|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Story | Lesson | Lesson Pages | Reader Pages | Worktext Pages | Teaching Visuals | Vocabulary Words | Bible Truths | Comprehension Skills | Other Skills |
| Unit 4—Extravaganzas Lessons 72–97 |
| Unit page |  | 418 | 305 |  |  |  |  |  |  |
| Skill DayGenres | 72 | 419-20 |  | 254-55 |  |  |  |  | **Literature:**identifying different genresrecognizing characteristics of different genres |
| Six Hot BunsClassical fiction**From Sara Crewe or The Little Princess**by Frances Hodgson Burnett | 73 | 421–28 | 306–12 | 121–22 |  | seminarypallbedraggledperseveredobstinatelycurrantspopulaceravenous | 4c Honesty5a Compassion5b Generosity5b Giving | relating story content to biblical truths: God is not a respecter of persons; God commands and praises sacrificial givingrecognizing the use of dialect in a character’s speechrecalling facts and details | **Literature:**identifying conflictnoting the author’s use of descriptive words to create imageryidentifying tone and moodidentifying descriptive terms for characters**Composition:**relating story to personal experiences |
| 74 | 429–36 | 313–19 | 123–24 | *1—The Author’s Purpose* | perambulatorHindustanisalaamsprofoundSahibgrateventgarrethobsavoryimprobabilities | 3a Self-concept5d Communication5e Friendliness7d ContentmentH. God as Father | relating story content to biblical truth: it is better to trust in God than to trust in richesinferring facts and detailsdetermining cause-and-effect relationshipsreading for information | **Literature:**noting the author’s use of descriptive words to create imageryrecognizing the crisis and falling action of the storyidentifying the author’s purpose**Study skills:**identifying the topic sentence of a paragraphidentifying the main idea of a paragraph**Vocabulary:**determining word usage from context clues |
| The Christmas StoryA choral reading of Scriptureby Christa G. Habegger | 75 | 437–43 | 320–24 | 125–26 |  | espousedcastbarrenprivily | 1a Understanding Jesus Christ7b Exaltation of Christ7c Praise8a Faith in God’s promisesE. Christ as SacrificeI. God as Master | determining the meaning of a word through contextrelating the Christmas story to Old Testament prophecydetermining choral reading symbols | **Oral reading:**reading orally to communicate meaningadapting reading rate according to choral reading symbols**Study skills:**locating verses in the Bibleidentifying information**Vocabulary:**applying word meaning in sentence context |
| Skill DayDiscernment I | 76 | 444–45 |  | 256–57 | *20—Defend with Discern-ment* |  | 2a Obedience8b Faith in the power of the Word of God | recognizing how God deals with sinapplying discernment principles to other areas of life | **Literature:**recognizing that God’s Word is the standard by which we determine good literatureusing God’s Word to identify principles of discernment |
| The Adventures of Tom Sawyer“The Glorious Whitewasher” and “The Cat and the Painkiller” **from Tom Sawyer**by Mark Twain | 77 | 446–52 | 325–30 | 127–28 | *20—Defend with Discern-ment* | delectablemelancholyvigorstraitenedtranquillycontemplatedalacrityjeerdilapidated | 2c Faithfulness2e Work2f Enthusiasm7e Humility | interpreting dialect | **Literature:**recognizing the genre of the story: *historical fiction*identifying onomatopoeianoting the author’s use of imagery**Oral reading:**reading orally to convey mood**Vocabulary:**matching words and definitions**Composition:**applying principles of discernment |
| 78 | 453–56 | 331–33 | 129–30 |  | sentimentalityquackwindfalldelugehavocpetrifiedremorsegravity |  | identifying characters’ traits and actions | **Literature:**recognizing an allusion to the Bibleinterpreting figurative languageidentifying the type of plot in the story: *episodic*noting the author’s use of irony and imageryrecognizing the author’s use of elements of humor**Oral reading:**reading orally to interpret character emotion and motivation**Vocabulary:**determining word usage from context clues |
| There Is a FountainSacred poetryby William Cowper | 79 | 457–60 | 334–35 | 131–32 |  | plungedvileredeeminglisping | B. Guiltless by the Blood | recognizing a progression of ideasinterpreting the symbolism of blood in the gospel messageinterpreting sacred poetry | **Literature:**identifying common meteridentifying and interpreting metaphor |
| Author ScrapbookWilliam Cowper | 80 | 461–64 |  | 279–82 | *8—E.A.R.S.**9—Listen and Learn* |  |  | recalling facts and detailsdeveloping a sense of history | **Study skills:**using a strategy for listening with comprehensiontaking notes and making drawings to aid in listening |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Story** | **Lesson** | **Lesson Pages** | **Reader Pages** | **Worktext Pages** | **Teaching Visuals** | **Vocabulary Words** | **Bible Truths** | **Comprehension Skills** | **Other Skills** |
| **Literature Lesson:****Devices of Style****An article***by Morgan Reed Persun* | 81 | 465–67 | 336–37 | 133–35 |  | picturesquehyperboleconveycredibility |  |  | **Study skills:**skimming to get the general idea of an article**Literature:**recognizing and defining three devices of style used in literature: imagery, hyperbole, and allusionidentifying *imagery*, *hyperbole*, and *allusion***Composition:**writing imagery, hyperbole, and allusion**Vocabulary:**determining word meaning from context |
| 82 | 468–70 |  | 136 |  |  |  |  | **Literature:**recognizing and defining three devices of style used in literature: *imagery*, *hyperbole*, and *allusion***Composition:**brainstorming and recording examples of imagery, hyperbole, and allusion |
| **The Adventures of Alexander Selkirk****A true narrative** | 83 | 471–79 | 338–45 | 137 |  | commissionedsustenancediversappeaseinsolentverdantobstinategorgepinnacemyriadsmutinouswhelpsbuoyedtrifletricedownsrevulsionstuporfirelock | 1b Repentance and faith3c Emotional control6c Spirit-filled6d Clear conscience6e Forgiveness7d Contentment8a Faith in God’s promisesH. God as Father | comparing the traits of two charactersrelating story content to biblical truth: God’s Word can bring repentance and peace; the most miserable life is life without Goddeveloping a sense of history | **Literature:**describing the setting and mood of the storyidentifying the genre of the story: *nonfiction*identifying elements of plotinterpreting biblical allusion**Vocabulary:**matching words and definitionsdetermining word usage from context clues |
| 84 | 480–87 | 346–53 | 138–39 |  | procurablebrookvictualsascertaintempestuousimplementprecipitateprecipicehaft | 2d Goal setting2e Work2f Enthusiasm4d Victory6a Bible study6b Prayer7d Contentment8a Faith in God’s promisesI. God as Master | recognizing positive change in a character’s outlook and resourcefulnessrelating story content to biblical truth: a clean life reflects a clean heartunderstanding alternative methods of calculating timerecognizing the value of hard work | **Study skills:**comparing and contrasting information |
| 85 | 488–94 | 354–59 | 140–42 |  | compelledreconcileddescriedreconnoiteryawlrenowned | 5b Unselfishness6c Spirit-filled7d Contentment8a Faith in God’s promises | identifying cause-and-effect relationshipsmaking judgments about a character’s decisionsrelating story content to biblical truths: God created man with the need for companionship; God comforts believers through the presence of the Holy Spirit identifying character traits and changes in character | **Literature:**sequencing events on a plot mountain**Vocabulary:**determining word usage from contextmatching words and definitions**Study skills:**identifying primary and secondary sourcesdetermining the value of primary and secondary sources |
| **The Unintentional Hero****An Indian folktale***retold by Elizabeth A. Abbott* | 86 | 495–504 | 360–67 | 143–44 |  |  | 2c Responsibility5a Love5b Giving7d Contentment7e Humility | comparing and contrasting story charactersidentifying faulty conclusions drawn in the storydemonstrating an understanding of the principle: great wealth does not guarantee great happinessinterpreting character responsesidentifying character differencescompleting analogies | **Literature:**identifying dynamic charactersidentifying elements of humoridentifying personificationdiscerning nonrealistic elements of a folktale**Composition:**writing sentences using personification |
| **Call It Courage****Classic fiction from the novel** ***Call It Courage****by Armstrong Sperry* | 87 | 505–10 | 368–71 | 145–46 | *17—What’s the Problem?* | lagoonperiloussennitfathomveritableelationimperativedeferenceformidabledorsalimpotent | 2e Work5a Love8a Faith in God’s promises8b Faith in the power of the Word of God8d CourageI. God as Master | relating a story character to a character from another storyidentifying and inferring facts and detailsdetermining cause-and-effect relationships | **Literature:**identifying elements of plotidentifying types of conflictdescribing the mood of the storyrecognizing awards given for children’s literaturedifferentiating between John Newbery and Randolph Caldecott**Study skills:**labeling a diagram |
| **Sir Alexander Fleming: Master of His Craft****A historical narrative***by Karen Wilt* | 88 | 511–19 | 372–78 | 147–48 |  | mackintoshconvertedstaphylococcicapsulizedcultureadversepetribobbycontaminatedrelapseddisinfectantenvelopedshroudingplacidly | 2d Goal setting2e Diligence7e Humility | recognizing the historical significance of medical discoveriesrecognizing and appreciating traits of hard work and dedicationdetermining a character’s traits from his actionsevaluating outcomesdetermining cause-and-effect relationships | **Literature:**identifying the genre nonfictiondescribing the setting and mood of the story**Vocabulary:**matching words and definitions |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Story** | **Lesson** | **Lesson Pages** | **Reader Pages** | **Worktext Pages** | **Teaching Visuals** | **Vocabulary Words** | **Bible Truths** | **Comprehension Skills** | **Other Skills** |
| **The Pied Piper of Hamelin****Poetry***by Robert Browning* | 89 | 520–24 | 379–82 | 149–50 |  | dittyglutinousverminswarthyspratskith and kinnoddyvestureermineTartaryobeseNizamconsternationguilderpaunchmutinous | 2e Work | interpreting emotions in a poemidentifying character traits | **Literature:**discerning how an author creates moodidentifying rhyming wordsdetermining rhyme scheme**Study skills:**locating information in a newspaper article |
| 90 | 525–28 | 383–86 | 151–52 |  | adepttriflingcommentarybatetripestivergripebrooktrain-oil flasksribaldpsalterypiebalddrysalteryenrapturednuncheonflaxenpuncheonstavedpoke | 2c Faithfulness | identifying characters’ motivesdiscerning between honest and dishonest actions | **Oral reading:**reading orally to convey the emotions of the characters**Vocabulary:**determining word meaning from context**Study skills:**rewriting newspaper headlinesidentifying newspaper sections in which to locate information |
| 91 | 529–32 | 387–89 | 153–54 | *6—More Syllables and Swords* | portalTransylvaniahuesubterraneousburgher’s patetrepannedscoresopes | 2c Faithfulness4a Sowing and reaping4c Honesty | discerning the moral of a storymaking critical judgments about motivescomparing story content to biblical examples: Matthew 19:24 and Genesis 29:16–28drawing conclusions | **Vocabulary:**classifying wordsdetermining word usage from context clues**Structural analysis:**applying syllable division rule 3—words ending with a consonant *+ le* |
| **Author Scrapbook****Robert Browning** | 92 | 533–36 |  | 283–86 | *8—E.A.R.S.**9—Listen and Learn* |  |  | recalling facts and detailsdeveloping a sense of history | **Study skills:**using a strategy for listening with comprehensiontaking notes and making drawings to aid in listening |
| **Skill Day****Graphic organizers I** | 93 | 537–38 |  | 258–59 |  |  |  |  | **Study skills:**organizing information using a graphic organizer (web)forming an outline using information from a graphic organizer |
| **The Peterkins Celebrate the Fourth of July****Humorous fiction from *The Peterkin Papers****by Lucretia Hale* | 94 | 539–46 | 390–95 | 155–56 | *7—More Accents and Arrows**12—Jump on the Band-wagon**13—Don’t Be Fooled**14—Hear Ye! Hear Ye!**15—All That Glitters* | jocoselyfulminatingcomposition |  | making word choices to express a main ideadescribing character traitsmaking judgments between realistic and unrealistic situations in humor | **Literature:**discerning how the events create the crisis of the storyunderstanding and discussing elements of humorous fiction: *slapstick*, *incongruity*, and *puns*identifying forms of humor—*slapstick*, *incongruity*, and *puns*identifying propaganda techniques**Structural analysis:**applying accent rule 5—shift in accent |
| **Feathers in the Wind****Christian fiction***by Milly Howard* | 95 | 547–56 | 396–403 | 157 |  | adobescrutinyobscurevantage pointpikikachinassanctuaryconfrontationsimpassive | 2a Authority3c Emotional control6a Bible study6c Spirit-filled8a Faith in God’s promises8b Faith in the power of the Word of God8d CourageE. Christ as SacrificeI. God as Master | relating story content to biblical truths: we should respect, honor, and obey those in authority over us; Christ was the perfect sacrifice to pay for our sins | **Literature:**describing the mood of the storyidentifying the inciting incident of the plot**Study skills:**reading a map |
| 96 | 557–63 | 404–10 | 158–60 |  | mergingkivatalonstetheredresolutelykachinasmenacinglyincredulously | 2a Authority2c Faithfulness5a Kindness8a Faith in God’s promisesI. God as Master | evaluating the motives of charactersrelating story content to biblical truths: God promises to be with us in time of trouble; God commands us to be faithful and obedientsequencing eventsdetermining character change | **Literature:**recognizing the inner conflict of the main characteridentifying similesidentifying personification**Oral reading:**reading orally to convey the emotion of characters**Composition:**writing simileswriting personification**Vocabulary:**matching words and definitions |
| **Skill Lesson: Almanacs****An article***by Rachel Larson* | 97 | 564–69 | 411–14 | 161–62 |  | predecessorsconcise |  |  | **Study skills:**scanning to locate specific details in an articleusing an almanac to answer questions and compare informationreading and evaluating information in a tableidentifying information found in almanacsdetermining keywords for use with almanacsreading an almanac entry |
| **Unit 5—Distant Realms** Lessons 98–117 |
| **Unit page** |  | 570 | 415 |  |  |  |  |  |  |
| **Skill Day****Setting and mood** | 98 | 571–72 |  | 260–61 | *21—Setting the Mood* |  |  |  | **Literature:**recognizing the effects of setting and the author’s word choice on moodidentifying words and phrases that reflect the mood of a storydrawing a scene to illustrate a setting |
| **Blotto****A narrative***by H. Mortimer Batten* | 99 | 573–82 | 416–23 | 163–64 | *7—More Accents and Arrows* | sidingshuntpointsspanneravalanchebuffersambled | 2c Faithfulness2e Work | making judgments about a character’s decisionsinterpreting an illustrationrelating story content to biblical truth: God wants us to be dependable workerspredicting outcomes | **Literature:**identifying and enjoying humoridentifying the narrator of a storymaking judgments about reality versus fantasyapplying elements of a tall tale to a realistic storyidentifying foreshadowing**Oral reading:**reading orally with varied voice inflection to convey humor and emotion**Structural analysis:**applying accent rule 5—shift in accent**Vocabulary:**determining word meaning in context |
| **The Medieval Knight****An article***by Amy Miller* | 100 | 583–88 | 424–27 | 165–66 | *16—PQ3R* | medievalestate |  | recalling facts and details | **Study skills:**recognizing a purpose for reading: for informationusing the PQ3R study method to read informational text**Literature:**identifying the genre of the selection: nonfiction**Vocabulary:**interpreting word meaning from contextdetermining word usage from context clues**Composition:**writing a paragraph to establish mood and setting |
| **Champion in Truth****Historical fiction from *Men of Iron****by Howard Pyle* | 101 | 589–97 | 428–35 | 167–68 |  | kinsmanbrookvagueexultationopportunegiltComteventureboonpatronwicket | 2c Faithfulness7e Humility | relating historical events to modern eventsdeveloping a historical perspective of medieval England, kings, and knightsdiscerning character traitsinferring conclusionsrecalling and inferring facts and detailsdetermining a title for an article | **Literature:**identifying the elements of setting in the storydescribing how the author creates the mood of the story**Study skills:**locating Bible verses |
| 102 | 598–606 | 436–43 | 169–70 |  | discloserecesslistsPaladinpavilionsovergirthencounterboutsirrahbosomreverberatingmortificationfleur-de-lisaffirm | 4c Honesty7e Humility | making predictionsrelating historical events to modern eventscontrasting the traits of story charactersevaluating character attitudesrelating the story to the article “The Medieval Knight”relating story content to personal experiencecomparing and contrasting characters’ traits | **Literature:**identifying suspensedetermining and describing mood**Vocabulary:**matching words and definitions |
| **Skill Day****Graphic organizers II** | 103 | 607–8 |  | 262–63 | *22—Let’s Get Organized* |  |  |  | **Study skills:**organizing information using a graphic organizer |
| Oliver TwistClassic fiction from the novel*Oliver Twist**by Charles Dickens* | 104 | 609–17 | 444–51 | 171 | *4—Syllables and Swords**5—Accents and Arrows**6—More Syllables and Swords**7—More Accents and Arrows* | pettyamiablemagistratemeagreheadassentstaunchpilferedpeachedcoveseverallystealthilycapital punishmentbootymiserdeferentialludicrousgreenexecution | 4c Honesty | generalizing about a character from his actions | **Literature:**describing how the author appeals to the reader’s senses to create an imagenoting elements of settinginterpreting irony**Oral reading:**reading orally to convey character traits and emotions**Study skills:**paraphrasing sentences**Structural analysis:**applying syllable division rules 1–4—*VC/CV* pattern, compound words, words ending with a consonant *+ le*, and words with affixesapplying accent rules 1–4—compound words, words with affixes, two-syllable words without affixes, and schwa syllables |
| 105 | 618–26 | 452–59 | 172–74 |  | paviourinsolentbattledoreimpertinentwretchedlenientlyofficiouslyseveritylubberlyhazardedironicalshamminggallowssummarilyruefulloiteringimposingcoherentcontemptuouslyprosecutorunprovokedhumanebench | 4c Honesty5d Communication | contrasting charactersgeneralizing about a character from his actionsrecognizing the author’s message: the orphans should be cared for, and the court system should be improvedinferring facts and detailsdrawing conclusionsapplying biblical truth | **Oral reading:**reading orally to convey character traits and emotions**Literature:**making judgments about realistic versus unrealistic elementsrecognizing ironydetermining moodrecognizing the use of word choice to convey mood**Study skills:**locating Bible verses**Vocabulary:**matching words and definitions |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Story** | **Lesson** | **Lesson Pages** | **Reader Pages** | **Worktext Pages** | **Teaching Visuals** | **Vocabulary Words** | **Bible Truths** | **Comprehension Skills** | **Other Skills** |
| **Author Scrapbook****Charles Dickens** | 106 | 627–30 |  | 287–90 | *8—E.A.R.S.**9—Listen and Learn* |  |  | recalling facts and detailsdeveloping a sense of history | **Study skills:**using a strategy for listening with comprehensiontaking notes and making drawings to aid in listening |
| **The Open Road****Fanciful fiction from *The Wind in the Willows****by Kenneth Grahame* | 107 | 631–38 | 460–66 | 175–76 |  | pompouscaravanlarderfustycandiddoggedlyscullsfitmentsmellowedwaveredslipdiplomaticallypreoccupiedsquanderedtrivialitiesgipsy | 5a Thoughtfulness7e Humility | comparing and contrasting characters in a storyprojecting characters beyond the plotidentifying character traits and motivesdetermining advantages and disadvantages of gypsy life | **Literature:**interpreting ironyidentifying the setting and the mooddiscerning elements of animal fantasy**Oral reading:**reading orally to interpret the character’s motives and emotions**Vocabulary:**determining word usage from context clues |
| 108 | 639–46 | 467–73 | 177–78 |  | volubleplacidpaddockmonotoneconsultedonsetrapturoushystericalprimitivevacancybrazenlodgemoroccovouchsafedunredeemableprovokingshoalexclusivelyjockeying | 2e Work | describing character traitsrelating story character to personal experiencedeveloping a sense of history and cultural perspectiveidentifying character traits | **Literature:**discerning elements of animal fantasynoting the author’s use of simileinterpreting irony**Vocabulary:**recognizing word relationships |
| **The Sparrow Hawk****Poetry***by Russell Hoban* | 109 | 647–50 | 474–75 | 179 |  |  |  | identifying comparisons | **Literature:**noting how sound and rhythm support poetic effectsidentifying the rhyme scheme of a poem**Composition:**using alliteration in writing |
| **Worth More Than Sparrows****An article***by Eileen M. Berry* | 110 | 651–54 | 476–78 | 180–81 |  | drab | 3a Self-conceptH. God as FatherI. God as Master | relating content to biblical truth: we are more important to God than sparrows because we are created in His image | **Study skills:**scanning to locate specific details in an articlecomparing and contrasting information in a tableusing a word web to organize information**Literature:**noting author’s use of simile |
| 111 | 655 |  | 182–84 |  |  |  |  | **Study skills:**reading for informationscanning to locate specific details in an articleoutlining the information in an articlelocating Bible verses**Vocabulary:**matching words and definitions |
| **Skill Lesson:****Nonprint Media** | 112 | 656–60 | 479–81 | 185–86 |  |  |  |  | **Study skills:**scanning to locate specific details in an articlerecognizing different types of nonprint mediadistinguishing between sources of nonprint mediaidentifying appropriate nonprint media |
| **Dream of Light****A true story***by Sanela Tutaris**with Eileen M. Berry* | 113 | 661–66 | 482–86 | 187–89 |  | lootingrefugeesuperficialhitchhikingidoloblivion | 5b Giving7c Praise7d Contentment | developing an historical understanding of the war in Bosnia and empathy for the emotional and physical struggles of a refugeerelating story content to biblical truth: peace comes from Christ alonemaking judgments about different philosophies of life | **Study skills:**reading and interpreting a travel schedulereading a time zone mapreading a mapindicating information on a map |
| 114 | 667–72 | 487–91 | 190 |  | Louvrevisanannytranslatingmetroexplicitly | 1c Separation from the world3e Unity of Christ and the church4d Victory5c Evangelism and missions6a Bible study6c Spirit-filledA. Liberty from SinH. God as FatherI. God as Master | recognizing symbolism in artinterpreting the meaning of chapter titlesrelating story content to biblical truth: God is sovereignrecognizing the importance of studying the Bible and witnessing for Christapplying biblical truthrecalling facts and details | **Study skills:**locating Bible verses |
| **Skill Day****Discernment II** | 115 | 673–74 |  | 264–65 | *23—Dare to Discern* |  |  | recognizing that discernment must be applied to every aspect of life | **Literature:**using God’s Word to identify principles of discernment in literatureusing discernment to identify noble characters |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Story** | **Lesson** | **Lesson Pages** | **Reader Pages** | **Worktext Pages** | **Teaching Visuals** | **Vocabulary Words** | **Bible Truths** | **Comprehension Skills** | **Other Skills** |
| **Literature Lesson:****Theme****An article***by Morgan Reed Persun* | 116 | 675–78 | 492–94 | 191–92 |  | sequencerevealquestcomposinginclinedaxiomsprescribedengagingtainted |  | recognizing the need to read with discernment | **Literature:**distinguishing between plot and themedistinguishing between stated and unstated themeidentifying the theme of a storyidentifying the theme of a Bible passage**Study skills:**skimming to get the general idea of an article**Vocabulary:**matching words and definitions based on context clues |
| 117 | 679–81 |  | 193–94 |  |  |  |  | **Literature:**identifying events that support the theme of a story**Composition:**brainstorming and recording events that support a theme |
| **Unit 6—Overcomers** Lessons 118–141 |
| **Unit page** |  | 682 | 495 |  |  |  |  |  |  |
| **Skill Day****Denouement** | 118 | 683–84 |  | 266–67 | *24—Plot Mountain* |  |  |  | **Literature:**identifying open and closed endings of storiesrecognizing denouement as the resolution of the story |
| **The Room****Christian fiction***by Gloria Repp* | 119 | 685–92 | 496–501 | 195–96 |  | parsonageveranda | 5a Love6c Spirit-filled6d Clear conscience7d Contentment8b Faith in the power of the Word of God | relating story content to personal experienceevaluating a character’s attitudeidentifying character changeidentifying problems and solutionscompleting analogies | **Literature:**evaluating the denouement of the storycompleting a story map**Study skills:**using the encyclopedia to locate information |
| **Secrets in the Walls****An article***by Eileen M. Berry* | 120 | 693–98 | 502–5 | 197–98 |  | networkregisteredfugitiveemancipationimposedamendmentharboringVigilance Committeeboarded | 5a Compassion | developing a sense of historydiscussing and describing historical events concerning the Underground Railroad and the Thirteenth Amendmentinferring unstated facts and detailsrecalling and interpreting facts and details | **Study skills:**reading for informationskimming to get the general idea of an articlereading a table for information**Vocabulary:**matching words and definitions |
| **The Important Part****Christian fiction***by Diane Scudder* | 121 | 699–703 | 506–9 | 199 |  | flatly | 2b Servanthood2c Enthusiasm3c Emotional control5c Evangelism and missions | inferring unstated facts and detailsevaluating emotional responses of charactersidentifying cause-and-effect relationships | **Literature:**identifying third-person point of view |
| 122 | 704–11 | 510–16 | 200–202 | *10—The Shape It’s In**11—A Change of Character* | compoundedtechnique | 2e Work3a Self-concept3c Emotional control5a Kindness6b Prayer7d Exaltation of Christ7e Humility | relating story to personal experiencerelating story content to biblical truth: God promises power to the weakinterpreting the meaning of a story titlecomparing and contrasting story charactersidentifying and interpreting motives of characters | **Literature:**identifying characters as flat or round and dynamic or static**Study skills:**identifying irrelevant information |
| **The Redheaded League****from *The Adventures of Sherlock Holmes****by Sir Arthur Conan Doyle* | 123 | 712–20 | 517–24 | 203–4 |  | floridcribsetteeberthsrecommencedeal tableendeavouredpensionerschagrinbenefactordeducepropagationcandidbachelornominalbilletvice |  | inferring unstated facts and ideaspredicting outcomes | **Literature:**identifying first-person point of view**Vocabulary:**determining word meaning from context**Study skills:**gathering information from advertisementswriting advertisements |
| 124 | 721–26 | 525–30 | 205 |  | hoaxintrospectivefoolscapuncongenialstaggeredcommercepremisesabuttedminutestagnantSarasatevexpracticeconundrums |  | drawing conclusionsinferring unstated facts and ideaspredicting outcomesidentifying problems and solutions |  |
| 125 | 727–34 | 531–37 | 206–8 |  | hansomsaccompliceconsequentialincitestheoreticalexpenditurebraceletsunfeignedlabyrinthvulnerabledivinedbullionluridaperture |  | inferring unstated facts and ideasdrawing conclusions | **Literature:**identifying similesinterpreting a metaphorrecognizing foreshadowing**Vocabulary:**matching words and definitions**Study skills:**using an article to gather informationarranging information to write an article |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Story** | **Lesson** | **Lesson Pages** | **Reader Pages** | **Worktext Pages** | **Teaching Visuals** | **Vocabulary Words** | **Bible Truths** | **Comprehension Skills** | **Other Skills** |
| **Author Scrapbook****Sir Arthur Conan Doyle** | 126 | 735–38 |  | 291–94 | *8—E.A.R.S.**9—Listen and Learn* |  |  | recalling facts and detailsdeveloping a sense of history | **Study skills:**using a strategy to listen with comprehensiontaking notes and making drawings to aid in listening |
| **Olympian****Poetry***by Dawn L. Watkins* | 127 | 739–42 | 538–39 | 209–10 |  |  |  | identifying action wordsdistinguishing between reality and imaginationusing strong verbs to show action | **Literature:**inferring settingrecognizing that the poet’s technique supports meaninginferring time and place of setting |
| **A Visit with a Poet: Dawn L. Watkins****An interview***by Eileen M. Berry* | 128 | 743–47 | 540–42 | 211–12 |  | slant rhymecraftderivationsuniversal |  |  | **Literature:**noting the author’s personal experiences reflected in the settings of her poemsnoting the author’s use of details to create settingdiscerning the difference between form poetry and free verserelate the poet’s statements to examples in her writing**Composition:**writing a description of settingdeveloping setting based on personal experiencewriting a poem |
| **The Winner****“Medals at the Paris Olympics”***by Steffi Adams***“The Prize of the High Calling”***by Laurie McBride* | 129 | 748–52 | 543–46 | 213–15 |  | tauntedtraitormasseurungainly | 1c Separation from the world4d Victory5a Kindness5a Love7b Exaltation of Christ7e Humility8a Faith in God’s promises8c Fight | relating story content to biblical truth: glorifying God in all we do is the most important thing in lifedemonstrating an understanding that adverse circumstances often offer great opportunities to reflect God’s gloryidentifying and evaluating character responsesrecalling facts and detailsidentifying evidence to support a conclusiondrawing conclusions | **Study skills:**interpreting bar and line graphscomparing and contrasting information |
| 130 | 753–59 | 547–52 | 216 |  | Anglochiao-tzuscoolieexecutionertoleratedinternment camptenacityescortingreeledfurloughmaraudingcomparativeguerrilla units | 1b Repentance and faith2b Servanthood2c Faithfulness2e Work5a Love5c Evangelism and missions6a Bible study6b Prayer7d Contentment | demonstrating an appreciation for foreign missionsrelating story content to biblical truth: true life is found in serving Christdemonstrating an understanding of historical events in China during World War IIidentifying and evaluating character responses and attitudes | **Vocabulary:**matching words and definitions |
| **Skill Lesson:****Periodical Literature** | 131 | 760–66 | 553–57 | 217–18 |  |  |  | recalling facts and detailsinterpreting information | **Study skills:**recognizing the purpose of using periodical literaturerecognizing the purpose of the *Readers’ Guide to Periodical Literature*demonstrating an understanding of how to use the *Readers’ Guide to Periodical Literature*scanning to locate specific details in an articleusing a periodical guide entry |
| **Laura Bridgman****A biography***by John A. Matzko* | 132 | 767–73 | 558–62 | 219–20 |  | epidemicraptlydefiedbustsuccessiontorrentexhibitionobstaclebadgered | 1b Repentance and faith3c Emotional control6a Bible study7c PraiseE. Christ as Sacrifice | demonstrating an appreciation for individuals with disabilitiesrelating story content to biblical truths: the Bible is God’s Word; man is sinful; man needs to repent of sin and turn to Christidentifying change in a characterinterpreting idioms | **Literature:**identifying simile**Study skills:**locating and paraphrasing Bible verses**Vocabulary:**determining word usage from context |
| **Literature Lesson:****Moral Tone****An article***by Morgan Reed Persun* | 133 | 774–77 | 563–65 |  |  |  |  |  | **Literature:**recognizing how an author’s personal beliefs affect his writingidentifying God’s Word as the standard by which one judges the appropriateness of literature**Study skills:**skimming to get the general idea of an article |
| 134 | 778–80 |  | 221–24 |  |  |  |  | **Literature:**identifying elements of fiction: *characterization*, *setting*, *plot*, *devices of style*, and *theme*selecting the better plan for the ending of a short story**Composition:**writing the beginning of a short storywriting a plan for the ending of a short story |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Story | Lesson | Lesson Pages | Reader Pages | Worktext Pages | Teaching Visuals | Vocabulary Words | Bible Truths | Comprehension Skills | Other Skills |
| The Three MosquiteersFanciful fiction*by Timothy N. Davis* | 135 | 781–88 | 566–72 | 225–26 |  | pomp and circumstance ascertainculminatedharriedassassinationgorgedensueddeviationincriminatinggrotesqueobjective | 8a Faith in God’s promises | interpreting meaning from contextidentifying character traitsrecalling facts and details | **Literature:**identifying punsdescribing mood and symbolism in a story**Vocabulary:**matching words and definitions |
| 136 | 789–93 | 573–77 | 227–28 | *4—Syllables and Swords**6—More Syllables and Swords* | trajectorymeritsinsinuationconceivedundauntedgulletabyssvigilinstinctively | 4a Sowing and reaping6e Forgiveness | identifying with a charactermaking judgments about characters’ motives and decisionssequencing events | **Oral reading:**reading orally to convey a character’s motive**Literature:**identifying similesidentifying cliffhangersdetermining mood**Vocabulary:**classifying words**Structural analysis:**applying syllable division rules 1–4: *VC/CV* pattern, compound words, words ending with a consonant *+ le*, and words with affixes |
| 137 | 794–99 | 578–83 | 229–30 |  | havenpredatorapprehendbedlamelusivevengeancewenchirateyoke |  | recalling facts and detailsmatching characters and dialogue | **Literature:**identifying cliffhangersidentifying punsidentifying similes and metaphors**Study skills:**using the main topics and subtopics of an encyclopedia article |
| 138 | 800–803 | 584–86 | 231–32 |  | receptionheraldapparitiondiscreetly |  | evaluating a character’s responsemaking judgments about characters’ motives and decisions | **Literature:**determining the type of denouement in the storyinterpreting irony in the storyidentifying foreshadowingrecognizing suspense as an element of plotrecognizing cliffhanger as a type of suspenseidentifying cliffhangers**Vocabulary:**determining word usage from context sentences |
| **It Must Not Fail!****A biography of Abbie Burgess**by Gloria Repp | 139 | 804–8 | 587–89 | 233–34 |  | scuddinginvalidreefsdoggedlydismaldwindledrationed | 2c Responsibility2d Goal setting2e Diligence2e Work | developing a sense of historyrecognizing character traits of hard work and responsibilityidentifying problems and solutions | **Literature:**identifying the genre *nonfiction (biography)*identifying personification**Vocabulary:**matching words and definitions**Study skills:**outlining information |
| Sons of a Mighty FatherChristian fiction*by Jeri Massi* | 140 | 809–18 | 590–98 | 235–36 |  | mortaroverwroughtcatacombsdenouncingquarriermarathonmartyrAvepatriarchspugilistgladiatordissuadetreasoninterrogation | 3c Emotional control5a Love5b Giving5c Evangelism and missions6b Prayer6c Spirit-filled6e Forgiveness7b Exaltation of Christ8a Faith in God’s promises8d Courage | relating story content to biblical truth: we can trust God in times of trialdemonstrating an understanding of historical events concerning the persecution of the early Church in Romeidentifying characters | **Literature:**identifying how setting affects mood**Study skills:**following directions in a maze**Vocabulary:**identifying word meaning from context |
| 141 | 819–29 | 599–608 | 237–38 |  | forbearsimpostorfoliageruecustodygirthprefecturerabbletreachery tenementscowledbulwarkMarsMercury | 3b Mind4b Purity5a Love5c Evangelism and missions6e Forgiveness8d CourageD. Identified in ChristG. Christ as FriendH. God as Father | relating story content to biblical truth: God gives strength when we are weak; our thoughts affect our attitudes; we forgive others because Christ forgave usevaluating characters’ attitudesdiscerning change in charactersinterpreting the story titlerelating story content to biblical truthmatching characters and dialoguesequencing events | **Literature:**describing the denouement**Study skills:**locating verses in the Bible**Vocabulary:**matching words and definitions |