

BJU Press
Course Outline—Second-Grade
English 2 (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"> • Define <i>sentence</i>. • Distinguish complete thoughts from incomplete thoughts. • Write complete sentences. • Add beginning capitalization and ending punctuation to a sentence. • Define and identify the subject part of a sentence. • Match subjects with sentence endings. • Define the action part of a sentence. • Divide sentences into subject parts and action parts. • Identify telling sentences. • Identify commands. • Identify exclamations. • Distinguish among kinds of sentences: telling, command, exclamation, question. • Punctuate each kind of sentence correctly. • Listen for comprehension. • Define and identify fragments. • Change fragments into complete sentences. • Alphabetize words by the first letter. • Alphabetize words by the second letter. 	<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 2: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 2–25</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: Gal. 5:22–23 Eph. 5:8–10 Deut. 11:26–28 Eph. 6: 1–3</p> <p>BATs: 2a Authority 6b Prayer 6c Spirit-filled</p> <p>Subject Integration Bible Science</p>

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<p>Chapter 2: Writing a Personal Story The students will:</p> <ul style="list-style-type: none"> • Learn to use a thesaurus when finding exact words. • Choose a topic for a personal story. • Use a word web to generate details for a story. • Determine which details to include in a story. • List the details in the order they will go in a story. • Write the first draft of a story. • Understand the purpose for revision. • Recognize sentences that do not belong in a paragraph. • Participate in a conference with another student. • Recognize errors. • Use proofreading marks to correct mistakes. • Revise, proofread, and publish a story. 	<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 2: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 25–47</p> <p><u>Student Worktext</u> pages 22–40</p> <p><u>Teacher's Toolkit CD</u> pages 12–3</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>Read: Gen. 1:1 Col. 1:16 Col. 3:17</p> <p>BATs: 3b Mind 3c Emotional control 4b Purity 4c Honesty 5a Kindness 5d Communication</p> <p>Bible Promise: I. God as Master</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 sentences. • Categorize nouns as people, places, or things. • Recognize that two words may be put together to form a compound word. • Understand that many nouns form their plurals by adding s. • Understand that nouns ending in <i>ch</i>, <i>sh</i>, <i>s</i>, <i>x</i>, and <i>z</i> form their plurals by adding <i>es</i>. • Recognize nouns that form their plurals by changing their spellings. • Write the correct plural form of a noun. • Distinguish common nouns from proper nouns. • Capitalize proper nouns. • Capitalize important words in titles of books and stories. • Capitalize the names of God. • Capitalize names for the Bible, its divisions, and its books. • Understand that commas tell the reader to pause between words that they separate. • Insert commas in sentences containing words in a series of three or more items. 	<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 2: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 48–71</p> <p><u>Student Worktext</u> pages 41–61</p> <p><u>Teacher's Toolkit CD</u> pages 14–23</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>BAT: 6a Bible study 7b Exaltation of Christ</p> <p>Bible Promise: I. God as Master</p> <p>Subject Integration Bible Literature Science</p>

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<p>Chapter 4: Writing Instructions The students will:</p> <ul style="list-style-type: none"> • Use a thesaurus to find exact word when writing. • Recognize time-order words. • Sequence instructions. • Complete a time-order chart to plan instructions. • Draft an interesting topic sentence. • Write the first draft of instructions. • Participate in a conference with another student. • Revise instructions. • Increase awareness of commonly misspelled words. • Proofread and publish 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 2: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 71–93</p> <p><u>Student Worktext</u> pages 62–76</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: Prov. 2:1–5</p> <p>BATs: 5a Love 6a Bible Study</p> <p>Bible Promise: G. Christ as Friend</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 verb in a sentence. • Add s or es to present-tense verbs. • Distinguish between present-tense and past-tense verbs. • Change present-tense verbs to past-tense verbs. • Use present-tense and past-tense verbs correctly. • Learn the past-tense forms of <i>tell, give, sing, see, do, and go</i>. • Use the past-tense forms of <i>tell, give, sing, see, do, and go</i> correctly in sentences. • Write sentences using exact words. • Define and recognize homophones. • Choose the correct word from a homophone pair to fit 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 2: Writing and Grammar</i></p> <p><u>Teacher’s Edition</u> pages 96–117</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: Rom. 5:8 I Cor. 15:3 Ps. 100:2</p> <p>BATs: 1a Understanding Jesus Christ 2e Work 3a Self-concept 3d Body as a temple 5c Evangelism and missions 6b Prayer 7c Praise</p> <p>Bible Promise: I. God as Master</p> <p>Subject Integration Bible Physical Education</p>

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<p>Chapter 6: Writing Poetry The students will:</p> <ul style="list-style-type: none"> • Appreciate poetry. • Recognize rhyme. • Recognize a couplet. • Generate pairs of rhyming words associated with a picture. • Draft, revise, proofread, and publish a couplet. • Recognize association between shapes and ideas. • Choose a topic for a shape poem. • Generate colorful words to describe an animal. • Draft, revise, proofread, and publish a shape poem. 	<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 2: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 117–39</p> <p><u>Student Worktext</u> pages 98–110</p> <p><u>Teacher's Toolkit CD</u> pages 36–37</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>BAT: 3a Self-concept</p> <p>Bible Promise: I. God as Master</p> <p>Subject Integration Art Computer Literature</p>

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<p>Chapter 7: Study & Reference Skills The students will:</p> <ul style="list-style-type: none"> • Identify and use good listening strategies. • Apply the four questions to listening. • Identify the title page, author, illustrator, and publisher of a book. • Use a table of contents for information. • Identify guide words and entry words on a dictionary page. • Locate definitions. • Locate sample sentences within an entry. • Write a sample sentence that matches a definition. • Demonstrate an understanding of basic library information. • Use respect in handling library materials. • Identify fiction and nonfiction and their arrangement in a library. • Demonstrate knowledge of the card catalog. • Alphabetize a list of names. • Use alphabetical order to determine entry words that come between guide words. • Contrast the different definitions for an entry word. • Develop an understanding of the information and layout of a telephone directory. • Locate emergency numbers. • Use the white pages and yellow pages to locate information. • apply bible principles when speaking. • recognize good tips for taking telephone 	<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 2: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 140–63</p> <p><u>Student Worktext</u> pages 111–31</p> <p><u>Teacher's Toolkit CD</u> pages 38–47</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>Read: Prov. 20:12 Prov. 23:12 Prov. 22:17 Prov. 19: 20 Eph. 4:29 Phil. 2:3 Matt. 12:34b Luke 6:45 Ps. 19:14 Eph.4:25, 29</p> <p>BATs: 1b Repentance and faith 2a Authority 3a Self-concept 5a Love 5d Communication</p> <p>Subject Integration Computer History</p>

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<p>Chapter 8: Writing a Book Report The students will:</p> <ul style="list-style-type: none"> • Recognize the parts of a book report. • Plan, draft, revise, and proofread a book report together. • Choose a book for a book report. • Plan, draft, revise, proofread, and publish a book report. • Distinguish between fiction and nonfiction. • Understand the balance of too much or too little detail in a summary. • Recall main points to include in the book report. • Use a revising checklist. • Write book titles correctly. • Identify good speaking strategies. • Give an oral book report. 	<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 2: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 163–85</p> <p><u>Student Worktext</u> pages 132–46</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: Eph. 4:15, 29 Prov. 31:26</p> <p>BAT: 5d Communication</p> <p>Subject Integration Computer Literature</p>

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<p>Chapter 9: More Nouns The students will:</p> <ul style="list-style-type: none"> • Differentiate between common nouns and proper nouns. • Capitalize names of streets, cities, states, and countries. • Use a comma between the names of cities and states. • Capitalize initials and place a period after each initial. • capitalize names of months, days of the week, and holidays. • Use commas correctly in dates. • Learn abbreviations for the days of the week and the months of the year. • Learn the abbreviations for titles of people. • Understand that the pronoun <i>you</i> may be singular or plural. • Recognize and write nouns that show ownership. • Use possessive nouns in sentences. • Develop an understanding of singular and plural pronouns. • Use an apostrophe to make nouns possessive. • Use the pronouns <i>he, she, it, you, they, we, I,</i> and <i>me</i> in sentences. • Name themselves last when writing or speaking about themselves and another person. 	<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 2: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 186–209</p> <p><u>Student Worktext</u> pages 147–67</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: Ps. 31:19 Phil. 4:19</p> <p>BATs: 2a Authority 2b Servanthood 2b Helpfulness 5b Giving 5c Evangelism and missions 6b Prayer 7b Exaltation of Christ</p> <p>Subject Integration Bible Geography History</p>

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<p>Chapter 10: Writing a Friendly Letter The students will:</p> <ul style="list-style-type: none"> • Differentiate between a return address and a mailing address on an envelope. • Write a mailing address and return address. • Use street abbreviations in addresses. • Identify the parts of a letter. • Recognize the use of commas in a letter. • Identify the reason and audience for a letter. • Identify details in the body of a letter that support the reason for the letter. • Plan and draft a class letter together. • Address an envelope together. • Revise and proofread the class letter and the envelope together. • Choose the audience for a personal letter. • Complete an individual planning chart for a thank-you letter. • Draft, revise, and proofread a personal letter. • Participate in a writing conference. • Revise the first draft of a personal letter. • Proofread the revised personal letter. • Make a neat final draft of the personal letter and envelope. • Develop an understanding of the Writing Process. 	<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 2: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 209–31</p> <p><u>Student Worktext</u> pages 168–84</p> <p><u>Teacher's Toolkit CD</u> pages 60–61</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>Read: Col. 2:6–7; 3:15 I Thess. 5:16–18</p> <p>BATs: 5a Thankfulness to men 6b Prayer 7b Exaltation of Christ</p> <p>Subject Integration Computer Literature</p>

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<p>Chapter 11: More Verbs The students will:</p> <ul style="list-style-type: none"> • Distinguish between <i>came</i> and <i>come</i> and <i>ran</i> and <i>run</i>. • Identify helping words <i>have</i> and <i>has</i>. • Differentiate when a subject is about one or more than one. • Recognize whether a verb shows action or does not show action. • Determine when to use <i>is</i> and <i>are</i>. • Determine when to use <i>was</i> and <i>were</i>. • Know that <i>is/are</i> and <i>was/were</i> are linking verbs and do not show action. • Know that <i>is/are</i> refer to now. • Know that <i>was/were</i> refer to the past. • Write contractions. • Use contractions in sentences. • Recognize negative words <i>no</i>, <i>never</i>, <i>not</i>, and <i>none</i>. • Recognize double negatives. • Use only one negative 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 2: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 234–55</p> <p><u>Student Worktext</u> pages 185–205</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. 118:6 Prov. 3:5–6</p> <p>BATs: 2e Work 5a Love 6b Prayer 8a Faith in God's promises</p> <p>Bible Promise: H. God as Father</p> <p>Subject Integration History Science</p>

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<p>Chapter 12: Writing a Make-Believe Story The students will:</p> <ul style="list-style-type: none"> • Recognize the parts of a story. • Identify sources of ideas for stories. • Identify paragraphs. • Identify the main character in a story. • Generate ideas for characters. • Choose and develop a main character for a story. • Plan the main character’s problem and a solution to the problem in a story. • Plan the setting of a story. • Identify the elements in a story’s beginning, middle, and end. • Map a story. • Understand the purpose of the beginning and the ending of a short story. • Draft a make-believe story based on a story map. • Participate in a writing conference. • Revise, proofread, and publish a make-believe story. • Identify the correct form for writing paragraphs. • Recognize errors using a proofreading checklist. 	<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 2: Writing and Grammar</i></p> <p><u>Teacher’s Edition</u> pages 255–77</p> <p><u>Student Worktext</u> pages 206–22</p> <p><u>Teacher’s Toolkit CD</u> pages 72–73</p> <p>Other materials as specified in the Teacher’s Edition</p>	<p>BAT: 6a Bible study</p> <p>Subject Integration Computer Literature</p>

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<p>Chapter 13: Adjectives The students will:</p> <ul style="list-style-type: none"> • Identify adjectives that tell about the size, shape, and color of an object. • Identify and write adjectives that tell about the senses. • Recognize adjectives used to compare two items. • Recognize adjectives used to compare three or more items. • Compare regular adjectives by adding <i>er</i> and <i>est</i>. • Identify adjectives that tell what kind and how many. • Describe an object using adjectives that tell what kind and how many. • Replace uninteresting adjectives with more colorful adjectives. • Use a thesaurus. • Use commas when writing three or more adjectives in a series. • Combine short sentences using words 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 2: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 278–300</p> <p><u>Student Worktext</u> pages 223–43</p> <p><u>Teacher's Toolkit CD</u> pages 74–83</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>Subject Integration Art History Science</p>

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<p>Chapter 14: Writing a Description The students will:</p> <ul style="list-style-type: none"> • Complete similes by recognizing similarities between unlike things. • Write similes. • Recognize sensory words. • Generate sensory words to describe an object. • Identify topic sentences. • Write an interesting topic sentence. • Draft, revise, and proofread a descriptive paragraph together. • Organize details. • Draft a descriptive paragraph. • Understand the purposes for revision. • Participate in a writing conference with another student. • Recall the correct form for writing titles and paragraphs. • Revise and proofread the descriptive paragraph. 	<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 2: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 300–323</p> <p><u>Student Worktext</u> pages 244–58</p> <p><u>Teacher's Toolkit CD</u> pages 84–85</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>Read: Rev. 1:12–16</p> <p>BAT: 6a Bible study</p> <p>Bible Promise: I. God as Master</p> <p>Subject Integration Computer Literature Science</p>

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<p>Chapter 15: Sentences The students will:</p> <ul style="list-style-type: none"> • Divide sentences into subject parts and action parts. • Distinguish between sentences and fragments. • Change a fragment to a complete sentence. • Identify the subject part of a sentence. • Identify the main word in the subject part. • Identify the predicate of a sentence. • Identify the main word (verb) in the predicate. • Rewrite a sentence by changing the subject or the predicate. • Insert adjectives to expand sentences. • Join two subjects with <i>and</i> to form a new sentence. • Join two predicates with <i>and</i> to form a new sentences. • Recognize and correct run-on sentences. • Combine 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 2: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 326–47</p> <p><u>Student Worktext</u> pages 259–79</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: Acts 19</p> <p>BATs: 2b Servanthood 3e Unity of Christ and the church 4a Sowing and reaping 4b Purity 5c Evangelism and missions 6a Bible study 7c Praise</p> <p>Subject Integration Bible History Music</p>

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<p>Chapter 16: Writing a Research Report The students will:</p> <ul style="list-style-type: none"> Identify the major parts of a research report. Choose a topic for the research report. Identify the topic sentence of a paragraph. Differentiate main ideas from supporting details in a paragraph. Write a topic sentence that tells about a group of details. Identify details that support one main idea. Take notes from a nonfictional source. Participate in a writing conference. Use proofreading marks to correct errors. Draft, revise, proofread, and publish a research report. 	<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 2: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 347–69</p> <p><u>Student Worktext</u> pages 280–96</p> <p><u>Teacher's Toolkit CD</u> pages 96–97</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>BATs: 2c Faithfulness 2e Work</p> <p>Bible Promise: I. God as Master</p> <p>Subject Integration Computer Literature Science</p>