

Chapter 1: Sentences

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
1	Sentences & Fragments	4–6, S68	1–2	1	<ul style="list-style-type: none"> • Six sentence strips • Six resealable bags or envelopes 	<i>sentence</i> <i>fragment</i>	<ul style="list-style-type: none"> • Distinguish between complete sentences and fragments • Change fragments to complete sentences • Identify declarative, interrogative, imperative, and exclamatory sentences • Use correct end punctuation for declarative, imperative, interrogative, and exclamatory sentences • Write declarative, imperative, interrogative, and exclamatory sentences • Rewrite declarative sentences as interrogative sentences • Rewrite interrogative sentences as declarative sentences • Identify the complete subject and simple subject in a sentence • Identify the complete predicate and simple predicate in a sentence • Diagram simple subjects and simple predicates • Identify compound subjects and compound predicates • Combine sentences to make compound subjects or compound predicates • Diagram compound subjects and compound predicates • Combine simple sentences to make compound sentences • Distinguish between simple sentences and compound sentences
2	Declarative & Interrogative Sentences	6–7	3–4	2		<i>complete</i> <i>subject</i>	
3	Imperative & Exclamatory Sentences	8–9	5–6	3	<ul style="list-style-type: none"> • Ten index cards 	<i>complete</i> <i>predicate</i> <i>simple subject</i>	
4	Four Types of Sentences	10–11	7–8	4	<ul style="list-style-type: none"> • Three index cards for each student 	<i>simple</i> <i>predicate</i>	
5	Simple Subjects	12–13	9–10	5		<i>compound</i>	
6	Simple Predicates	14–15	11–12	6	<ul style="list-style-type: none"> • Fifteen index cards 	<i>subject</i>	
7	Diagramming Subjects & Predicates	16–17	13–14	7		<i>compound predicate</i>	
8	Compound Subjects & Predicates	18–19, S69–S70	15–16	8		<i>declarative</i> <i>sentence</i>	
9	Compound Sentences	20–21, S71	17–18	9	<ul style="list-style-type: none"> • Four index cards • Three sentence strips 	<i>interrogative</i> <i>sentence</i>	
10	Chapter 1 Review	22–23	19–20	10–11	<ul style="list-style-type: none"> • Brown paper lunch bag containing four crayons—blue, red, green, and orange • Bite-sized pieces of a variety of vegetables (optional) 	<i>imperative</i> <i>sentence</i> <i>exclamatory</i> <i>sentence</i> <i>diagramming</i> <i>simple</i>	
	Bridge: Growing Grain		21			<i>sentence</i> <i>compound</i> <i>sentence</i>	

Chapter 2: Writing a Personal Narrative

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing		22				
11	Using the Thesaurus	28–29	23–24		<ul style="list-style-type: none"> Thesaurus, published as a separate volume 	<i>thesaurus</i> <i>synonym</i> <i>antonym</i>	<ul style="list-style-type: none"> Use the thesaurus to find descriptive words Draft a class narrative paragraph together Choose a topic for a personal narrative Plan events and details to include in a personal narrative Plan an opening sentence and a closing sentence for a personal narrative Use time-order words to make the order of events clear Write dialogue for a personal narrative Participate in a writing conference Draft, revise, proofread, and publish a personal narrative Practice good listening skills Identify and practice good speaking skills Present a personal narrative to a group Recognize sentences that use more exact descriptive words Match terms of narrative writing with their definitions Identify the best ending for a sentence Sequence the stages of the Writing Process correctly Identify mistakes in a narrative paragraph Use proofreading marks to mark mistakes Identify elements of good listening and good speaking
12	A Personal Narrative	30–31	25–26			<i>narrative</i>	
13	Personal Narrative: Planning	32–33	27–28			<i>writing</i>	
14	Personal Narrative: Drafting	34–35	29–30			<i>personal narrative</i>	
15	Personal Narrative: Revising	36–37	31–32			<i>audience</i>	
16	Personal Narrative: Proofreading	38–39	33–34			<i>time-order words</i> <i>Writing Process</i>	
17	Personal Narrative: Publishing	40–41			<ul style="list-style-type: none"> Two or three published copies of memoirs or personal narratives, at least one of which is illustrated with photographs Drawing paper for each student (optional) 	<i>planning</i> <i>drafting</i> <i>revising</i> <i>proofreading</i> <i>publishing</i>	
18	Language Link: Speaking (Sharing Your Narrative)	42–43	35–36		<ul style="list-style-type: none"> Three or four small easels (or places to prop up illustrations or photographs) 		
19	Chapter 2 Review	44–45, S72	37–38	12–13			
20	Cumulative Review	46–47	39–40				

Chapter 3: Nouns

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
21	Nouns: Common & Proper	50–51, S63	41–42	14		<i>noun</i>	<ul style="list-style-type: none"> • Identify nouns • Distinguish between common nouns and proper nouns • Capitalize proper nouns • Capitalize abbreviations of proper nouns • Capitalize nouns that refer to names of God • Capitalize names of the Bible and books of the Bible and its divisions • Capitalize titles of stories, poems, and books correctly • Capitalize proper nouns that show family relationship • Capitalize proper nouns that describe geographic features • Capitalize proper nouns that are compass words referring to a region • Use quotation marks for titles of stories and poems • Underline or italicize titles of books • Differentiate singular nouns from plural nouns • Add <i>s</i> or <i>es</i> to make plural nouns • Write plural forms for nouns ending in <i>y</i> • Identify and write the plural form of irregular nouns • Write singular possessive nouns correctly • Write plural possessive nouns correctly • Differentiate between plural nouns and plural possessive nouns
22	Proper Nouns: Capitalization Rules	52–53	43–44	15		<i>common noun</i>	
23	Capitalizing Titles	54–55, S62	45–46	16	• Different genres of literature	<i>proper noun</i> <i>abbreviation</i>	
24	Common Nouns: Singular & Plural	56–57	47–48	17		<i>singular noun</i> <i>plural noun</i>	
25	Common Nouns: Special Plurals	58–59	49–50	18	• Index card for each student	<i>singular possessive noun</i>	
26	Possessive Nouns: Singular	60–61, S73	51–52	19	• Twenty-four construction paper strips, approximately 1" x 11" • Bag or container for word strips	<i>plural possessive noun</i>	
27	Possessive Nouns: Plural	62–63, S74	53–54	20	• Index card for each student • Two sentence strips		
28	Language Link: (Vocabulary) Confusing Proper Nouns	64–65	55–56	21			
29	Chapter 3 Review	66–67	57–58	22–23	• Items for optional Science Connection		
30	Cumulative Review	68–69	59–60				
	Bridge: Visiting Natural History Museums		61				

Chapter 4: Writing a Friendly Letter with Instructions

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing		62				
31	Parts of a Friendly Letter	74–75	63–64		• Friendly letter, e-mail, or thank-you note	<i>friendly letter</i> <i>Writing Process</i>	<ul style="list-style-type: none"> • Identify the five parts of a friendly letter • Recognize the letter as a way to give instructions • Recognize the use of commas and capital letters in a friendly letter • Identify tips for writing clear instructions • Follow instructions correctly • Revise and proofread a letter together • Choose a topic to explain • Choose the audience for the instructions • Plan a letter that gives instructions • Organize information from a planning chart into paragraphs • Draft a letter that gives instructions • Participate in a writing conference • Revise and proofread a letter • Publish a letter • Address an envelope correctly
32	Writing Instructions	76–77	65		• Sheets of red and white construction paper	<i>planning</i> <i>drafting</i> <i>revising</i>	
33	Revising Together	78–79	66		• Different colors of overhead transparency pens (optional)	<i>proofreading</i> <i>publishing</i> <i>heading</i>	
34	Writing Instructions: Planning	80–81	67–68			<i>greeting</i> <i>body of a letter</i>	
35	Writing Instructions: Drafting	82–83	69			<i>closing</i> <i>signature</i>	
36	Writing Instructions: Revising	84–85	70–71			<i>time-order words</i> <i>return address</i> <i>mailing</i>	
37	Writing Instructions: Proofreading	86–87	72–73			<i>address</i> <i>comma</i> <i>instructions</i>	
38	Writing Instructions: Publishing	88–89	74		• Stationery, envelope, and postage stamp for each student		
39	Chapter 4 Review	90–91, S75	75–76	24–25			
40	Cumulative Review	92–93	77–78				

Chapter 5: Verbs

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
41	Action Verbs & Linking Verbs	96–97	79–80	26		<i>verb</i>	<ul style="list-style-type: none"> • Distinguish between action verbs and linking verbs • Identify the noun or adjective to which the subject is linked by the verb • Diagram sentences with action verbs and linking verbs • Make present- and past-tense linking verbs that agree with sentence subjects • Distinguish between main verbs and helping verbs • Identify <i>am, is, are, was, were, will, have, has, had, could, would, and should</i> as helping verbs • Identify words that come between helping verbs and main verbs • Identify the correct form of the helping verb that agrees with the subject • Identify direct objects and write them to complete sentences • Diagram the subject, action verb, and direct object in a sentence • Form contractions using pronouns and verbs • Form contractions using verbs and the word <i>not</i> • Insert apostrophes correctly to form contractions • Correct double negatives • Identify prefixes and their meanings • Use a prefix with a word in a sentence
42	Making Subjects & Linking Verbs Agree	98–99	81–82	27	• Ball	<i>action verb</i>	
43	Main Verbs & Helping Verbs	100–101	83–84	28		<i>helping verb</i>	
44	Making Subjects & Helping Verbs Agree	102–3, S77	85–86	29		<i>linking verb</i>	
45	Making Subjects & Helping Verbs Agree	104–5	87–88	30		<i>sensory words</i>	
46	Diagramming Direct Objects	106–7	89–90	31		<i>predicate</i>	
47	Contractions & Double Negatives	108–9	91–92	32		<i>noun</i>	
48	Language Link: (Vocabulary) Prefixes	110–11	93–94	33		<i>predicate</i>	
49	Chapter 5 Review	112–13	95–96	34–35		<i>adjective</i>	
50	Cumulative Review	114–15	97–98			<i>singular</i>	
	Bridge: Playing Basketball		99			<i>subject</i>	
						<i>plural subject</i>	
						<i>direct object</i>	
						<i>subject part</i>	
						<i>simple subject</i>	
						<i>predicate part</i>	
						<i>contraction</i>	
						<i>apostrophe</i>	
						<i>prefix</i>	
						<i>base word</i>	

Chapter 6: Writing a Compare-Contrast Essay

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing		100			<i>compare</i> <i>contrast</i>	<ul style="list-style-type: none"> • Distinguish between comparing and contrasting • Identify comparing or contrasting in description • Complete a Venn diagram correctly • Analyze a model of a compare-contrast essay • Plan and draft a class essay together that compares and contrasts • Insert comparing and contrasting words at appropriate places in an essay • Revise and proofread the class essay together • Discuss ways to publish the essay • Choose a topic for a compare-contrast essay • List details about two subjects • Organize details in a Venn diagram • Recall the parts of an essay • Recall and use the comparing and contrasting words • Participate in a writing conference • Plan, draft, revise, proofread, publish, and illustrate a compare-contrast essay
51	Comparing & Contrasting	120–21	101–2			<i>Writing Process</i>	
52	Parts of a Compare-Contrast Essay	122–23	103–4			<i>planning</i> <i>drafting</i>	
53	Using Comparing & Contrasting Words	124–25	105–6			<i>revising</i>	
54	Compare-Contrast Essay: Planning	126–27	107–9			<i>proofreading</i> <i>publishing</i>	
55	Compare-Contrast Essay: Drafting	128–29	110			<i>T-chart</i>	
56	Compare-Contrast Essay: Revising	130–31	111–12		• Colored pencil for each student	<i>Venn diagram</i> <i>introduction</i>	
57	Compare-Contrast Essay: Proofreading	132–33	113–14			<i>conclusion</i>	
58	Compare-Contrast Essay: Publishing	134–35			<ul style="list-style-type: none"> • Advertisement that contrasts two similar products • Drawing paper for each student • Two sheets of 9" x 12" colored construction paper for each student (optional) • Hole punch (optional) • Brass fasteners or yarn for each student (optional) 		
59	Chapter 6 Review	136–37, S79–S80	115–16	36–37			
60	Cumulative Review	138–39	117–18				

Chapter 7: Study & Reference Skills

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
61	Parts of a Book	142–43	119–20	38	<ul style="list-style-type: none"> World map, globe, or map of Africa (optional) 	<i>title page</i>	<ul style="list-style-type: none"> Locate the title page, copyright page, table of contents, glossary, and index of a book Identify the title, author, publisher, location of the publisher, and copyright date of a book Predict the location of information in a book Use a table of contents and index to locate information Identify guide words, entry words, parts of speech, and the pronunciation key on a dictionary page Use a dictionary page for information about definitions, spelling, and pronunciation Use alphabetical order to determine whether an entry word comes between guide words Identify and write sample sentences to match a definition Identify periodicals Identify volumes of an encyclopedia Identify keywords for locating information in an encyclopedia Use an encyclopedia for information Differentiate between fiction, nonfiction, and reference materials Identify author, title, and subject cards in a card catalog Use an atlas for locating information Identify parts of an outline Write an outline for an article Take notes about an article
62	The Dictionary	144–45	121–22	39	<ul style="list-style-type: none"> Fiction book, nonfiction book, biography, and reference books 	<i>copyright page</i>	
63	More About Dictionaries	146–47	123–24	40	<ul style="list-style-type: none"> Dictionary to display Dictionary for each pair of students (optional) 	<i>table of contents</i>	
64	Periodicals & Encyclopedias	148–49	125–26	41		<i>index</i>	
65	The Library	150–51	127–28	42	<ul style="list-style-type: none"> Encyclopedia volumes Dictionary 	<i>glossary</i>	
66	The Atlas	152–53	129–30	43	<ul style="list-style-type: none"> World atlas, almanac, and textbooks 	<i>dictionary</i>	
67	Making an Outline	154–55	131–32	44	<ul style="list-style-type: none"> Magazines and newspapers 	<i>alphabetical order</i>	
68	Taking Notes	156–57, S82	133–34	45		<i>definition</i>	
69	Chapter 7 Review	158–59, S92	135–36	46–47	<ul style="list-style-type: none"> Soft or spongy ball (optional) Large map (optional) Items for optional Bible Connection 	<i>entry word</i>	
70	Cumulative Review	160–61	137–38			<i>guide word</i>	
	Bridge: Sightseeing in South America		139			<i>part of speech</i>	
						<i>pronunciation</i>	
						<i>pronunciation key</i>	
						<i>sample sentence or phrase</i>	
						<i>topic</i>	
						<i>periodical</i>	
						<i>article</i>	
						<i>encyclopedia</i>	
						<i>volume</i>	
						<i>library</i>	
						<i>fiction</i>	
						<i>nonfiction</i>	
						<i>reference material</i>	
						<i>biography</i>	
						<i>card catalog</i>	
						<i>electronic catalog</i>	
						<i>title card</i>	
						<i>subject card</i>	
						<i>author card</i>	
						<i>atlas</i>	
						<i>key</i>	
						<i>legend</i>	
						<i>map scale</i>	
						<i>compass rose</i>	
						<i>outline</i>	
						<i>main idea</i>	
						<i>supporting details</i>	

Chapter 8: Writing a Book Review

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing		140				<ul style="list-style-type: none"> • Develop an understanding of persuasion • Distinguish between fact and opinion • Generate reasons to support opinions • Distinguish strong reasons from weaker reasons • Display an understanding of the purpose of a book review • Analyze a model of a book review • Plan a class book review together • Evaluate a book recently read • Give specific details in evaluations • Recognize the structure of a book review • Plan a book review using an Opinion Chart • Participate in a writing conference • Draft, revise, and proofread a book review • Write the title of a book correctly • Give an oral book review
71	Persuading	166–67	141–42			<i>persuading</i>	
72	A Book Review	168–69	143–44		<ul style="list-style-type: none"> • Fourth-grade reader or a novel recently read in class as a read-aloud 	<i>opinion</i> <i>reason</i> <i>book review</i>	
73	Evaluating a Book	170–71	145		<ul style="list-style-type: none"> • Two or three children's books you (the teacher) have read and enjoyed • Each student's book for his review 	<i>Writing Process</i> <i>planning</i> <i>drafting</i> <i>revising</i> <i>proofreading</i>	
74	Book Review: Planning	172–73	146–47		<ul style="list-style-type: none"> • Each student's book for his review 	<i>publishing</i> <i>thesaurus</i> <i>time-order word</i>	
75	Book Review: Drafting	174–75	148				
76	Book Review: Revising	176–77	149–50				
77	Book Review: Proofreading	178–79	151–52				
78	Book Review: Publishing	180–81			<ul style="list-style-type: none"> • Teachers' magazine, newsletter, or journal containing children's book reviews • Transparent tape for each student 		
79	Chapter 8 Review	182–83, S83	153–54	48–49			
80	Cumulative Review	184–85	155–56				

Chapter 9: Pronouns

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
81	Singular & Plural Pronouns	188–89, S65	157–58	50		<i>pronoun</i>	<ul style="list-style-type: none"> • Identify singular and plural pronouns • Identify subject and object pronouns • Use singular and plural subject pronouns • Use singular and plural object pronouns • Replace confusing pronouns with nouns • Identify and use I and me correctly in sentences • Identify and use we and us correctly in sentences • Identify proper agreement between pronouns and verbs • Replace unclear verb forms to agree with subject pronouns • Identify and use contractions with pronouns • Recognize common contraction errors • Recognize homophones • Use homophones correctly in sentences
82	Subject & Object Pronouns	190–91	159–60	51		<i>singular pronoun</i> <i>plural pronoun</i>	
83	Writing with Pronouns	192–93	161–62	52	• Ten sentence strips	<i>subject pronoun</i>	
84	Using I & Me, We & Us	194–95	163–64	53		<i>object pronoun</i>	
85	Subject Pronoun/Verb Agreement	196–97	165–66	54	• Two index cards for each student	<i>direct object</i> <i>possessive pronoun</i>	
86	Possessive Pronouns	198–99	167–68	55		<i>contraction</i>	
87	Confusing Contractions	200–201	169–70	56	• Paper lunch bag • Twenty-six index cards	<i>homophone</i>	
88	Language Link: (Vocabulary) Homophones	202–3	171–72	57			
89	Chapter 9 Review	204–5	173–74	58–59	• Thirty index cards		
90	Cumulative Review	206–7	175–76				
	Bridge: Ministering in Africa		177				

Chapter 10: Writing a Tall Tale

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing		178–80				
91	Tall Tales	214–15	181–82			<i>tall tale</i>	<ul style="list-style-type: none"> • Recognize elements of a tall tale • Analyze a student model of a tall tale • Identify elements that could happen only in a tall tale • Plan the hero and the other characters of a tall tale • Plan the problem and solution for a tall tale • Plan the setting • Plan the plot for a tall tale • Draft a tall tale based on the plot pyramid • Participate in a writing conference • Revise, proofread, publish, and illustrate the tall tale • Identify the correct spelling of a homophone • Recognize errors using a proofreading checklist
92	Planning the Hero & the Other Characters	216–17	183–84			<i>exaggeration</i>	
93	Planning the Problem	218–19	185–86			<i>Writing Process</i>	
94	Planning the Plot	220–21	187–88			<i>planning</i>	
95	Tall Tale: Drafting	222–23	189–90			<i>drafting</i>	
96	Tall Tale: Revising	224–25	191–92			<i>revising</i>	
97	Tall Tale: Proofreading	226–27	193–94			<i>proofreading</i>	
98	Tall Tale: Publishing	228–29			<ul style="list-style-type: none"> • Several published tall tales with illustrations • Two sheets of drawing paper (optional) • Four sheets of 9" x 12" construction paper and brass fasteners or yarn for each student (optional) • Hole punch (optional) 	<ul style="list-style-type: none"> <i>publishing</i> <i>hero</i> <i>character</i> <i>problem</i> <i>solution</i> <i>setting</i> <i>plot</i> <i>plot pyramid</i> 	
99	Chapter 10 Review	230–31	195–96	60–61	• Sets of five 4" x 6" cards		
100	Cumulative Review	232–33	197–98				

Chapter 11: More Verbs

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
101	Verb Tenses: Present, Past, & Future	236–37	199–200	62	• Twelve note cards	<i>action verb</i>	<ul style="list-style-type: none"> • Distinguish among present-, past-, and future-tense verbs • Write present-, past-, and future-tense verbs in sentences • Determine which present-tense verb form to use in a sentence so that it agrees with the subject • Determine when to add <i>s</i> or <i>es</i> to a present-tense verb, including when to change <i>y</i> to <i>i</i> and add <i>es</i> • Locate and correct changes in verb tense within a paragraph • Change regular present-tense verbs to the correct past-tense verbs • Write the correct past-tense helping verb that agrees with a singular or plural subject in a sentence • Use the correct form for the irregular verbs <i>be, go, do, bring, come, say, sing, tell, run, make, swim, and wear</i> • Use the correct form for the irregular verbs <i>begin, fly, grow, throw, ride, see, write, take, drive, eat, fall, and give</i> • Distinguish between regular and irregular verbs • Recognize and use the correct forms of <i>lie, lay, sit, set, rise, raise, teach, learn, can, and may</i> in writing and in speech
102	Spelling Present-Tense Verbs	238–39, S84	201–2	63	• Twenty-four note cards • Plasti-Tak or tape	<i>linking verb</i> <i>helping verb</i>	
103	Spelling Past-Tense Verbs	240–41	203–4	64		<i>present tense</i> <i>past tense</i>	
104	Changing Verb Tenses	242–43	205–6	65		<i>future tense</i>	
105	Helping Verbs	244–45	207–8	66		<i>singular</i>	
106	Irregular Verbs	246–47	209–10	67		<i>subject</i>	
107	More Irregular Verbs	248–49	211–12	68		<i>plural subject</i>	
108	Language Link: (Vocabulary) Confusing Verbs	250–51, S85–S86	213–14	69		<i>regular verb</i> <i>irregular verb</i>	
109	Chapter 11 Review	252–53, S87	215–16	70–71			
110	Cumulative Review	254–55	217–18				
	Bridge: Utilizing the Forest		219				

Chapter 12: Writing a Research Paper

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing		220				<ul style="list-style-type: none"> • Identify parts of a research report • Identify steps for writing a research report • Choose a topic for a research report • Take notes from nonfiction sources • Write an outline using details from note cards • Draft, revise, proofread, and publish a research report • Participate in a writing conference • Differentiate between fact and opinion • Sequence the stages of the Writing Process • Use proofreading marks to correct errors • Identify the purpose of a bibliography • Identify the format for recording books and encyclopedias in a bibliography • Write a bibliography using source information
111	What Is a Research Report?	260–61	221–22			<i>research report</i> <i>fact</i> <i>opinion</i>	
112	Taking Notes	262–63, S82, S88	223–24		<ul style="list-style-type: none"> • Fiction and nonfiction books about the same location • Eight 4" x 6" lined index cards for each student • Encyclopedias and other informational nonfiction sources about countries 	<i>paragraph</i> <i>topic sentence</i> <i>main idea</i> <i>Writing Process</i> <i>planning</i> <i>drafting</i> <i>revising</i> <i>proofreading</i>	
113	Writing an Outline	264–65, S89	225–26			<i>publishing</i> <i>bibliography</i>	
114	Research Report: Drafting	266–67	227			<i>source</i>	
115	Research Report: Revising	268–69, S90	228–29			<i>outline</i>	
116	Research Report: Proofreading	270–71	230				
117	The Bibliography	272–73, S82, S88, S91	231–32				
118	Research Report: Publishing	274–75			<ul style="list-style-type: none"> • Materials for publishing the reports 		
119	Chapter 12 Review	276–77	233–34	72–73	<ul style="list-style-type: none"> • Five sentence strips 		
120	Cumulative Review	278–79	235–36				

Chapter 13: Adjectives & Adverbs

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
121	Adjectives	282–83, S60	237–38	74		<i>adjective</i>	<ul style="list-style-type: none"> • Identify and use adjectives • Identify the nouns that adjectives describe • Identify and use the articles <i>a</i>, <i>an</i>, and <i>the</i> • Identify and use proper adjectives • Identify and use adverbs • Distinguish between adjectives and adverbs • Diagram sentences with adjectives and adverbs • Identify and write adjectives that compare using the suffixes <i>er</i> and <i>est</i> • Identify and write adverbs that compare using the suffixes <i>er</i> and <i>est</i> • Identify and write adjectives that compare with <i>more</i> and <i>most</i> • Identify and write adverbs that compare with <i>more</i> and <i>most</i> • Use <i>good</i> and <i>well</i> correctly in a sentence • Identify and use comparative and superlative forms for the adjectives <i>good</i> and <i>bad</i> • Identify and use comparative forms of the adverbs <i>well</i>, <i>badly</i>, <i>better</i>, <i>best</i>, <i>worse</i>, and <i>worst</i> • Identify and use suffixes • Form new words by adding the suffixes <i>er</i>, <i>ly</i>, <i>ful</i>, <i>less</i>, <i>ment</i>, <i>y</i>, <i>able</i>, and <i>ible</i>
122	Special Adjectives	284–85	239–40	75		<i>linking verb</i>	
123	Adverbs	286–87	241–42	76		<i>predicate</i>	
124	Adjective or Adverb?	288–89, S61	243–44	77		<i>adjective</i>	
125	Comparing with <i>er</i> & <i>est</i>	290–91	245–46	78	• Paper lunch bag	<i>article</i>	
126	Comparing with <i>More</i> & <i>Most</i>	292–93, S92	247–48	79		<i>proper</i>	
127	Special Forms of <i>Good</i> & <i>Bad</i>	294–95	249–50	80	• Index card for each student	<i>adjective</i>	
128	Language Link: (Vocabulary) Suffixes	296–97	251–52	81		<i>adverb</i>	
129	Chapter 13 Review	298–99	253–54	82–83		<i>suffix</i>	
130	Cumulative Review	300–301	255–56			<i>base word</i>	
	Bridge: Exploring Desert Regions		257				

Chapter 14: Writing a Business Letter

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing		258				
131	Two Kinds of Letters	306–7	259–60		<ul style="list-style-type: none"> Business letter you have received or a copy of one you have sent 	<i>friendly letter</i> <i>business letter</i> <i>formal</i> <i>informal</i>	<ul style="list-style-type: none"> Distinguish between friendly letters and business letters Draft sentences to use in a business letter Distinguish between formal and informal writing Revise the body of a business letter using precise wording, polite tone, and plain facts Recognize the proper form for a business letter Learn the six parts of a business letter Proofread a business letter for mistakes in form Choose a topic for a business letter Plan a business letter Find the address of the recipient of the business letter Learn the correct method of writing business addresses Recall the four Ps of good business letters Draft, revise, proofread, and publish a business letter Participate in a writing conference Address an envelope correctly
132	Looking at Business Letters	308–9	261–62		<ul style="list-style-type: none"> Paper plate and a china plate 	<i>precise wording</i>	
133	Parts of a Business Letter	310–11	263–64			<i>polite tone</i>	
134	Business Letter: Planning	312–13	265–66		<ul style="list-style-type: none"> Local telephone directory Business advertisements or brochures containing addresses 	<i>plain facts</i> <i>heading</i> <i>inside address</i>	
135	Business Letter: Drafting	314–15	267			<i>greeting</i> <i>body</i>	
136	Business Letter: Revising	316–17	268			<i>closing</i> <i>signature</i>	
137	Business Letter: Proofreading	318–19	269–70			<i>Writing Process</i>	
138	Business Letter: Publishing	320–21				<i>planning</i> <i>drafting</i>	
139	Chapter 14 Review	322–23, S93–S94	271–72	84–85		<i>revising</i> <i>proofreading</i>	
140	Cumulative Review	324–25	273–74			<i>publishing</i>	

Chapter 15: Sentences, Phrases & Clauses

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
141	Prepositions	328–29	275–76	86	• Spelling textbook and math textbook	<i>preposition</i>	<ul style="list-style-type: none"> • Identify and use prepositions in sentences • Identify prepositions, objects of the preposition, and prepositional phrases • Use prepositional phrases in sentences • Expand sentences by adding prepositional phrases • Identify independent clauses • Distinguish independent clauses from fragments • Correct fragments that are missing a subject or a predicate • Identify dependent clauses • Make dependent clauses into independent clauses (sentences) • Distinguish between independent and dependent clauses • Use commas in series, compound sentences, dates and addresses, and dialogue with quotation marks • Use commas correctly in sentences with direct addresses, introductory words, and introductory phrases
142	Object of the Preposition	330–31	277–78	87	• Stuffed animal	<i>object of the preposition</i>	
143	Using Prepositional Phrases	332–33, S64	279–80	88		<i>prepositional phrase</i>	
144	More Practice with Prepositions	334–35, S64, S95	281–82	89		<i>adverb</i>	
145	Independent Clauses	336–37	283–84	90		<i>independent clause</i>	
146	Dependent Clauses	338–39	285–86	91		<i>fragment</i>	
147	Another Type of Fragment	340–41	287–88	92		<i>phrase</i>	
148	Language Link: (Punctuation) Using Commas	342–43, S96	289–90	93		<i>dependent clause</i>	
149	Chapter 15 Review	344–45, S97	291–92	94–95		<i>independent clause</i>	
150	Cumulative Review	346–47	293–94			<i>comma</i>	
	Bridge: Viewing Lighthouses		295				

