

**BJU Press**  
**Course Outline—Fourth-Grade**  
**English 4 (2<sup>nd</sup> Edition)**

Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration/ Subject Integration
<p><b>Chapter 1: Sentences</b>  The students will:</p> <ul style="list-style-type: none"> <li>• Distinguish between complete sentences and fragments.</li> <li>• Change fragments to complete sentences.</li> <li>• Identify declarative, interrogative, imperative, and exclamatory sentences.</li> <li>• Write declarative, interrogative, imperative, and exclamatory sentences.</li> <li>• Use correct end punctuation for declarative, imperative, interrogative, and exclamatory sentences.</li> <li>• Rewrite declarative sentences as interrogative sentences.</li> <li>• Rewrite interrogative sentences as declarative sentences.</li> <li>• Identify the complete subject and simple subject in a sentence.</li> <li>• Identify the complete predicate and simple predicate in a sentence.</li> <li>• Diagram simple subjects and simple predicates.</li> <li>• Identify compound subjects and compound predicates.</li> <li>• Combine sentences to make compound subjects or compound predicates.</li> <li>• Diagram compound subjects and compound predicates.</li> <li>• Combine simple sentences to make compound sentences.</li> <li>• Distinguish between simple and compound sentences.</li> <li>•</li> </ul>	<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><b>Evaluation Techniques</b>  Class participation  Student Worktext pages  Reproducible pages  Chapter test</p>	<p><i>English 4: Writing and Grammar</i></p> <p><u>Teacher’s Edition</u>  pages 2–23;  S69–S71</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:  Ps. 147:8  Zech. 8:12  Deut. 7:11  Prov. 7:1–3  Mark 16:15  Acts 26:18  I Pet. 5:7  Eph. 5:20</p> <p><b>Subject Integration</b>  History  Science</p>

## Fourth Grade: English 4 (2<sup>nd</sup> Edition)

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<p><b>Chapter 2: Writing a Personal Narrative</b> The students will:</p> <ul style="list-style-type: none"> <li>• Use the thesaurus to find descriptive words.</li> <li>• Draft a class narrative paragraph together.</li> <li>• Choose a topic for a personal narrative.</li> <li>• Plan events and details to include in a personal narrative.</li> <li>• Plan an opening sentence and a closing sentence for a personal narrative.</li> <li>• Use time-order words to make the order of events clear.</li> <li>• Write dialogue for a personal narrative.</li> <li>• Participate in a writing conference.</li> <li>• Draft, revise, proofread, and publish a personal narrative.</li> <li>• Practice good listening skills.</li> <li>• Identify and practice good speaking skills.</li> <li>• Present a personal narrative to a group.</li> <li>• Recognize sentences that use more exact descriptive words.</li> <li>• Match terms of narrative writing with their definitions.</li> <li>• Identify the best ending for a sentence.</li> <li>• Sequence the stages of the Writing Process correctly.</li> <li>• Identify mistakes in a narrative paragraph.</li> <li>• Use proofreading marks to mark mistakes.</li> <li>• Identify elements of good listening and good speaking.</li> </ul>	<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><b>Evaluation Techniques</b> Class participation Student Worktext pages Reproducible pages Writing project rubric Chapter test</p>	<p><i>English 4: Writing and Grammar</i></p> <p><u>Teacher’s Edition</u> pages 25–47; S72</p> <p><u>Student Worktext</u> pages 22–40</p> <p><u>Teacher’s Toolkit CD</u> pages 12-13</p> <p>Other materials as specified in the Teacher’s Edition</p>	<p>Read: Eccles. 4:9–10 Ps. 119: 63 Isa. 26:3 Phil. 4:6–7</p> <p>BATs: 5a Kindness 5c Evangelism and missions 6b Prayer</p> <p><b>Subject Integration</b> Computer Literature</p>

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<p><b>Chapter 3: Nouns</b> The students will:</p> <ul style="list-style-type: none"> <li>Identify nouns.</li> <li>Distinguish between common nouns and proper nouns.</li> <li>Capitalize proper nouns.</li> <li>Capitalize abbreviations of proper nouns.</li> <li>Capitalize nouns that refer to names of God.</li> <li>Capitalize names of the Bible, books of the Bible, and its divisions.</li> <li>Capitalize titles of stories, poems, and books correctly.</li> <li>Capitalize proper nouns that describe geographic features.</li> <li>Capitalize proper nouns that show family relationship.</li> <li>Capitalize proper nouns that are compass words referring to a region.</li> <li>Use quotation marks for titles of stories and poems.</li> <li>Differentiate singular nouns from plural nouns.</li> <li>Underline or italicize titles of books.</li> <li>Write plural forms for nouns ending in <i>y</i>.</li> <li>Identify and write the plural form of irregular verbs.</li> <li>Add <i>s</i> or <i>es</i> to make plural nouns.</li> <li>Write singular possessive nouns correctly.</li> <li>Write plural possessive nouns correctly.</li> <li>Differentiate between plural nouns and plural possessive nouns.</li> </ul>	<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><b>Evaluation Techniques</b> Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 4: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 50–69; S62–S63, S73–S74</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>BATs: 6a Reverence for the Bible 7b Exaltation of Christ</p> <p><b>Subject Integration</b> Geography History Science</p>

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<p><b>Chapter 4: Writing a Friendly Letter with Instructions</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>• Identify the five parts of a friendly letter.</li> <li>• Recognize the letter as a way to give instructions.</li> <li>• Recognize the use of commas and capital letters in a friendly letter.</li> <li>• Identify tips for writing clear instructions.</li> <li>• Follow instructions correctly.</li> <li>• Revise and proofread a letter together.</li> <li>• Choose a topic to explain.</li> <li>• Choose the audience for the instructions.</li> <li>• Plan a letter that gives instructions.</li> <li>• Organize information from a planning chart into paragraphs.</li> <li>• Draft a letter that gives instructions.</li> <li>• Participate in a writing conference.</li> <li>• Revise and proofread a letter.</li> <li>• Publish a letter.</li> <li>• Address an envelope correctly.</li> </ul>	<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><b>Evaluation Techniques</b> Class participation Student Worktext pages Reproducible pages Writing project rubric Chapter test</p>	<p><i>English 4: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 71–93; S75</p> <p><u>Student Worktext</u> pages 62–78</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. 17:17 I Cor. 14:40 Prov. 11:30 Mark 16:15</p> <p>BAT: 5a Kindness</p> <p>Bible Promise: G. Christ as Friend</p> <p><b>Subject Integration</b> Computer Literature</p>

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<p><b>Chapter 5: Verbs</b> The students will:</p> <ul style="list-style-type: none"> <li>• Distinguish between action verbs and linking verbs.</li> <li>• Identify the noun or adjective to which the subject is linked by the verb.</li> <li>• Diagram sentences with action verbs and linking verbs.</li> <li>• Make present- and past-tense linking verbs agree with sentence subjects.</li> <li>• Distinguish between main verbs and helping verbs.</li> <li>• Identify <i>am, is, are, was, were, will, have, has, had, could, would, and should</i> as helping verbs.</li> <li>• Identify words that come between helping verbs and main verbs.</li> <li>• Identify the correct form of the helping verb that agrees with the subject.</li> <li>• Identify direct objects and write them to complete sentences.</li> <li>• Diagram the subject, action verb, and direct object in a sentence.</li> <li>• Form contractions using pronouns and helping verbs.</li> <li>• Form contractions using helping verbs and the word <i>not</i>.</li> <li>• Insert apostrophes correctly to form contractions.</li> <li>• Correct double negatives.</li> <li>• Identify prefixes and their meanings.</li> <li>• Use a prefix with a word in a sentence.</li> </ul>	<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><b>Evaluation Techniques</b> Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 4: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 96–115; S77</p> <p><u>Student Worktext</u> pages 79–99</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: II Chron. 16:9 Ps. 19: 9–11; 34:7; 61: 3; I Pet. 5:7 Gen. 1:29 Ps. 146:5–7 Rom. 1:18 Nah. 1:7 I Cor. 8:3 I Pet. 3:4 I Thess. 5: 14–15 Num. 32:23 Luke 12:2 Rom. 6:23 Eph. 2:8</p> <p>BATs: 2a Authority 2f Enthusiasm 3b Mind 5a Love 5d Communication 7b Exaltation of Christ 8a Faith in God's promises</p> <p>Bible Promise I. God as Master</p> <p><b>Subject Integration</b> History Math Physical Education</p>

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<p><b>Chapter 6: Writing a Compare-Contrast Essay</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>• Distinguish between comparing and contrasting.</li> <li>• Identify comparing or contrasting in description.</li> <li>• Complete a Venn diagram correctly.</li> <li>• Analyze a model of a compare-contrast essay.</li> <li>• Plan and draft a class essay together that compares and contrasts.</li> <li>• Insert comparing and contrasting words at appropriate places in an essay.</li> <li>• Revise and proofread the class essay together.</li> <li>• Discuss ways to publish the essay.</li> <li>• Choose a topic for a compare-contrast essay.</li> <li>• List details about two subjects.</li> <li>• Organize details about a Venn diagram.</li> <li>• Recall the parts of an essay.</li> <li>• Recall and use the comparing and contrasting words.</li> <li>• Participate in a writing conference.</li> <li>• Plan draft, revise, proofread, publish, and illustrate a compare-contrast essay.</li> </ul>	<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><b>Evaluation Techniques</b> Class participation Student Worktext pages Reproducible pages Writing project rubric Chapter test</p>	<p><i>English 4: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 117–39; S79–S80</p> <p><u>Student Worktext</u> pages 100–118</p> <p><u>Teacher's Toolkit CD</u> pages 36–37</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>Read: Luke 14:23 Matt. 4:19</p> <p><b>Subject Integration</b> Computer Literature</p>

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<p><b>Chapter 7: Study &amp; Reference Skills</b> The students will:</p> <ul style="list-style-type: none"> <li>• Locate the title page, copyright page, table of contents, glossary, and index of a book.</li> <li>• Identify the title, author, publisher, location of the publisher, and copyright date of a book.</li> <li>• Predict the location of information in a book.</li> <li>• Use a table of contents and index to locate information.</li> <li>• Identify guide words, entry words, parts of speech, and the pronunciation key on a dictionary page.</li> <li>• Use a dictionary page for information about definitions, spelling, and pronunciation.</li> <li>• Use alphabetical order to determine whether an entry word comes between guide words.</li> <li>• Identify and write sample sentences to match a definition.</li> <li>• Identify periodicals.</li> <li>• Identify volumes of an encyclopedia.</li> <li>• Identify keywords for locating information in an encyclopedia.</li> <li>• Use an encyclopedia for information.</li> <li>• Differentiate between fiction, nonfiction, and reference materials.</li> <li>• Identify author, title, and subject cards in a card catalog.</li> <li>• Use an atlas for locating information.</li> <li>• Identify parts of an outline.</li> <li>• Take notes about an article.</li> <li>• Write an outline for an article.</li> </ul>	<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><b>Evaluation Techniques</b> Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 4: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 142–61;S82</p> <p><u>Student Worktext</u> pages 119–39</p> <p><u>Teacher's Toolkit CD</u> pages 38–47</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>BAT: 4b Purity</p> <p><b>Subject Integration</b> Geography History Science</p>

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<p><b>Chapter 8: Writing a Book Review</b> The students will:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of <i>persuasion</i>.</li> <li>• Distinguish between fact and opinion.</li> <li>• Generate reasons to support opinions.</li> <li>• Distinguish strong reasons from weaker reasons.</li> <li>• Display an understanding of the purpose of a book review.</li> <li>• Analyze a model of a book review.</li> <li>• Plan a class book review together.</li> <li>• Evaluate a book recently read.</li> <li>• Give specific details in evaluations.</li> <li>• Recognize the structure of a book review.</li> <li>• Plan a book review using an <i>Opinion Chart</i>.</li> <li>• Participate in a writing conference.</li> <li>• Draft, revise, and proofread a book review.</li> <li>• Write the title of a book correctly.</li> <li>• Give an oral book review.</li> </ul>	<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><b>Evaluation Techniques</b> Class participation Student Worktext pages Reproducible pages Writing project rubric Chapter test</p>	<p><i>English 4: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 163–85; S83</p> <p><u>Student Worktext</u> pages 140–56</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. 4:28 II Cor. 9:7</p> <p>BATs: 5a Love 5b Giving 6e Forgiveness</p> <p><b>Subject Integration</b> Art Literature</p>

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<p><b>Chapter 9: Pronouns</b> The students will:</p> <ul style="list-style-type: none"> <li>• Identify singular and plural pronouns.</li> <li>• Identify subject and object pronouns.</li> <li>• Use singular and plural subject pronouns.</li> <li>• Use singular and plural object pronouns.</li> <li>• Replace confusing pronouns with nouns.</li> <li>• Identify and use <i>I</i> and <i>me</i> correctly in sentences.</li> <li>• Identify and use <i>we</i> and <i>us</i> correctly in sentences.</li> <li>• Identify proper agreement between pronouns and verbs.</li> <li>• Replace unclear verb forms to agree with subject pronouns.</li> <li>• Identify and use contractions with pronouns.</li> <li>• Recognize common contraction errors.</li> <li>• Recognize homophones.</li> <li>• Use homophones correctly in sentences.</li> </ul>	<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><b>Evaluation Techniques</b> Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 4: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 188–207; S65</p> <p><u>Student Worktext</u> pages 157–77</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: Rom. 10:15 Deut. 27:10 Matt. 4:19 Matt. 9:38 Mark 16:15 Rom. 1:16 Acts 20:24 Prov. 23:12, 19 Ps. 119:11</p> <p>BATs: 2a Servanthood 2c Faithfulness 2e Work 5a Courtesy 5c Evangelism and missions</p> <p><b>Subject Integration</b> Geography History Science</p>

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<p><b>Chapter 10: Writing a Tall Tale</b> The students will:</p> <ul style="list-style-type: none"> <li>• Recognize elements of a tall tale.</li> <li>• Analyze a student model of a tall tale.</li> <li>• Identify elements that could happen only in a tall tale.</li> <li>• Plan the hero and the other characters of a tall tale.</li> <li>• Plan the problem and solution for a tall tale.</li> <li>• Plan the setting.</li> <li>• Plan the plot for a tall tale.</li> <li>• Draft a tall tale based on the plot pyramid.</li> <li>• Participate in a writing conference.</li> <li>• Revise, proofread, publish, and illustrate the tall tale.</li> <li>• Identify the correct spelling of a homophone.</li> <li>• Recognize errors using a proofreading checklist.</li> </ul>	<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><b>Evaluation Techniques</b> Class participation Student Worktext pages Reproducible pages Writing project rubric Chapter test</p>	<p><i>English 4: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 209–33</p> <p><u>Student Worktext</u> pages 178–98</p> <p><u>Teacher's Toolkit CD</u> pages 60–61</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>Bible Promise: I. God as Master</p> <p><b>Subject Integration</b> Computer Literature Science</p>

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<p><b>Chapter 11: More Verbs</b> The students will:</p> <ul style="list-style-type: none"> <li>• Distinguish among present-, past-, and future-tense verbs.</li> <li>• Write present-, past-, and future-tense verbs in sentences.</li> <li>• Determine which present-tense verb form to use in a sentence so that it agrees with the subject.</li> <li>• 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>.</li> <li>• Locate and correct changes in verb tense within a paragraph.</li> <li>• Change regular present-tense verbs to the correct past-tense verbs.</li> <li>• Write the correct past-tense helping verb that agrees with a singular or plural subject in a sentence.</li> <li>• Use the correct form for the irregular verbs <i>be, go, do, bring, come, say, sing, tell, run, make, swim, and wear</i>.</li> <li>• Use the correct form for the irregular verbs <i>begin, fly, grow, throw, ride, see, write, take, drive, eat, fall, and give</i>.</li> <li>• Distinguish between regular and irregular verbs.</li> <li>• 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.</li> </ul>	<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><b>Evaluation Techniques</b> Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 4: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 236–55; S84–S87</p> <p><u>Student Worktext</u> pages 199–219</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 Gen. 1: 11–13 Matt. 6:25–34 Ps. 92:1 Ps. 147:1 Rom. 8:34 I Cor. 15:3–4</p> <p><b>Subject Integration</b> History Math Science</p>

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<p><b>Chapter 12: Writing a Research Paper</b> The students will:</p> <ul style="list-style-type: none"> <li>• Identify parts of a research paper.</li> <li>• Identify steps for writing a research report.</li> <li>• Choose a topic for a research paper.</li> <li>• Take notes from nonfiction sources.</li> <li>• Write an outline using details from note cards.</li> <li>• Draft, revise, proofread, and publish a research paper.</li> <li>• Participate in a writing conference.</li> <li>• Differentiate between fact and opinion.</li> <li>• Sequence the stages of the Writing Process.</li> <li>• Use proofreading marks to correct errors.</li> <li>• Identify the purpose of a bibliography.</li> <li>• Identify the format for recording books and encyclopedias in a bibliography.</li> <li>• Write a bibliography using source information.</li> </ul>	<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><b>Evaluation Techniques</b> Class participation Student Worktext pages Reproducible pages Writing project rubric Chapter test</p>	<p><i>English 4: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 257–79; S82, S88–S91</p> <p><u>Student Worktext</u> pages 220–36</p> <p><u>Teacher's Toolkit CD</u> pages 72–73</p> <p>Other materials as specified in the Teacher's Edition</p>	<p><b>Subject Integration</b> Bible Computer Geography History Literature</p>

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<p><b>Chapter 13: Adjectives and Adverbs</b> The students will:</p> <ul style="list-style-type: none"> <li>Identify and use adjectives.</li> <li>Identify the nouns that adjectives describe.</li> <li>Identify and use the articles <i>a</i>, <i>an</i>, and <i>the</i>.</li> <li>Identify and use proper adjectives.</li> <li>Identify and use adverbs.</li> <li>Distinguish between adjectives and adverbs.</li> <li>Diagram sentences with adjectives and adverbs.</li> <li>Identify and write adjectives that compare using the suffixes <i>er</i> and <i>est</i>.</li> <li>Identify and write adverbs that compare using the suffixes <i>er</i> and <i>est</i>.</li> <li>Identify and write adjectives and adverbs that compare using the words <i>more</i> and <i>most</i>.</li> <li>Use <i>good</i> and <i>well</i> correctly in sentences.</li> <li>Identify and use comparative and superlative forms for the adjectives <i>good</i> and <i>bad</i>.</li> <li>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>.</li> <li>Identify and use suffixes.</li> <li>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>.</li> </ul>	<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><b>Evaluation Techniques</b> Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 4: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 280–301; S60–S61, S92</p> <p><u>Student Worktext</u> pages 237–57</p> <p><u>Teacher's Toolkit CD</u> pages 74–83</p> <p>Other materials as specified in the Teacher's Edition</p>	<p><b>Subject Integration</b> Geography Science</p>

## Fourth Grade: English 4 (2<sup>nd</sup> Edition)

Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration/ Subject Integration
<p><b>Chapter 14: Writing a Business Letter</b> The students will:</p> <ul style="list-style-type: none"> <li>• Distinguish between friendly letters and business letters.</li> <li>• Draft sentences to use in a business letter.</li> <li>• Distinguish between formal and informal writing.</li> <li>• Revise the body of a business letter using precise wording, polite tone, and plain facts.</li> <li>• Recognize the proper form for a business letter.</li> <li>• Learn the six parts of a business letter.</li> <li>• Proofread a business letter for mistakes in form.</li> <li>• Choose a topic for a business letter.</li> <li>• Plan a business letter.</li> <li>• Find the address of the recipient of the business letter.</li> <li>• Learn the correct method of writing business addresses.</li> <li>• Recall the four <i>Ps</i> of good business letters.</li> <li>• Draft, revise, proofread, and publish a business letter.</li> <li>• Participate in a writing conference.</li> <li>• Address and envelope correctly.</li> </ul>	<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><b>Evaluation Techniques</b> Class participation Student Worktext pages Reproducible pages Writing project rubric Chapter test</p>	<p><i>English 4: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 303–23; S93–S94</p> <p><u>Student Worktext</u> pages 258–74</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: Prov. 25:11 Eph. 4:29</p> <p>BAT: 5d Communication</p> <p><b>Subject Integration</b> Computer Literature</p>

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<p><b>Chapter 15: Sentences, Phrases, and Clauses</b> The students will:</p> <ul style="list-style-type: none"> <li>• Identify and use prepositions in sentences.</li> <li>• Identify prepositions, objects of the reposition, and prepositional phrases.</li> <li>• Use prepositional phrases in sentences.</li> <li>• Expand sentences by adding prepositional phrases.</li> <li>• Identify independent clauses.</li> <li>• Distinguish independent clauses from fragments.</li> <li>• Correct fragments that are missing a subject or a predicate.</li> <li>• Identify dependent clauses.</li> <li>• Make dependent clauses into independent clauses (sentences).</li> <li>• Distinguish between independent and dependent clauses.</li> <li>• Use commas in series, compound sentences, dates and addresses, and dialogue with quotation marks.</li> <li>• Use commas correctly in sentences with direct addresses, introductory words, and introductory phrases.</li> </ul>	<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><b>Evaluation Techniques</b> Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 4: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 326–47; S64, S95–S97</p> <p><u>Student Worktext</u> pages 275–95</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: I Cor. 10:31 Col. 3:17 Mark 16;15 II Tim. 4:2 I Chron. 16:34 Eph. 5:20</p> <p><b>Subject Integration</b> Art Geography History Science</p>

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Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration/ Subject Integration
<p><b>Chapter 16: Writing Poetry</b> The students will:</p> <ul style="list-style-type: none"> <li>• Recall the function of a thesaurus.</li> <li>• Recognize the importance of a thesaurus in poetry writing.</li> <li>• Use a thesaurus to find interesting, unusual, and appropriate words.</li> <li>• Identify characteristics of haiku.</li> <li>• Write a class haiku together.</li> <li>• Choose a topic for a haiku.</li> <li>• Plan a haiku with a word web.</li> <li>• Draft, revise, proofread, and publish a haiku.</li> <li>• Identify characteristics of acrostic poems.</li> <li>• Use tips for writing acrostic poems.</li> <li>• Write a class acrostic poem together.</li> <li>• Choose a keyword.</li> <li>• Recognize how line breaks affect the movement of a poem.</li> <li>• Plan, draft, revise, proofread, and publish an acrostic poem.</li> </ul>	<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><b>Evaluation Techniques</b> Class participation Student Worktext pages Reproducible pages Writing project rubric Chapter test</p>	<p><i>English 4: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 349–71</p> <p><u>Student Worktext</u> pages 296–310</p> <p><u>Teacher's Toolkit CD</u> pages 96–97</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>Bible Promise: I. God as Master</p> <p><b>Subject Integration</b> Computer Literature Science</p>