language that comes from a heart of service and love can create a sense of fellowship and community. Student worktext assignments encourage students to produce writing that shows love and concern for others. Our program helps students hone the craft of writing and emphasizes excellence, equipping students to communicate truth, beauty, and goodness effectively to others. With good writing, students can help other people know God better and love true and beautiful things.



The Materials

Below are the standard BJU Press elementary English materials provided for the elementary grades. Some grades may include additional pieces. For a comprehensive list, contact your Precept sales representative at preceptmarketing.com/locator.



A. Student Worktext

The student worktexts provide guided practice through teacher- and mentor-text modeling and independent practice to strengthen skills in writing and grammar. Communication skills are taught through relevant and meaningful oral and written activities. Students learn writing skills using the five steps of the Writing Process across many genres. Chapter reviews at the end of each unit and cumulative reviews provide a spiral review of previously learned skills. Each worktext also contains a Writing Handbook with a dictionary, thesaurus, writing models, and more.

B. Teacher Edition with Teacher's Toolkit CD

The teacher editions provide a thorough presentation of English instruction with a balance of grammar study and writing practice. Suggestions for differentiated instruction and for working with ELL students appear in many lessons. Instructional aids enhance lessons by providing definitions, sample sentences, or essential teaching visuals. These editions also give teachers tools for developing students' critical-thinking skills and biblical worldview through discussions and activities. Each teacher edition has reduced worktext pages with answers for corresponding lessons. Additional worksheets and teacher helps are available on the teacher's toolkit CD or on Teacher Tools Online.

C. Assessments

Each test packet contains one age-appropriate test per grammar chapter, covering the most important concepts taught in the lessons.


D. AfterSchoolHelp.com

Additional grammar reviews for English 4, 5, and 6 with video lessons are available on afterschoolhelp.com. Reviews include a brief video lesson conducted by a BJU Press teacher, followed by a series of comprehension and application questions related to the concept.

► *See pages 14–15 for technology solutions.*

The Features

Teacher Edition



Worktext pages 69–72

Lesson 35

Lesson Focus
God uses nouns in the Bible to name people, places, and things.

Objectives

- Define a noun
- Explain why learning about nouns is important for Christians
- Identify nouns in a sentence
- Categorize a noun as a person, place, or thing

Teacher's Toolkit CD

- Instructional Aids: Assessing Understanding
- Review: Nouns

Materials

- "Noun Song" (page A5)

Lesson Focus indicates the emphasis of the lesson.

Introduction

- Direct attention to the chapter opener on Worktext page 69. Point out that the title of this chapter is "Nouns."
- Read the question and the Biblical Worldview statement.
 - Learning about nouns is important for Christians because they help us identify people, places, and things that God has blessed us with.
- Teach the "Noun Song."
 - Can you remember any of the words that the song called nouns? Paul, Chicago, wall
- Invite the students to listen for the nouns as they sing the song again.

Teach for Understanding

In this lesson you will learn what a noun is and identify it as a person, place, or thing. You will be able to find nouns in sentences.

- Display the definition of a noun on *Finding Nouns* and read it aloud.
 - A noun names a person, place, or thing.
- Direct attention to the pictures and captions on Worktext page 70 and explain that these words are nouns.
- Display *Finding Nouns*.
 - Each noun can be identified as a person, place, or thing.
- Invite students to write each noun in the correct column.
 - Is the noun *shark* a person, place, or thing? **thing**
 - Many of you have pets like dogs, cats, and fish. Animals go in the category of things because they are not people or places. The word *thing* can also include books, clothes, and homes. There are many words that are things.

Chapter 4

Introduction

A word that names a person, place, or thing is classified as a noun. Nouns can be used in the subject part of a sentence to tell who or what the sentence is about. Nouns can also be used to add details to the action part of a sentence.

God uses nouns in sentences in the Bible. Names for God help us understand who God is. God tells us that the name of Jesus is above every other name. Jesus is Savior and Lord. God also uses nouns to tell about all He created.

A Christian can imitate God by using nouns to tell about names for God and to name what God created.


In this chapter students will learn to use the singular and plural forms of regular nouns and familiar irregular nouns. Students will also learn to distinguish between common and proper nouns. The lesson on proper nouns in this chapter includes names for God.

Chapter Focus

A Christian can imitate God by using nouns to tell about names for God and to name what God created. He can show love in the way he uses the names of others.

Nouns Chapter 4

- Why are nouns important?
 - A noun is a word that names a person, place, or thing. Nouns say what a sentence is about. God uses nouns to name people in the Bible. God also uses nouns to name Himself. You can read many different names in the Bible.
 - Your name is a noun because you are a person. God knows your name. He made you, and He loves you very much.
 - People can use all kinds of nouns to thank God and help others.



The Chapter Focus reinforces the biblical worldview emphasis.

Overview		
Worktext	Content	Terms
69–72	Nouns	noun
73–74	Compound Words	compound word
75–76	Adding -s or -es to Nouns	singular plural
77–78	Plural Nouns That Change Spelling	
79–80	Practice	
81–82	Common and Proper Nouns	specific common noun
83–84	Commas in a Series	proper noun series comma
85–86	Practice	
87–88	Chapter 4 Review	
89–91	Chapter 4 Test	
92–95	Cumulative Review Journal	

Visit bjupress.com/resources for links to enhance the lessons.

"Look for . . ." boxes promote recall or self-assessment.

Look for proper nouns and punctuation marks.

ed part correctly.

Willis gave us a puppy on may 1 2017.

y barks at grandma Willis.

s takes care of the puppy.

◆ Use  to mark two capitalization mistakes in each sentence.

- 13. Lyla visited aunt amy in the city.
- 14. Her name is Amy b. carl.
- 15. Amy moved to the city after thanksgiving day.

◆ Write the plural form of the highlighted noun.

- 16. Jaxon planted the flowers for Aunt Kay. flower
- 17. Mom buys the cake mixes. mix
- 18. Joseph helped his father and brothers. brother



Worktext

- Read the directions and guide the completion of numbers 1–8.

Writing, Listening, and Speaking

- Guide completion of number 9. Allow students to read their sentence to introduce each other.
- Explain that proper nouns are found in Scripture. Review selected passages of Scripture that deal with the people mentioned in numbers 5–8: 2 Samuel 2:7; Exodus 2:10.
- Read the directions and direct the numbers 10–18 independently. Remind for . . . box to guide them. Provide

Review



Teacher-guided activities encourage students to apply what they learn.

Differentiated Learning

To review nouns, say a common noun and invite a volunteer to share a proper noun it represents. An alternative activity is to say a proper noun and invite a volunteer to identify whether it is a person, place, or thing.

In learning about proper nouns, some students may need extra help understanding how their language differs from English and American culture. Some proper nouns of the week are not capitalized. Some students have one middle name, and their mother's name is considered part of their legal name. Some students are unfamiliar to some students. Display a calendar for each holiday to bring understanding.

To build on the holiday theme, provide students with a copy of the names of the months. As a pair-share activity, invite the groups to write a recognized holiday next to each month. Encourage students to capitalize the proper nouns correctly. When the activity is finished, allow the groups to share the holidays that they identified. Groups may each be given a calendar for reference that will assist them in identifying and spelling a holiday for each month.

Differentiated learning ideas help struggling students.

- Invite students to identify the names of adult relatives using their special titles: Aunt, Uncle, Grandma, Grandpa
- Display sentences 1–3 on *Titles and Initials*, modeling the capitalization mark for proper nouns along with the titles such as Grandma, Aunt, and Uncle as part of a person's name.

🗨️ Why do you think each of these names with their titles are proper nouns? They name specific people. Initials are often used in place of a person's name.

- Display sentence 4. Invite a volunteer to mark the names that should be capitalized.

The first letter of each part of the name is an initial. What are the first two initials of the name displayed? J. P.

- Direct attention to sentence 5. Explain that the letters *J* and *P* are used in place of the names. A period always follows each initial. Model marking the capitalization and punctuation needed.
- Display sentences 6–7. Invite volunteers to mark the missing capitalization and punctuation.
- Invite students to pair-share their first, middle, and last names. The partner will write the name with the middle initial.

Student Worktext

Linking Verbs

Many verbs show action. Some verbs do not show action. A **linking verb** does not show action. It connects the **simple subject** to an **adjective** or a **noun** in the predicate.

Mária is my friend.

When the simple subject is linked to an adjective, the adjective describes the subject.

The game was fun.

When the simple subject is linked to a noun, the noun renames the subject.

Mr. Lopez is my teacher.

Teacher guidance reinforces grammar concepts.

Common Linking Verbs

am	is	are	was	were
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- Underline the verb twice and the simple subject once. Write **A** if the verb is an action verb or **L** if it is a linking verb.

- A 1. The miner panned for gold in the river.
- L 2. His name is Old Pete.
- L 3. The water was very cold.
- A 4. The gold swirled in the bottom of the pan.



- Underline the linking verb twice. Draw an arrow linking the simple subject and the word in the predicate that renames or describes the subject.

5. Old Pete was a hard worker.
6. Now Old Pete is rich.

Independent exercises assess students' understanding.

Student Worktext

Supporting Your Points

- Work with a partner to write several supporting sentences using the planning chart on page 237. Use the information below to help you.

Persuasive Writing Words

Opinion Words	Transition Words	Persuasive Words
I believe	first,/second,/third,	always/never
I think	besides,	beautiful/ugly
in my opinion,	for example,	magnificent/usual
the best	finally,	better/best/worst
I love	for these reasons,	great/awful

Student collaboration promotes learning.

Remember that there are many more persuasive writing words.

The Best Place to Visit
I think everyone should visit the Grand Canyon. First, the Grand Canyon is the most beautiful place in the world.

In addition, the canyon is filled with history and nature.

Clearly, everyone must visit the awesome Grand Canyon.

First Paragraph

Title
Opinion sentence
Reason 1
Facts and details

Second Paragraph

Reason 2
Facts and details
Persuasive sentence

Writing charts encourage strong paragraph development.

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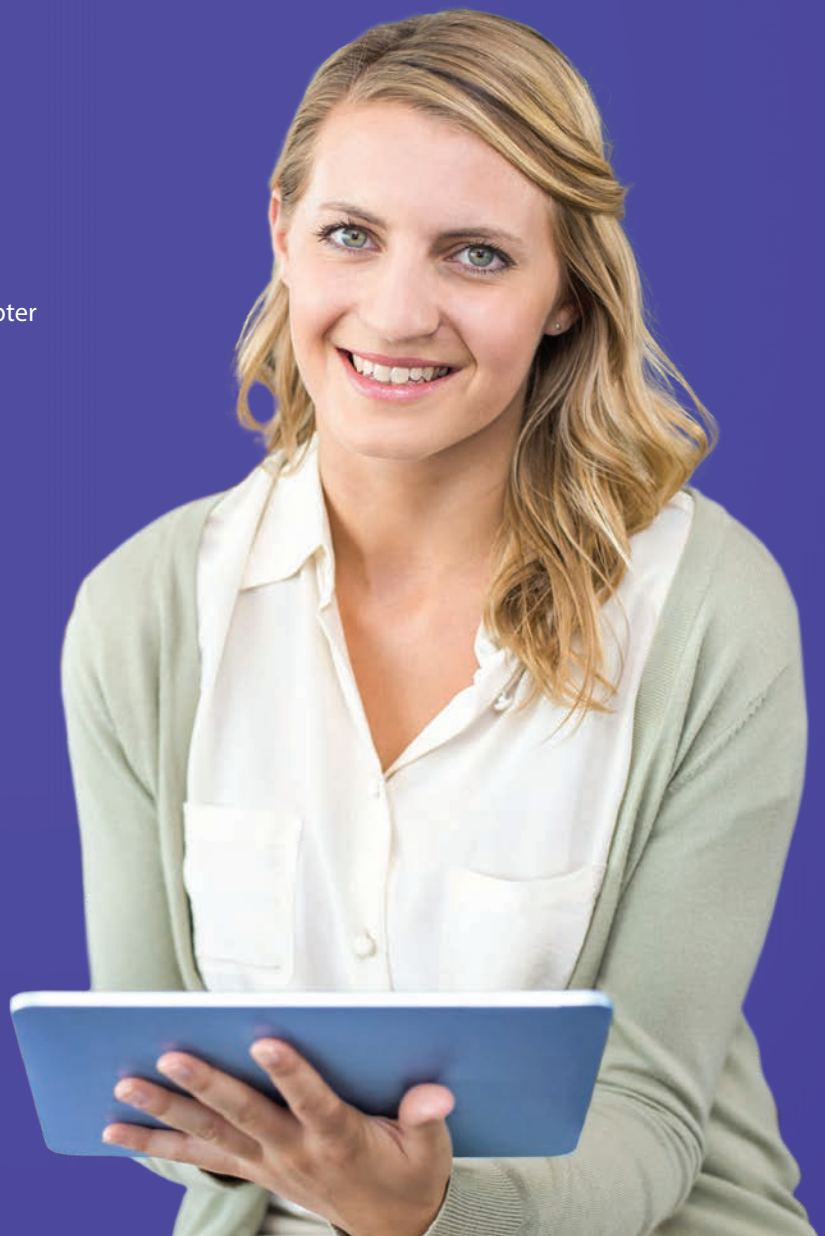
Encourage. Enable. Enhance.

Teacher Tools Online is the premier resource for teachers using BJU Press materials. It encourages teachers in their efforts to expand their lessons, enables them to reach struggling students in new ways, and enhances their teaching strategies for greater depth. Teacher Tools Online provides teacher resources at the touch of a button, freeing up valuable time for teachers. Teachers will find educational articles, editable lesson plan overviews, PowerPoint presentations, an electronic assessments generator, and much more in the Teacher Tools Online database!

Tools for Today's Teachers

- Bank of digital resources
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- Simple to use
- Searchable by grade, subject, edition, and chapter
- Resources can be filtered by type

TeacherToolsOnline.com gives you quick access to resources that work directly with your BJU Press textbooks.

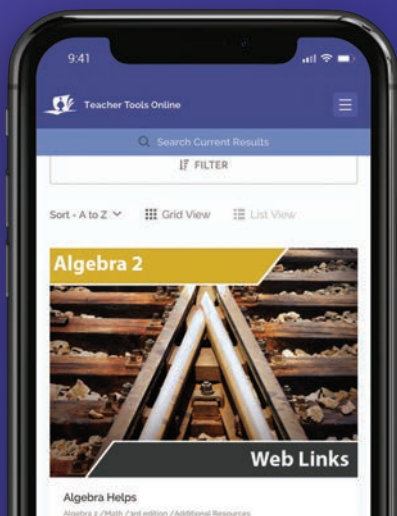


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Available Resources



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Media—BJU Press videos, external web links, and artwork help you customize lessons for different learners. Artwork includes maps, charts, and other images that enhance lessons.



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