

BJU Press
Course Outline—Third-Grade
English 3 (2nd Edition)

Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration/ Subject Integration
<p>Chapter 1: Sentences The students will:</p> <ul style="list-style-type: none"> • Distinguish between complete sentences and fragments. • Write complete sentences. • Identify subject and predicate parts of a sentence. • Punctuate sentences with periods, question marks, or exclamation points. • Distinguish between telling sentences, commands, questions, and exclamations. • Use proofreading marks to correct capitalization and punctuation errors. • Rewrite run-on sentences as complete sentences. • Combine sentences having the same subject or predicate, using <i>and</i> or <i>or</i>. • Combine two simple sentences using a comma and <i>or</i>, <i>and</i>, or <i>but</i>. • Write compound sentences with correct capitalization and punctuation. • Differentiate between fact and opinion. 	30–45 min. daily for approx. 2 weeks	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher’s Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 3: Writing and Grammar</i></p> <p><u>Teacher’s Edition</u> pages 2–24</p> <p><u>Student Worktext</u> pages 1–21</p> <p><u>Teacher’s Toolkit CD</u> pages 1–11</p> <p>Other materials as specified in the Teacher’s Edition</p>	<p>Read: Gen. 9:1–3 Luke 27:4 Eph. 6:1 Matt. 18:11–14 Eph. 4:32 Isa. 40:11 I Pet. 2:2–3 Luke 4:4 Prov. 19:20</p> <p>BATs: 1a Understanding Jesus Christ 1b Repentance and faith 2a Authority 2c Faithfulness 5a Love 6a Bible study 6e Forgiveness 7b Exaltation of Christ 8b Faith in the power of the Word of God</p> <p>Bible Promises: E. Christ as Sacrifice H. God as Father</p> <p>Subject Integration Bible History Science</p>

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<p>Chapter 2: Writing Game Instructions The students will:</p> <ul style="list-style-type: none"> • Use a thesaurus to find exact words. • Identify ways to make a paragraph clear. • Plan a paragraph together that gives instructions. • Draft, revise, proofread, and publish the paragraph together. • Choose a game to explain. • Plan game instructions, using a time-order chart. • Recall the purpose of each stage of the Writing Process. • Draft an interesting topic sentence. • Write the first draft of the instructions. • Participate in a writing conference. • Recognize errors. • Revise, proofread, and publish the game instructions. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Writing project rubric Chapter test</p>	<p><i>English 3: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 25–47; S76–S79</p> <p><u>Student Worktext</u> pages 22–36</p> <p><u>Teacher's Toolkit CD</u> pages 12–13</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>BAT: 5a Kindness</p> <p>Subject Integration Computer Literature</p>

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<p>Chapter 3: Nouns The students will:</p> <ul style="list-style-type: none"> Identify nouns in a sentence. Differentiate between proper and common nouns. Differentiate between singular and plural nouns. Form plural nouns by adding s and es to singular nouns. Recognize nouns that form their plurals by changing their spellings. Recognize nouns that do not change their spellings to form their plurals. Capitalize the names of people, buildings, cities, countries, bodies of water, book and story title, and holidays. Capitalize names of God as well as the Bible, its divisions, and the books of the Bible. Capitalize and abbreviate the days of the week, months of the year, streets, titles of respect, books of the Bible, and states. Make singular nouns possessive by adding 's. Make plural nouns that end in s possessive by adding an apostrophe. Make plural nouns that do not end in s possessive by adding 's. Use commas for nouns, verbs, or adjectives in a series. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 3: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 48–70</p> <p><u>Student Worktext</u> pages 37–57</p> <p><u>Teacher's Toolkit CD</u> pages 14–23</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>BATs: 6a Reverence for the Bible 7b Exaltation of Christ</p> <p>Subject Integration Bible Geography History</p>

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<p>Chapter 4: Writing a Friendly Letter The students will:</p> <ul style="list-style-type: none"> Identify the characters and setting of a narrative. Identify the topic of a narrative. Recognize details in a narrative. Develop an understanding of the term <i>personal narrative</i>. Identify the five parts of a friendly letter. Recognize the use of commas in a friendly letter. Recognize the use of capital letters for proper nouns in a friendly letter. Choose an audience and a topic for a friendly letter. Use a story map to plan the characters, setting, main ideas, and details of a personal narrative. develop an understanding of the stages of the Writing Process. draft, revise, proofread, and publish a friendly letter. Participate in a writing conference. Write a return address and a mailing address correctly on an envelope. Use street names and state abbreviations correctly in addresses. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Writing project rubric Chapter test</p>	<p><i>English 3: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 71–93; S80–S83</p> <p><u>Student Worktext</u> pages 58–76</p> <p><u>Teacher's Toolkit CD</u> pages 24–25</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>Read: Ps. 46:1</p> <p>BAT: 7c Praise</p> <p>Bible Promises: H. God as Father I. God as Master</p> <p>Subject Integration Computer Literature</p>

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<p>Chapter 5: Action Verbs The students will:</p> <ul style="list-style-type: none"> • Identify the subject and the predicate parts of a sentence. • Identify an action verb in a sentence. • 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>. • Change present-tense verbs to past-tense verbs. • Distinguish between past-, present-, and future-tense verbs. • Change present-tense verbs to future-tense verbs. • Distinguish between main verbs and helping verbs. • Identify <i>am, is, are, was, were, will, have, has, and had</i> as helping verbs. • Choose the correct helping verb, <i>has</i> or <i>have</i>. • Use the correct form for the irregular verbs <i>begin, see, give, write, eat, take, grow, go, do, tell, run, come, sing, and make</i>. • Identify prefixes and their meanings. • Use a prefix with a word in a sentence. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 3: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 94–116</p> <p><u>Student Worktext</u> pages 77–97</p> <p><u>Teacher's Toolkit CD</u> pages 26–35</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>Read: Deut. 10:12; 13:4</p> <p>BATs: 2a Obedience 5e Evangelism and missions</p> <p>Subject Integration History Physical Education</p>

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<p>Chapter 6: Writing a Persuasive Essay The students will:</p> <ul style="list-style-type: none"> • Understand the meaning of <i>opinion</i>. • Recognize logical structure. • Generate reasons to support opinions. • Distinguish stronger reasons from weaker reasons. • Analyze a student model of a persuasive essay. • Plan, draft, revise, and proofread a persuasive class essay together. • Identify reasons with insufficient support. • Choose a topic for a persuasive essay. • Target an audience for an essay. • Complete an <i>Opinion Chart</i> to plan a persuasive essay. • Develop an understanding of the structure of a persuasive essay. • Draft, revise, proofread, and publish a persuasive essay. • Understand the purposes for revision • Participate in a writing conference. • Make a neat final draft. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Writing project rubric Chapter test</p>	<p><i>English 3: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 117–39; S84–S87</p> <p><u>Student Worktext</u> pages 98–112</p> <p><u>Teacher's Toolkit CD</u> pages 36–37</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>BATs: 5c Evangelism and missions 6a Reverence for the Bible</p> <p>Subject Integration Computer Literature</p>

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<p>Chapter 7: Study & Reference Skills The students will:</p> <ul style="list-style-type: none"> • Locate the title page, copyright page, table of contents, glossary, and index in a book. • Identify the title, author, publisher, location of publisher, and copyright date of a book. • Use a table of contents, glossary, and index to locate information. • Alphabetize words. • Use alphabetical order to determine entry words on a glossary page. • Identify topics and corresponding subtopics. • Identify guide words, entry words, parts of speech, and the pronunciation key on a dictionary page. • Use a dictionary for information about the definition, spelling, and pronunciation of an entry word. • Use sample sentences for understanding. • Write a sample sentence and phrase that matches a definition. • Use alphabetical order to determine entry words that come between guide words. • Use a pronunciation guide to determine word pronunciation. • Identify volumes of an encyclopedia. • Identify keywords of a subject. • Use an encyclopedia to find information. • Differentiate among fiction, nonfiction, and reference books. • identify author, title, and subject cards of a catalog. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 3: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 140–61</p> <p><u>Student Worktext</u> pages 113–33</p> <p><u>Teacher's Toolkit CD</u> pages 38–47</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>Subject Integration Geography History Science</p>

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<p>Chapter 8: Writing a Story The students will:</p> <ul style="list-style-type: none"> • Place quotation marks around a speaker's exact words. • Use a capital letter at the beginning of a quotation and the correct punctuation at the end of a quotation. • Choose a story idea. • Choose and develop a character. • Plan the main character's problem. • Plan the solution to the problem. • Plan the setting. • Analyze a published model of a story. • Summarize the plot of a story. • Complete a plot pyramid together. • Plan the plot for a story, using a plot pyramid. • Understand the purpose of the beginning and ending of a story. • Draft a short story. • Use dialogue in a story. • Revise, proofread, and publish a story. • Participate in a writing conference. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Writing project rubric Chapter tests</p>	<p><i>English 3: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 163–85; S88–S91</p> <p><u>Student Worktext</u> pages 134–52</p> <p><u>Teacher's Toolkit CD</u> pages 48–49</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>Read: Job 42:2 Luke 1:37</p> <p>BATs: 1a Understanding Jesus Christ 3c Self-control</p> <p>Subject Integration Computer Literature</p>

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<p>Chapter 9: Pronouns The students will:</p> <ul style="list-style-type: none"> • Distinguish between singular pronouns and plural pronouns. • Differentiate subject pronouns and object pronouns. • Use subject pronouns and object pronouns correctly in sentences. • Replace nouns with pronouns in the subject. • Determine the correct verb form for subject pronouns. • Gain an understanding of pronoun/verb agreement. • Replace nouns with pronouns in the predicate. • Identify the correct uses of <i>I</i> and <i>me</i>. • Identify possessive nouns and possessive pronouns. • Replace possessive nouns with possessive pronouns. • Write possessive nouns and possessive pronouns correctly in sentences. • Identify reasons for introductions. • Write and perform introductions. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 3: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 186–208</p> <p><u>Student Worktext</u> pages 153–73</p> <p><u>Teacher's Toolkit CD</u> pages 50–59</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>Read: Isa. 52:7 Rom. 10:13–16 Matt. 28: 18–20 I Tim. 1:12 Rom. 10:15 Prov. 18:24</p> <p>BATs: 5a Courtesy 5c Evangelism and missions 5d Communication 5e Friendliness 7b Exaltation of Christ</p> <p>Subject Integration Art Bible Geography</p>

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<p>Chapter 10: Writing a Book Report The students will:</p> <ul style="list-style-type: none"> • Differentiate between types of fictional stories. • Develop a character analysis of a main character. • Identify story elements of characters, setting, and plot in a fictional story. • Plan and draft a class book report together. • Understand the difference between too much and too little detail in a summary. • Revise and proofread the class book report. • Complete a character word web. • Complete a planning chart. • Recall the main parts of a book report. • Write the first draft of a book report. • Revise, proofread, and publish a book report. • Recall the correct way to write book titles. • Review ways to publish a piece of writing. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Writing project rubric Chapter test</p>	<p><i>English 3: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 209–31; S92–S95</p> <p><u>Student Worktext</u> pages 174–88</p> <p><u>Teacher's Toolkit CD</u> pages 60–61</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>Subject Integration Art Computer Literature</p>

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<p>Chapter 11: More Verbs The students will:</p> <ul style="list-style-type: none"> • Distinguish between linking verbs and action verbs. • Identify the noun or adjective that the linking verb connects to the subject. • Distinguish between linking verbs and helping verbs. • Choose the correct present-tense linking verb to agree with the subject. • Choose the correct past-tense linking verb to agree with the subject. • Form contractions with the word <i>not</i>. • Form contractions with verbs. • Add the suffixes <i>er</i> and <i>or</i> to action verbs to form nouns. • Recognize the verb roots of nouns with suffixes. • Identify homophones in sentences. • Choose correct homophones to complete sentences. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 3: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 232–54</p> <p><u>Student Worktext</u> pages 189–209</p> <p><u>Teacher's Toolkit CD</u> pages 62–71</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>Read: Ps. 8:1–9 Prov. 12:19, 22; 15:27; 23:4 Col. 1:16–18 James 1:17 II Cor. 8:8–9 I John 3:18–19</p> <p>BATs 3a Self-concept 4a Sowing and reaping 5a Love 5b Giving 6c Spirit-filled</p> <p>Subject Integration Bible History Science</p>

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<p>Chapter 12: Writing a Sound Poem The students will:</p> <ul style="list-style-type: none"> • Use a thesaurus to find interesting, unusual words. • Develop an appreciation of sound effects (sound devices) in poetry. • Identify alliteration. • Identify onomatopoeia. • Identify rhyming words. • Use sound effects (sound devices) in sentences. • Plan, draft, revise, proofread, and publish a class sound poem. • Choose a topic for a sound poem. • Plan the poem's content. • List sound effects. • Draft a sound poem. • Participate in a writing conference. • Revise, proofread, and publish a sound poem. • Read aloud a poem to a small group. • Try to simulate sound effects in poems. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Writing project rubric Chapter test</p>	<p><i>English 3: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 255–77; S96–S99</p> <p><u>Student Worktext</u> pages 210–26</p> <p><u>Teacher's Toolkit CD</u> pages 72–73</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>BATs: 2f Enthusiasm 3b Mind 7c Praise</p> <p>Bible Promise: I. God as Master</p> <p>Subject Integration Bible Computer Literature</p>

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<p>Chapter 13: Adjectives & Adverbs The students will:</p> <ul style="list-style-type: none"> • Differentiate between adjectives that tell what kind or how many. • Identify adjectives used to compare two nouns. • Identify adjectives used to compare more than two nouns. • Write adjectives that compare using the suffixes <i>er</i> and <i>est</i>. • Write adjectives that compare using <i>more</i> and <i>most</i>. • Realize that <i>a</i>, <i>an</i>, and <i>the</i> are special adjectives called <i>articles</i>. • Write the correct article in a sentence. • Identify and use adverbs that tell how, when, or where. • Distinguish between adjectives and adverbs. • Use adjectives and adverbs correctly in sentences. • Use commas in a series. • Use commas in a friendly letter. • Use commas to write a date. • Use commas with time-order words. • Use commas with dialogue. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 3: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 278–300</p> <p><u>Student Worktext</u> pages 227–47</p> <p><u>Teacher's Toolkit CD</u> pages 74–83</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>Read: Rom. 5:8 I Cor. 15:3</p> <p>Subject Integration Geography History Science</p>

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<p>Chapter 14: Writing a Research Report The students will:</p> <ul style="list-style-type: none"> • Choose a topic for a biography. • Identify the main ideas of paragraphs. • Analyze notes taken from nonfiction sources. • Take notes from a nonfiction source. • Identify details that support one main idea. • Write a topic sentence that tells about a group of details. • Write a class paragraph together. • Draft, revise, proofread, and publish a biography. • Participate in a writing conference. • Use proofreading marks to correct errors. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Writing project rubric Chapter test</p>	<p><i>English 3: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 301–23; S100–103</p> <p><u>Student Worktext</u> pages 248–64</p> <p><u>Teacher's Toolkit CD</u> pages 84–85</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>BATs: 2c Faithfulness 2e Work</p> <p>Subject Integration Computer History Literature</p>

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<p>Chapter 15: Sentences The students will:</p> <ul style="list-style-type: none"> • Identify the subject and predicate parts of a sentence. • Identify all the words in a proper noun as the simple subject of a sentence. • Identify simple subjects and simple predicates. • Classify verbs as action verbs or linking verbs. • Diagram simple subjects and simple predicates. • Identify sentence fragments. • Identify subject pronouns and object pronouns. • Demonstrate an understanding of subject/verb agreement with singular and plural subjects. • Write new sentences by changing singular subjects to plural subjects. • Identify declarative, interrogative, imperative, and exclamatory sentences. • Use the correct ending punctuation marks for sentences. • Rewrite a sentence so that it asks a question instead of giving information. • Rewrite a question so that it give information. • Recognize the purpose of an advertisement. • Differentiate between fact and opinion in advertising. • Listen for details. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class Participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 3: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 324–46</p> <p><u>Student Worktext</u> pages 265–85</p> <p><u>Teacher's Toolkit CD</u> pages 86–95</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>Read: Rom. 10:17 I Thess. 2:13 Prov. 20:11 I Tim. 5:18</p> <p>BATs: 1c Separation from the world 3c Emotional control 4a Sowing and reaping 4b Purity 4d Victory</p> <p>Subject Integration Art Bible History</p>

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<p>Chapter 16: Writing a Compare-Contrast Essay</p> <p>The students will:</p> <ul style="list-style-type: none"> • Distinguish between comparing and contrasting. • Identify comparing and contrasting in descriptions. • Plan and draft a class essay together that compares and contrasts. • Identify comparing and contrasting words. • Revise and proofread a class compare-contrast essay together. • Choose a topic for a compare-contrast essay. • List details about two subjects in a T-chart. • Organize details in a Venn diagram. • Draft a compare-contrast essay. • Participate in a writing conference. • Revise, proofread, and publish a compare-contrast essay. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Writing project rubric Chapter test</p>	<p><i>English 3: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 347–69</p> <p><u>Student Worktext</u> pages 286–306</p> <p><u>Teacher's Toolkit CD</u> pages 96–97</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>Read: Prov. 10:1; 15:1; 16:24; 25:25</p> <p>Subject Integration Computer Literature</p>