

# Lesson Plan Overview

Chapter 1: Words and Sentences			
Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
1	2–5	1–2	<ul style="list-style-type: none"> <li>• Locate the Worktext title, Contents page, and Handbook</li> <li>• Understand that God created language and gave people the ability to use language</li> <li>• Identify and give examples of the four language skills</li> </ul>
2	6–7	3–4	<ul style="list-style-type: none"> <li>• Affirm that God uses words to give us the message of His truth and His love</li> <li>• Distinguish between complete and incomplete sentences</li> <li>• Complete a sentence by using words in the right order</li> <li>• Recognize that a sentence begins with a capital letter and ends with a punctuation mark (a period)</li> </ul>
3	8–9	5–6	<ul style="list-style-type: none"> <li>• Review the definition of a sentence</li> <li>• Recognize a group of words as a sentence</li> <li>• Identify the action word in a sentence</li> </ul>
4	10–11	7–8	<ul style="list-style-type: none"> <li>• Identify the action word in a sentence</li> <li>• Choose a naming word, or noun, from among a group of words</li> <li>• Identify the naming word, or noun, in a sentence</li> </ul>
5	12–13	9–10	<ul style="list-style-type: none"> <li>• Identify the action word in a sentence</li> <li>• Identify the action part of a sentence</li> </ul>
6	14–15	11–12	<ul style="list-style-type: none"> <li>• State the two main parts of a sentence: a naming part and an action part</li> <li>• Identify the naming part of a sentence</li> <li>• Write a complete sentence</li> </ul>
7	16–17	13–14	<ul style="list-style-type: none"> <li>• Recognize that a sentence is a complete thought</li> <li>• Write a sentence that begins with a capital letter and ends with a punctuation mark (a period)</li> </ul>
8	18–19	15–16	<ul style="list-style-type: none"> <li>• Complete a sentence prompt with an example of using words to please God or show love to others</li> <li>• Write a sentence about using each language skill: listen, speak, read, and write</li> </ul>

## Chapter 2: Sentences

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
9	20–23	17, 19–20	<ul style="list-style-type: none"> <li>Affirm that God communicates His thoughts and tells about His actions in sentences</li> <li>Distinguish between a complete thought and an incomplete thought</li> <li>Write a complete sentence, using a capital letter at the beginning and a punctuation mark at the end</li> </ul>
10	24–25	21–22	<ul style="list-style-type: none"> <li>Define the action part of a sentence</li> <li>Identify the action part of a sentence</li> <li>Write a complete sentence</li> <li>Use self-assessment questions to identify sentence parts</li> </ul>
11	26–27	23–24	<ul style="list-style-type: none"> <li>Locate the action part of a sentence</li> <li>Identify the subject part of a sentence</li> <li>Divide a sentence between the subject part and the action part</li> <li>Use self-assessment questions to identify sentence parts</li> </ul>
12	28–29	25–26	<ul style="list-style-type: none"> <li>Identify the subject part</li> <li>Identify the action part</li> <li>Distinguish between the subject part and the action part</li> <li>Write a complete sentence</li> <li>Use self-assessment questions to identify sentence parts</li> </ul>
13	30–31	18, 27–28	<ul style="list-style-type: none"> <li>Identify a statement and a question in a Bible passage</li> <li>Distinguish a statement from a question</li> <li>Write a statement and a question using correct end punctuation</li> </ul>
14	32–33	29–30	<ul style="list-style-type: none"> <li>Explain what an exclamation does</li> <li>Distinguish exclamations from statements and questions</li> <li>Write the correct end punctuation for statements, questions, and exclamations</li> </ul>
15	34–35	31–32	<ul style="list-style-type: none"> <li>Explain what a command does</li> <li>Distinguish the four kinds of sentences from each other</li> <li>Write the punctuation mark appropriate for each kind of sentence</li> <li>Understand that God gives commands in the Bible</li> <li>Write a command</li> </ul>
16	36–37	33–34	<ul style="list-style-type: none"> <li>Define a sentence</li> <li>Define a fragment</li> <li>Distinguish between a sentence and a fragment</li> <li>Change a fragment to a complete sentence</li> </ul>
17	38–39	35–36	<ul style="list-style-type: none"> <li>Match each kind of sentence with its punctuation mark</li> <li>Distinguish the four kinds of sentences from each other</li> <li>Write the appropriate punctuation mark for each kind of sentence</li> <li>Identify the subject part of a sentence</li> </ul>
18	40	37–38	<ul style="list-style-type: none"> <li>Distinguish between sentences and fragments</li> <li>Write sentences using correct capitalization and punctuation</li> <li>Add a subject part or action part to complete sentences</li> <li>Identify the action part/action word of a sentence</li> <li>Draw a vertical line between the two parts of a sentence</li> <li>Determine the four kinds of sentences and the corresponding end punctuation</li> </ul>
19	41		<ul style="list-style-type: none"> <li>Demonstrate knowledge of concepts from Chapter 2 by taking the test</li> </ul>
20	42	39–40	<ul style="list-style-type: none"> <li>Choose a word that completes a sentence</li> <li>Distinguish between sentences and fragments</li> <li>Identify the sentence with correct capitalization and punctuation</li> <li>Identify the action word of a sentence</li> <li>Identify the subject part of a sentence</li> </ul>
	43	41	<ul style="list-style-type: none"> <li>Write two sentences that show love or concern for others</li> </ul>

## Chapter 3: Writing Poetry

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
21	44–47	43, 45	<ul style="list-style-type: none"> <li>• Write words to praise God</li> <li>• Write different names for God</li> <li>• Read and repeat Hebrew poetry in the Psalms</li> </ul>
22	48–49	47, 49	<ul style="list-style-type: none"> <li>• Write a Hebrew poem with the teacher using the Writing Process</li> </ul>
23	50–51	44, 51–52	<ul style="list-style-type: none"> <li>• Generate a list of words that rhyme</li> <li>• Write a couplet with the teacher using the Writing Process</li> </ul>
24	52–53	53	<ul style="list-style-type: none"> <li>• Recognize couplets as a type of poetry</li> <li>• Generate pairs of rhyming words associated with a picture in the Plan step of the couplet</li> </ul>
25	54	55	<ul style="list-style-type: none"> <li>• Recognize couplets as a type of poetry</li> <li>• Draft two sentences that end with rhyming words</li> <li>• Name steps in the Writing Process</li> </ul>
26	55	55	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the steps of the Writing Process</li> <li>• Revise the couplet</li> </ul>
27	56	55	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the steps of the Writing Process</li> <li>• Proofread the couplet</li> </ul>
28	57	57	<ul style="list-style-type: none"> <li>• Publish the couplet</li> </ul>
29	58–59	59–60	<ul style="list-style-type: none"> <li>• Describe the association between words and shapes</li> <li>• Write a shape poem together</li> <li>• Choose an animal for a shape poem</li> </ul>
30	60–61	61–62	<ul style="list-style-type: none"> <li>• Plan a poem by generating colorful words to describe an animal</li> <li>• Draft a shape poem</li> </ul>
31	62–63	63–64	<ul style="list-style-type: none"> <li>• Revise the shape poem</li> </ul>
32	64	65	<ul style="list-style-type: none"> <li>• Identify the steps in proofreading</li> <li>• Apply the proofreading checklist to the shape poem</li> </ul>
33	65	65	<ul style="list-style-type: none"> <li>• Publish the shape poem</li> </ul>
34	66–67	67–68	<ul style="list-style-type: none"> <li>• Complete a sentence</li> <li>• Identify a sentence that answers a question</li> <li>• Identify the kinds of sentences and their punctuation marks</li> <li>• Identify the action part of a sentence</li> </ul>

## Chapter 4: Nouns

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
35	68–71	69–72	<ul style="list-style-type: none"> <li>• Define a noun</li> <li>• Explain why learning about nouns is important for a Christian</li> <li>• Identify nouns in a sentence</li> <li>• Categorize a noun as a person, place, or thing</li> </ul>
36	72–73	73–74	<ul style="list-style-type: none"> <li>• Identify nouns in sentences</li> <li>• Categorize a noun as a person, place, or thing</li> <li>• Construct a compound word by combining two words</li> </ul>
37	74–75	75–76	<ul style="list-style-type: none"> <li>• Define <i>singular</i> and <i>plural</i></li> <li>• Change a singular noun to its plural form by adding -s</li> <li>• Change a singular noun ending in <i>ch, sh, s, x, or z</i> to its plural form by adding -es</li> </ul>
38	76–77	77–78	<ul style="list-style-type: none"> <li>• Identify nouns that form their plurals by changing their spellings</li> <li>• Write the correct plural form of nouns</li> </ul>
39	78–79	79–80	<ul style="list-style-type: none"> <li>• Recognize nouns and compound words</li> <li>• Write the plural form of nouns by adding -s, adding -es, or changing the spelling of the noun</li> <li>• Identify the action part and subject part of a sentence</li> <li>• Write the end punctuation mark</li> </ul>
40	80–81	81–82	<ul style="list-style-type: none"> <li>• Define a common noun</li> <li>• Define a proper noun</li> <li>• Identify common and proper nouns</li> <li>• Apply capitalization rules to the names of God</li> </ul>
41	82–83	83–84	<ul style="list-style-type: none"> <li>• Locate nouns in a series</li> <li>• Use commas to separate three or more words in a series</li> </ul>
42	84–85	85–86	<ul style="list-style-type: none"> <li>• Identify common and proper nouns</li> <li>• Categorize nouns</li> <li>• Construct compound words</li> <li>• Create plural nouns by adding -s or -es or changing the form of the word</li> <li>• Use commas in a series of three or more nouns</li> </ul>
43	86–87	87–88	<ul style="list-style-type: none"> <li>• Identify common and proper nouns</li> <li>• Construct compound words</li> <li>• Write the plural form of nouns by adding -s, adding -es, or changing the spelling of the noun</li> <li>• Use nouns to thank God for the good things that He has given</li> </ul>
44	87		<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts from Chapter 4 by taking the test</li> </ul>
45	88	89–90	<ul style="list-style-type: none"> <li>• Identify the action part of a sentence</li> <li>• Choose the missing action part or subject part</li> <li>• Identify the sentence that answers the question</li> <li>• Choose sentences that have been punctuated correctly</li> <li>• Identify a rhyming couplet</li> </ul>
	89	91	<ul style="list-style-type: none"> <li>• Complete a word web, using proper nouns to name people</li> </ul>

## Chapter 5: Action Verbs

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
46	90–93	93–96	<ul style="list-style-type: none"> <li>• Locate action verbs in a sentence</li> <li>• Choose action verbs that fit the sentence context</li> <li>• Write a sentence using an action verb</li> </ul>
47	94–95	97–98	<ul style="list-style-type: none"> <li>• Identify the now action verb in a sentence</li> <li>• Determine subject-verb agreement</li> </ul>
48	96–97	99–100	<ul style="list-style-type: none"> <li>• Determine whether an action verb is in the present or past tense</li> <li>• Change present-tense action verbs to past tense by adding the suffix <i>-ed</i></li> <li>• Locate the suffix <i>-ed</i> in a past-tense verb</li> <li>• Use a past-tense action verb to tell about something Jesus did</li> </ul>
49	98–99	101–2	<ul style="list-style-type: none"> <li>• Determine subject-verb agreement</li> <li>• Identify past-tense verbs</li> </ul>
50	100–101	103–4	<ul style="list-style-type: none"> <li>• Identify the action verb and subject part in a sentence using self-assessment questions</li> <li>• Determine subject-verb agreement</li> <li>• Determine whether an action verb is in the present or past tense</li> <li>• Change present-tense action verbs to past tense by adding the suffix <i>-ed</i></li> <li>• Identify the past-tense verbs telling about a Christian's actions</li> </ul>
51	102–3	105–6	<ul style="list-style-type: none"> <li>• Identify the past-tense verbs that tell how Christians served God</li> <li>• Recognize the past-tense forms of the irregular verbs <i>tell, give, and sing</i></li> <li>• Use the present- and past-tense forms of these verbs correctly in sentences</li> <li>• Use self-assessment questions to locate sentence parts</li> </ul>
52	104–5	107–8	<ul style="list-style-type: none"> <li>• Recognize the past-tense forms of the irregular verbs <i>see, do, and go</i></li> <li>• Use the present- and past-tense forms of these verbs correctly in sentences</li> <li>• Use self-assessment questions to locate sentence parts</li> </ul>
53	106–7	109–10	<ul style="list-style-type: none"> <li>• Identify the action verb and subject part of a sentence</li> <li>• Recognize the present- and past-tense forms of the irregular verbs <i>tell, give, sing, see, do, and go</i></li> <li>• Determine subject-verb agreement</li> </ul>
54	108	111–12	<ul style="list-style-type: none"> <li>• Identify the action verb and subject part of a sentence</li> <li>• Determine subject-verb agreement</li> <li>• Identify the past forms of regular and certain irregular verbs</li> <li>• Determine whether a verb is in the present or past tense</li> </ul>
55	109		<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts from Chapter 5 by taking the test</li> </ul>
56	110	113–14	<ul style="list-style-type: none"> <li>• Recognize the action part or subject part of sentences and fill in the missing parts</li> <li>• Distinguish among the kinds of sentences</li> <li>• Identify compound words and the correct form of plural nouns</li> <li>• Recognize a complete sentence with capitalization, internal punctuation, and punctuation marks</li> </ul>
	111	115	<ul style="list-style-type: none"> <li>• Write sentences using verbs to tell about God's actions</li> </ul>

## Chapter 6: Writing a Personal Story

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
57	112–15	117–19	<ul style="list-style-type: none"> <li>Recognize that a personal story can tell about what God does in someone's life</li> <li>Identify the three parts of a paragraph</li> <li>Identify details that support a topic or topic sentence</li> </ul>
58	116–17	121–22	<ul style="list-style-type: none"> <li>Identify details in a personal story about what God has done or is doing in the storyteller's life</li> <li>Identify and label the topic sentence, details, and ending sentence of a paragraph</li> <li>Demonstrate self-assessment when evaluating paragraphs</li> </ul>
59	118–19	123	<ul style="list-style-type: none"> <li>Organize thoughts and information for a personal story as a topic sentence, details, and an ending sentence</li> <li>Participate in completing a planning chart for a personal story</li> </ul>
60	120–21	125	<ul style="list-style-type: none"> <li>Classify the characteristics of a sentence, a paragraph, and a personal story</li> <li>Participate in drafting a personal story</li> <li>Produce possible topics for a personal story</li> </ul>
61	122–23	127	<ul style="list-style-type: none"> <li>Explain that a Christian honors God and helps the reader when he makes the effort to improve his writing and correct mistakes</li> <li>Define <i>revise</i></li> <li>Define <i>proofread</i></li> <li>Participate in revising and proofreading a personal story</li> </ul>
62	124–25	129–30	<ul style="list-style-type: none"> <li>Choose a topic for a personal story</li> <li>Complete a planning chart for a personal story</li> <li>Write a topic sentence and an ending sentence</li> <li>Determine details to include in the story and number them in order</li> </ul>
63–64	126–27	131–32	<ul style="list-style-type: none"> <li>Explain the purpose of a draft</li> <li>Write a draft for a personal story</li> <li>Indent the first line of a paragraph</li> <li>Write complete sentences</li> </ul>
65	128–29	133–34	<ul style="list-style-type: none"> <li>Explain the purpose of revising</li> <li>Apply proofreading marks to mark improvements</li> <li>Demonstrate self-assessment when revising</li> </ul>
66	130–31	135	<ul style="list-style-type: none"> <li>Explain the purpose of proofreading</li> <li>Apply proofreading marks to mark corrections</li> <li>Demonstrate self-assessment when proofreading</li> </ul>
67–68	132–33	137–38	<ul style="list-style-type: none"> <li>Publish a neat final writing and illustrate the personal story</li> <li>Demonstrate self-assessment when evaluating the final copy of the story</li> <li>Share the personal story</li> </ul>
69	134–35	139–40	<ul style="list-style-type: none"> <li>Complete a sentence</li> <li>Answer questions with sentences</li> <li>Identify words that should be capitalized</li> <li>Use irregular plural nouns in context</li> <li>Distinguish between now and past verb forms</li> <li>Identify the correct use of commas in a series</li> </ul>

## Chapter 7: More Nouns

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
70	136–39	141–44	<ul style="list-style-type: none"> <li>• Differentiate between common and proper nouns found in the Bible and elsewhere</li> <li>• Apply capitalization to names of people, streets, cities, and states</li> <li>• Write a city and its state using a comma</li> <li>• Capitalize product names</li> </ul>
71	140–41	145–46	<ul style="list-style-type: none"> <li>• Write commas correctly in dates</li> <li>• Use capitalization for nouns naming the titles of people, months, days of the week, and holidays</li> <li>• Use capitalization and punctuation when writing initials</li> </ul>
72	142–43	147–48	<ul style="list-style-type: none"> <li>• Define an abbreviation</li> <li>• Recognize abbreviations for days, months, and titles of people</li> <li>• Write abbreviations correctly</li> </ul>
73	144–45	149–50	<ul style="list-style-type: none"> <li>• Distinguish proper nouns from common nouns</li> <li>• Use capitalization and punctuation when writing dates, a city with its state, titles, initials, and abbreviations</li> <li>• Use capitalization when writing names of specific people, holidays, months, and days</li> </ul>
74	146–47	151–52	<ul style="list-style-type: none"> <li>• Identify the abbreviations of streets and states of the United States</li> <li>• Apply abbreviations when addressing envelopes</li> </ul>
75	148–49	153–54	<ul style="list-style-type: none"> <li>• Recognize nouns that show ownership</li> <li>• Use an apostrophe and an <i>s</i> to make nouns possessive</li> <li>• Write possessive nouns correctly in sentences</li> </ul>
76	150–51	155–56	<ul style="list-style-type: none"> <li>• Use capitalization for specific names of people, products, and holidays</li> <li>• Use capitalization and punctuation when writing titles, initials, dates, and days of the week</li> <li>• Use abbreviations, capitalization, and punctuation when addressing envelopes</li> <li>• Identify and form possessive nouns</li> </ul>
77	152–53	157–58	<ul style="list-style-type: none"> <li>• Identify and capitalize proper nouns</li> <li>• Apply capitalization and punctuation skills to abbreviations of titles, initials, days, months, addresses, and states</li> <li>• Demonstrate ability to address an envelope</li> </ul>
78	153		<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts from Chapter 7 by taking the test</li> </ul>
79	154	159–60	<ul style="list-style-type: none"> <li>• Identify a complete sentence</li> <li>• Choose the question that matches the statement</li> <li>• Identify plural and compound nouns</li> <li>• Use capitalization and punctuation in sentences</li> <li>• Identify the action part and subject part of sentences</li> </ul>
	155	161	<ul style="list-style-type: none"> <li>• Write a prayer request list, including nouns in the list</li> </ul>

## Chapter 8: Pronouns

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
80	156–59	163–66	<ul style="list-style-type: none"> <li>• Define a pronoun</li> <li>• Identify pronouns <i>he, she, and it</i></li> <li>• Replace sentence subjects with singular personal pronouns</li> </ul>
81	160–61	167–68	<ul style="list-style-type: none"> <li>• Identify the use of the pronoun <i>I</i> in the subject part of the sentence and <i>me</i> in the action part of the sentence</li> <li>• Demonstrate placing <i>I</i> or <i>me</i> last when writing or speaking about yourself and another person</li> </ul>
82	162–63	169–70	<ul style="list-style-type: none"> <li>• Identify and use the plural pronouns <i>we</i> and <i>they</i></li> <li>• Recognize that the pronoun <i>you</i> may be singular or plural</li> <li>• Compose a sentence using a plural pronoun</li> </ul>
83	164–65	171–72	<ul style="list-style-type: none"> <li>• Recognize that possessive pronouns show ownership of things that God has given to us</li> <li>• Use singular possessive pronouns in sentences</li> </ul>
84	166–67	173–74	<ul style="list-style-type: none"> <li>• Review singular possessive pronouns</li> <li>• Recognize plural possessive pronouns</li> <li>• Use plural possessive pronouns in sentences</li> </ul>
85	168–69	175–76	<ul style="list-style-type: none"> <li>• Recognize and use personal pronouns <i>I, me, you, he, she, it, we, you, and they</i> and possessive pronouns <i>my, your, his, her, its, our, your, and their</i></li> <li>• Replace nouns with pronouns in sentences</li> </ul>
86	170–71	177–78	<ul style="list-style-type: none"> <li>• Recognize that reflexive pronouns end in <i>self</i> or <i>selves</i></li> <li>• Locate reflexive pronouns in sentences</li> </ul>



## Chapter 9: More Verbs

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
87	172–75	179–82	<ul style="list-style-type: none"> <li>• Define a verb</li> <li>• Identify the helping verbs <i>has</i> and <i>have</i></li> <li>• Distinguish between <i>came/come</i> and <i>ran/run</i> as they are used in sentences</li> <li>• Determine the action part and subject part in sentences</li> </ul>
88	176–77	183–84	<ul style="list-style-type: none"> <li>• Identify helping verbs <i>has</i> and <i>have</i></li> <li>• Distinguish between <i>went/gone</i> and <i>saw/seen</i> as they are used in sentences</li> <li>• Use <i>went</i>, <i>gone</i>, <i>saw</i>, and <i>seen</i> in sentences</li> </ul>
89	178–79	185–86	<ul style="list-style-type: none"> <li>• Distinguish between action verbs and linking verbs</li> <li>• Know that the linking verbs <i>is</i> and <i>are</i> do not show action</li> <li>• Use <i>is</i> and <i>are</i> correctly in sentences demonstrating subject-verb agreement</li> </ul>
90	180–81	187–88	<ul style="list-style-type: none"> <li>• Distinguish between action verbs and linking verbs</li> <li>• Know that the linking verbs <i>was</i> and <i>were</i> do not show action</li> <li>• Use <i>was</i> and <i>were</i> correctly in sentences demonstrating subject-verb agreement</li> </ul>
91	182–83	189–90	<ul style="list-style-type: none"> <li>• Use the helping verbs <i>has</i> and <i>have</i> with <i>come</i>, <i>run</i>, <i>gone</i>, <i>seen</i></li> <li>• Distinguish between <i>came/come</i>, <i>ran/run</i>, <i>went/gone</i>, and <i>saw/seen</i></li> <li>• Distinguish between linking verbs and action verbs</li> <li>• Use <i>is</i>, <i>are</i>, <i>was</i>, and <i>were</i> with correct subject-verb agreement</li> </ul>
92	184–85	191–92	<ul style="list-style-type: none"> <li>• Define a contraction</li> <li>• Demonstrate the formation of contractions</li> <li>• Write contractions in sentences</li> </ul>
93	186–87	193–94	<ul style="list-style-type: none"> <li>• Define an adverb</li> <li>• Locate adverbs that answer the question “How?”</li> <li>• Use adverbs in sentences</li> </ul>
94	188–89	195–96	<ul style="list-style-type: none"> <li>• Define an adverb</li> <li>• Locate adverbs that answer the question “Where?”</li> <li>• Use adverbs in sentences</li> </ul>
95	190–91	197–98	<ul style="list-style-type: none"> <li>• Use the helping verbs <i>has</i> and <i>have</i> in sentences with <i>come</i>, <i>run</i>, <i>gone</i>, and <i>seen</i></li> <li>• Distinguish between action verbs and linking verbs</li> <li>• Choose the correct linking verbs in sentences reflecting subject-verb agreement</li> <li>• Write contractions in sentences</li> </ul>
96	192–93	199–200	<ul style="list-style-type: none"> <li>• Identify and use the helping verbs <i>has</i> and <i>have</i> with <i>come</i>, <i>run</i>, <i>gone</i>, and <i>seen</i></li> <li>• Distinguish between action verbs and linking verbs</li> <li>• Use the linking verbs <i>is</i>, <i>are</i>, <i>was</i>, and <i>were</i> in sentences</li> <li>• Rewrite words as contractions</li> </ul>
97	193		<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts from Chapter 9 by taking the test</li> </ul>
98	194	201–2	<ul style="list-style-type: none"> <li>• Identify complete sentences and the action and subject parts of sentences</li> <li>• Distinguish nouns from verbs</li> <li>• Use commas in a series of words and in dates</li> <li>• Identify the correct verb form</li> <li>• Identify the plural form of a verb</li> <li>• Recognize an address that is written correctly</li> </ul>
	195	203	<ul style="list-style-type: none"> <li>• List the actions needed to complete a task, beginning each item with an action verb</li> </ul>

## Chapter 10: Writing a Friendly Letter

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
99	196–98	205, 207	<ul style="list-style-type: none"> <li>Identify the purpose of a Bible letter</li> <li>Identify the audience and purpose of a friendly letter</li> <li>Identify the parts of a friendly letter</li> </ul>
100	199–200	206, 209–10	<ul style="list-style-type: none"> <li>Label the parts of a letter and describe what each part tells or means</li> <li>Discover the use of commas and capital letters in a letter</li> <li>Identify the audience and purpose of a letter</li> <li>Identify the parts of a paragraph in the body of the letter</li> </ul>
101	201		<ul style="list-style-type: none"> <li>Identify an expression of thankfulness in a Bible passage</li> <li>Identify the audience and purpose of a thank-you letter</li> <li>Participate in planning and drafting a class thank-you letter</li> </ul>
102	202		<ul style="list-style-type: none"> <li>Explain the purpose of revising, proofreading, and publishing</li> <li>Participate in revising, proofreading, and publishing the class thank-you letter</li> </ul>
103–4	203–5	211, 213–14	<ul style="list-style-type: none"> <li>Organize the parts of a letter</li> <li>Explain the audience and purpose of a thank-you letter</li> <li>Plan and draft a personal thank-you letter</li> </ul>
105	206–7	215–16	<ul style="list-style-type: none"> <li>Apply proofreading marks to mark improvements</li> <li>Use a checklist to guide self-assessment</li> </ul>
106–7	208–9	217	<ul style="list-style-type: none"> <li>Explain the purpose of proofreading</li> <li>Apply proofreading marks to mark corrections</li> <li>Use a checklist to guide self-assessment</li> </ul>
108	210–11	219–20	<ul style="list-style-type: none"> <li>Differentiate between a return address and a mailing address</li> <li>Demonstrate the use of capital letters, periods, and commas in an address</li> <li>Draft and proofread the return address and mailing address</li> <li>Publish the addresses on an envelope</li> </ul>
109	212–13	221, 223	<ul style="list-style-type: none"> <li>Explain the purpose of publishing</li> <li>Write a neat copy of the thank-you letter</li> <li>Use a checklist to guide self-assessment</li> </ul>
110	214–15	225–26	<ul style="list-style-type: none"> <li>Identify complete sentences and sentence parts</li> <li>Distinguish verbs from nouns</li> <li>Use commas in a series of words and in dates</li> <li>Choose the correct noun or verb form</li> <li>Recognize an address that is written correctly</li> <li>Identify the correct way to write parts of a letter</li> </ul>

## Chapter 11: Adjectives

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
111	216–19	227–30	<ul style="list-style-type: none"> <li>• Define an adjective</li> <li>• Identify adjectives that use the sense of sight</li> <li>• Use adjectives to answer the question “What kind?”</li> </ul>
112	220–21	231–32	<ul style="list-style-type: none"> <li>• Identify adjectives that use the senses of smell and sound</li> <li>• Differentiate among adjectives that describe the look, sound, and smell of nouns</li> <li>• Use adjectives to answer the question “What kind?”</li> </ul>
113	222–23	233–34	<ul style="list-style-type: none"> <li>• Identify adjectives that use the senses of taste and feel</li> <li>• Differentiate among adjectives that describe the look, smell, sound, taste, and feel of nouns</li> <li>• Use adjectives to answer the question “What kind?”</li> </ul>
114	224–25	235–36	<ul style="list-style-type: none"> <li>• Categorize adjectives by sense</li> <li>• Differentiate among adjectives that describe the look, smell, sound, taste, and feel of nouns</li> <li>• Identify adjectives that answer the question “What kind?”</li> </ul>
115	226–27	237–38	<ul style="list-style-type: none"> <li>• Identify adjectives that answer “How many?”</li> <li>• Identify adjectives that answer “What kind?”</li> </ul>
116	228–29	239–40	<ul style="list-style-type: none"> <li>• Locate nouns that are being compared by adjectives</li> <li>• Identify adjectives that end in <i>-er</i> when used to compare two nouns</li> <li>• Identify adjectives that end in <i>-est</i> when used to compare more than two nouns</li> <li>• Determine how many nouns are being compared</li> </ul>
117	230–31	241–42	<ul style="list-style-type: none"> <li>• Choose the correct adjective to complete a sentence</li> <li>• Write adjectives that end in <i>-er</i> when used to compare two nouns</li> <li>• Write adjectives that end in <i>-est</i> when used to compare more than two nouns</li> </ul>
118	232–33	243–44	<ul style="list-style-type: none"> <li>• Identify adjectives that are synonyms and add color or interest to a sentence</li> <li>• Use a thesaurus to find synonyms</li> </ul>
119	234–35	245–46	<ul style="list-style-type: none"> <li>• Identify adjectives that answer the question “What kind?” by using the five senses</li> <li>• Choose whether adjectives are comparing two or more than two nouns</li> <li>• Use the correct adjective form to compare items</li> <li>• Identify adjectives that answer the question “How many?”</li> <li>• Use a thesaurus to find colorful adjectives that are synonyms for other adjectives</li> <li>• Identify colorful adjectives that are synonyms for other adjectives</li> </ul>
120	236	247–48	<ul style="list-style-type: none"> <li>• Identify adjectives that answer the question “What kind?” or “How many?”</li> <li>• Categorize adjectives by sense</li> <li>• Identify adjectives that compare using <i>-er</i> or <i>-est</i> endings</li> </ul>
121	237		<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts from Chapter 11 by taking the test</li> </ul>
122	238	249–50	<ul style="list-style-type: none"> <li>• Use commas and capital letters when appropriate</li> <li>• Identify command sentences</li> <li>• Distinguish action verbs from nouns</li> <li>• Identify the plural form of a noun</li> <li>• Identify an address that is written correctly</li> <li>• Identify the action part and subject part of a sentence</li> </ul>
	239	251–52	<ul style="list-style-type: none"> <li>• Complete a senses chart to describe a food item</li> <li>• Write a paragraph about a food item, using adjectives from the senses chart</li> </ul>

## Chapter 12: Writing an Instructions Paragraph

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
123	240–43	253–56	<ul style="list-style-type: none"> <li>Identify instructions given in a Bible passage</li> <li>Identify the purpose and audience for a set of instructions</li> <li>Identify the materials and the steps in a model instructions paragraph</li> <li>Explain the purpose of time-order words</li> </ul>
124	244–45	257	<ul style="list-style-type: none"> <li>Identify the materials needed to follow a set of instructions</li> <li>Write a time-order chart to plan an instructions paragraph with the class</li> <li>Draft an instructions paragraph with the class</li> </ul>
125	246–47	259–60	<ul style="list-style-type: none"> <li>Revise, proofread, and publish an instructions paragraph with the class</li> </ul>
126–27	248–49	261–62	<ul style="list-style-type: none"> <li>Choose a topic for an instructions paragraph</li> <li>Identify the materials needed to follow the instructions</li> <li>Complete a plan with a time-order chart for the instructions paragraph</li> </ul>
128–29	250–51	263–64	<ul style="list-style-type: none"> <li>Identify the audience, purpose, and materials of instructions in a Bible passage</li> <li>Write the draft for an instructions paragraph by using a list of materials and a time-order chart</li> </ul>
130–31	252–53	265–66	<ul style="list-style-type: none"> <li>Explain the purpose of revising</li> <li>Apply proofreading marks to mark improvements</li> <li>Assess writing progress using a rubric</li> </ul>
132	254–55	267	<ul style="list-style-type: none"> <li>Proofread an instructions paragraph</li> <li>Apply proofreading marks to mark corrections</li> <li>Assess writing progress using a rubric</li> </ul>
133	256–57	269, 271–72	<ul style="list-style-type: none"> <li>Write a neat copy of the instructions paragraph</li> <li>Publish the paragraph by reading it aloud to an audience</li> </ul>
134	258–59	273–74	<ul style="list-style-type: none"> <li>Apply capitalization and punctuation to sentences</li> <li>Identify the action verb in a sentence</li> <li>Identify the proper placement of commas</li> <li>Identify the correct punctuation in a letter greeting</li> <li>Use pronouns in sentences</li> </ul>

## Chapter 13: More Sentences

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
135	260–63	275–78	<ul style="list-style-type: none"> <li>• Match a subject part with a predicate part to form a sentence</li> <li>• Identify the missing part to complete a sentence</li> <li>• Distinguish between the subject part and predicate part of a sentence</li> </ul>
136	264–65	279–80	<ul style="list-style-type: none"> <li>• Define the predicate part</li> <li>• Match a subject part with a predicate part to form a sentence</li> <li>• Identify the action verb in the predicate part</li> <li>• Distinguish between the subject part and predicate part of a sentence</li> </ul>
137	266–67	281–82	<ul style="list-style-type: none"> <li>• Identify adjectives</li> <li>• Match a subject part with a predicate part to form a sentence</li> <li>• Identify the linking verb in the predicate part</li> <li>• Distinguish between the subject part and predicate part of a sentence</li> </ul>
138	268–69	283–84	<ul style="list-style-type: none"> <li>• Locate an action verb or a linking verb at the beginning of the predicate part</li> <li>• Distinguish between the subject part and predicate part of a sentence</li> <li>• Identify the subject as a noun or pronoun in the subject part</li> <li>• Choose a subject to complete a sentence</li> </ul>
139	270–71	285–86	<ul style="list-style-type: none"> <li>• Match a subject part with a predicate part to form a sentence</li> <li>• Locate an action verb or a linking verb at the beginning of the predicate part</li> <li>• Distinguish between the subject part and predicate part of a sentence</li> <li>• Identify the subject as a noun or pronoun in the subject part</li> <li>• Choose a subject to complete a sentence</li> </ul>
140	272–73	287–88	<ul style="list-style-type: none"> <li>• Distinguish between the subject part and predicate part of a sentence</li> <li>• Identify the subject in the subject part</li> <li>• Combine sentences with the same predicate part by joining the two subjects with <i>and</i></li> </ul>
141	274–75	289–90	<ul style="list-style-type: none"> <li>• Distinguish between the subject part and predicate part of a sentence</li> <li>• Identify words in the predicate part that could be joined with <i>and</i></li> <li>• Combine sentences with the same subject part by joining the two different words in the predicate parts with <i>and</i></li> </ul>
142	276–77	291–92	<ul style="list-style-type: none"> <li>• Identify subject parts and predicate parts in a run-on sentence</li> <li>• Change a run-on sentence into two separate sentences</li> </ul>
143	278–79	293–94	<ul style="list-style-type: none"> <li>• Select expanded sentences that are more interesting because adjectives have been added</li> <li>• Identify adjectives</li> <li>• Choose an adjective to make a sentence more interesting</li> </ul>
144	280–81	295–96	<ul style="list-style-type: none"> <li>• Distinguish between the subject part and predicate part of a sentence</li> <li>• Identify the subject and the verb in a sentence</li> <li>• Identify adjectives</li> <li>• Combine sentences that have the same subject part</li> <li>• Combine sentences that have the same predicate part</li> <li>• Change a run-on sentence into two separate sentences</li> <li>• Use adjectives to make sentences more interesting</li> </ul>
145	282	297–98	<ul style="list-style-type: none"> <li>• Match a subject part with a predicate part to form a sentence</li> <li>• Distinguish between the subject part and predicate part of a sentence</li> <li>• Identify the subject and the verb in a sentence</li> <li>• Combine sentences that have the same predicate part</li> <li>• Combine sentences that have the same subject part</li> <li>• Change a run-on sentence into two separate sentences</li> </ul>

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
146	283		<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts from Chapter 13 by taking the test</li> </ul>
147	284	299–300	<ul style="list-style-type: none"> <li>• Recognize and punctuate kinds of sentences</li> <li>• Identify parts of a letter with correct capitalization and punctuation</li> <li>• Use capitalization and punctuation with proper nouns, abbreviations, and initials</li> <li>• Identify the correct use of irregular verbs and helping verbs</li> <li>• Distinguish among adjectives that use the five senses</li> </ul>
	285	301	<ul style="list-style-type: none"> <li>• Write a paragraph about being encouraged by what someone said or wrote</li> </ul>

## Chapter 14: Writing an Opinion Paragraph

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
148	286–89	303, 305–6	<ul style="list-style-type: none"> <li>• Distinguish between a fact and an opinion</li> <li>• Identify reasons that support an opinion</li> <li>• Write an opinion sentence using <i>because</i> to connect the opinion and a reason</li> </ul>
149–50	290–91	304, 307–8	<ul style="list-style-type: none"> <li>• Identify the parts of an opinion paragraph about a book</li> <li>• Write a book title and author's name with correct capitalization, punctuation, and underlining</li> <li>• Identify reasons that support an opinion</li> <li>• Recognize that the ending sentence restates the opinion</li> </ul>
151–52	292–93	309–10	<ul style="list-style-type: none"> <li>• Identify the audience and purpose of an opinion paragraph</li> <li>• Participate in brainstorming reasons for an opinion</li> <li>• Write opinion words to plan an opinion paragraph</li> <li>• Write transition words to plan an opinion paragraph</li> <li>• Plan an opinion paragraph about a book</li> </ul>
153–54	294–95	311–12	<ul style="list-style-type: none"> <li>• Order sentences to make an opinion paragraph</li> <li>• Write the draft of an opinion paragraph using a planning chart</li> </ul>
155–56	296–97	313–14	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of putting others first</li> <li>• Apply proofreading marks to make improvements</li> <li>• Demonstrate the appropriate use of opinion words</li> <li>• Assess writing progress using a rubric</li> </ul>
157	298–99	315	<ul style="list-style-type: none"> <li>• Apply proofreading marks to mark corrections</li> <li>• Consult a dictionary to check or correct spelling</li> <li>• Assess writing progress using a rubric</li> </ul>
158–59	300–301	317, 319–20	<ul style="list-style-type: none"> <li>• Explain the purpose of the publishing step</li> <li>• Publish a neat final copy of the paragraph</li> <li>• Demonstrate self-assessment when evaluating the final copy</li> <li>• Publish the paragraph by reading expressively to an audience</li> </ul>
160	302–3	321–22	<ul style="list-style-type: none"> <li>• Recognize sentences with correct capitalization and punctuation</li> <li>• Identify compound words</li> <li>• Replace nouns with pronouns</li> <li>• Complete sentences with adjectives</li> </ul>

## Chapter 15: Study and Research Skills

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
161	304–7	323–26	<ul style="list-style-type: none"> <li>• Differentiate among the author, illustrator, and publisher of a book</li> <li>• Identify the content on the title page of a book</li> <li>• Use the contents page to find information</li> </ul>
162	308–9	327–28	<ul style="list-style-type: none"> <li>• Identify guide words and entry words on a dictionary page</li> <li>• Locate definitions</li> <li>• Locate sample sentences within entries</li> </ul>
163	310–11	329–30	<ul style="list-style-type: none"> <li>• Differentiate among fiction, nonfiction, and biography</li> <li>• Demonstrate an understanding of the alphabetical arrangement of books in the library</li> <li>• Identify respect in handling library materials</li> </ul>
164	312–13		<ul style="list-style-type: none"> <li>• Demonstrate the use of the library catalog</li> <li>• Locate a book on the shelf using its call number information</li> </ul>
165	314–15		<ul style="list-style-type: none"> <li>• Explain that words should please God</li> <li>• Identify TOOLS of Internet safety</li> <li>• Identify ways that technology can be used to love and serve others</li> </ul>
166	316–17	331–32	<ul style="list-style-type: none"> <li>• Record source information with correct capitalization and punctuation</li> <li>• Demonstrate the ability to research a topic with the Internet</li> <li>• Determine information that is helpful for their research</li> </ul>
167	318–19	333–34	<ul style="list-style-type: none"> <li>• Determine the difference between hearing and listening</li> <li>• Use the Tips for Good Listening to guide listening and to successfully answer questions</li> </ul>
168	320–21	335–36	<ul style="list-style-type: none"> <li>• Identify four questions for remembering facts</li> <li>• Apply the four questions to identify facts and details</li> <li>• Determine the main idea of a listening activity</li> </ul>

## Chapter 16: Writing a Research Report

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
169	322–25	337–40	<ul style="list-style-type: none"> <li>• Identify facts in a text</li> <li>• Identify the parts of a research report</li> <li>• Differentiate between facts and opinions</li> <li>• Choose a topic for the research report</li> </ul>
170	326–27	341–42	<ul style="list-style-type: none"> <li>• List the steps of the Writing Process</li> <li>• Write an interesting title for the research report</li> <li>• Identify the paragraph parts of a model report</li> <li>• Differentiate between the topic sentence and supporting details in a paragraph</li> </ul>
171–72	328–29	343–44	<ul style="list-style-type: none"> <li>• Analyze model notes</li> <li>• Evaluate the truthfulness of information to include in the report</li> <li>• Take notes from nonfiction sources</li> <li>• Reference the sources of the notes</li> </ul>
173–74	330–31	345	<ul style="list-style-type: none"> <li>• Analyze a model draft of a research report</li> <li>• Create three paragraphs by writing information from the note cards into sentences</li> </ul>
175–76	332–33	347–48	<ul style="list-style-type: none"> <li>• Explain the purpose of revising</li> <li>• Analyze a model revised report</li> <li>• Apply proofreading marks to mark improvements</li> <li>• Conference with a peer to make improvements to your draft</li> </ul>
177	334–35	349	<ul style="list-style-type: none"> <li>• Analyze a model proofread report</li> <li>• Identify capitalization, punctuation, and spelling mistakes</li> <li>• Apply proofreading marks to mark corrections</li> </ul>
178–79	336–37	351	<ul style="list-style-type: none"> <li>• Write a final corrected copy with best penmanship</li> <li>• Create a cover for the report</li> <li>• Share the report with others</li> </ul>
180	338–39	353–54	<ul style="list-style-type: none"> <li>• Distinguish kinds of sentences</li> <li>• Identify subject-verb agreement</li> <li>• Complete sentences with the correct predicate part</li> <li>• Combine sentences</li> <li>• Complete sentences with adjectives</li> <li>• Identify the correct use of capitalization and punctuation in dates, addresses, abbreviations, and titles</li> </ul>