

# English 3 Third Edition

## Lesson Plan Overview

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 1: Sentences</b>			
1	2–5	1–4	<ul style="list-style-type: none"> <li>• Explain how God uses language to communicate. <b>BWS</b></li> <li>• Recall that God has given people the ability to use language to communicate. <b>BWS</b></li> <li>• Explain how people use language. <b>BWS</b></li> <li>• Arrange a group of words in sentence order.</li> <li>• Write a sentence with correct capitalization and punctuation.</li> </ul>
2	6–7	5–6	<ul style="list-style-type: none"> <li>• Explain what the subject of a sentence tells.</li> <li>• Explain what the predicate of a sentence tells.</li> <li>• Identify the subject or predicate that completes a sentence.</li> <li>• Distinguish the subject of a sentence from the predicate.</li> <li>• Write a sentence using correct capitalization and end punctuation.</li> </ul>
3	8–9	7–8	<ul style="list-style-type: none"> <li>• Distinguish the subject of a sentence from the predicate.</li> <li>• Distinguish a fragment from a sentence.</li> <li>• Change a fragment into a sentence.</li> <li>• Write a sentence using correct capitalization and end punctuation.</li> </ul>
4	10–11	9–10	<ul style="list-style-type: none"> <li>• Distinguish the subject of a sentence from the predicate.</li> <li>• Identify subjects that can be combined.</li> <li>• Write a sentence with combined subjects using the conjunction <i>and</i>.</li> <li>• Identify predicates that can be combined.</li> <li>• Write a sentence with combined predicates using the conjunction <i>and</i>.</li> </ul>
5	12–13	11–12	<ul style="list-style-type: none"> <li>• Identify the conjunction in a compound sentence.</li> <li>• Identify the two simple sentences in a compound sentence.</li> <li>• Identify the compound sentence that is written correctly.</li> <li>• Combine two simple sentences using a comma and the conjunction <i>and, but, or or</i>.</li> </ul>
6	14–15	13–14	<ul style="list-style-type: none"> <li>• Identify examples of communication in a read-aloud.</li> <li>• Distinguish the subject of a sentence from the predicate.</li> <li>• Distinguish a fragment from a sentence.</li> <li>• Change a fragment into a sentence.</li> <li>• Write a sentence with combined subjects or predicates.</li> <li>• Identify the compound sentence that is written correctly.</li> <li>• Combine two simple sentences using a comma and the conjunction <i>and, but, or or</i>.</li> <li>• Write a sentence using correct capitalization and end punctuation.</li> </ul>

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7	16–17	15–16	<ul style="list-style-type: none"> <li>• Identify the individual sentences in a run-on sentence.</li> <li>• Use proofreading marks to indicate corrections for a run-on sentence.</li> <li>• Divide a run-on sentence into individual sentences using correct capitalization and punctuation.</li> </ul>
8	18–19	17–18	<ul style="list-style-type: none"> <li>• Distinguish a declarative sentence from an interrogative sentence.</li> <li>• Punctuate a declarative sentence and an interrogative sentence correctly.</li> <li>• Write a given type of sentence using correct capitalization and end punctuation.</li> </ul>
9	20–21	19–20	<ul style="list-style-type: none"> <li>• Distinguish an imperative sentence from an exclamatory sentence.</li> <li>• Identify the four types of sentences.</li> <li>• Punctuate the four types of sentences correctly.</li> <li>• Write a given type of sentence with correct capitalization and end punctuation.</li> </ul>
10	22–23	21–22	<ul style="list-style-type: none"> <li>• Identify the individual sentences in a run-on sentence.</li> <li>• Divide a run-on sentence into individual sentences using correct capitalization and punctuation.</li> <li>• Identify the four types of sentences.</li> <li>• Punctuate the four types of sentences correctly.</li> <li>• Write a given type of sentence using correct capitalization and end punctuation.</li> </ul>
11	24–25	23–24	<ul style="list-style-type: none"> <li>• Distinguish the subject from the predicate of a sentence.</li> <li>• Distinguish a fragment from a sentence.</li> <li>• Produce sentences with combined subjects or predicates using the conjunction <i>and</i>.</li> <li>• Identify the individual sentences in a run-on sentence.</li> <li>• Combine two simple sentences using a comma and the conjunction <i>and, but, or or</i>.</li> <li>• Identify the four types of sentences.</li> <li>• Punctuate the four types of sentences correctly.</li> <li>• Write a sentence with correct capitalization and end punctuation.</li> </ul>
12	25		<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts from Chapter 1 by taking the test.</li> </ul>
13	26–27	25	<ul style="list-style-type: none"> <li>• Write two encouraging or helpful sentences in a journal entry. <b>BWS</b></li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 2: Writing a Sound Poem</b>			
14	28–31	27–30	<ul style="list-style-type: none"> <li>• Identify literary devices.</li> <li>• Relate 1 Timothy 6:17 to the enjoyment of a sound poem. <b>BWS</b></li> </ul>
15	32–33	31–32	<ul style="list-style-type: none"> <li>• Identify rhyme, alliteration, and onomatopoeia in a poem.</li> <li>• Write a sentence using a sound device to celebrate sound words. <b>BWS</b></li> <li>• Read aloud a sentence to celebrate sound words.</li> </ul>
16	34–35	33–34	<ul style="list-style-type: none"> <li>• Recall the purpose of each of the five steps of the Writing Process.</li> <li>• Create shared writing of a sound poem using the five steps of the Writing Process.</li> <li>• Read the final poem aloud with expression.</li> </ul>
17	36–37	35–36	<ul style="list-style-type: none"> <li>• Choose a topic for an original poem in the Plan step.</li> <li>• Compose a list of words for each topic for a sound poem.</li> <li>• Choose sound devices to be used in a sound poem.</li> <li>• Identify the purpose and audience of a sound poem. <b>BWS</b></li> </ul>
18	38–39	28, 36–37	<ul style="list-style-type: none"> <li>• Compose a sound poem using sentences in the Draft step.</li> </ul>
19	40–41	37–38	<ul style="list-style-type: none"> <li>• Identify the sound devices in the poem draft.</li> <li>• Complete the poem draft with two sound devices.</li> <li>• Demonstrate enjoyment of God’s creation with sound words. <b>BWS</b></li> </ul>
20	42–43	28, 39–40	<ul style="list-style-type: none"> <li>• Identify the function of a thesaurus.</li> <li>• Find exact or interesting words in a thesaurus to improve writing.</li> </ul>
21	44–45	38, 41–42	<ul style="list-style-type: none"> <li>• Participate in a writing conference.</li> <li>• Make improvements to the poem based on a writing conference.</li> <li>• Evaluate the sound poem to improve the text in the Revise step.</li> <li>• Revise words to achieve exact meaning.</li> <li>• Use proofreading marks to indicate revisions to the text.</li> </ul>
22	46–47	42–43	<ul style="list-style-type: none"> <li>• Evaluate the sound poem for capitalization, punctuation, and spelling errors in the Proofread step.</li> <li>• Use proofreading marks to indicate corrections to the text.</li> </ul>
23	48–49	45–46	<ul style="list-style-type: none"> <li>• Produce a final copy of the sound poem in the Publish step.</li> <li>• Create an audio or video recording.</li> <li>• Illustrate the poem.</li> </ul>

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24	50–51	47, 49–50	<ul style="list-style-type: none"> <li>• Identify parts of God’s creation that are celebrated in an illustration. <b>BWS</b></li> <li>• Explain how an original poem celebrates God’s creation. <b>BWS</b></li> <li>• Distinguish the subject from the predicate of a sentence.</li> <li>• Distinguish a fragment from a sentence.</li> <li>• Identify sentences with combined subjects or predicates using the conjunction <i>and</i>.</li> <li>• Combine two simple sentences using a comma and the conjunction <i>and</i> or <i>but</i>.</li> <li>• Distinguish a correct sentence from a run-on sentence.</li> <li>• Write the correct end punctuation for a sentence.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 3: Nouns</b>			
25	52–53	51–52	<ul style="list-style-type: none"> <li>Recall the origin of naming words. <b>BWS</b></li> <li>Identify nouns in context.</li> </ul>
26	54–55	53–54	<ul style="list-style-type: none"> <li>Identify nouns in sentences.</li> <li>Write a sentence using a noun.</li> </ul>
27	56–57	55–56	<ul style="list-style-type: none"> <li>Distinguish singular nouns from plural nouns.</li> <li>Choose the suffix <i>-s</i> or <i>-es</i> to form a plural noun.</li> <li>Write the plural form of a noun using the suffix <i>-s</i> or <i>-es</i>.</li> <li>Use the plural form of a given noun in a sentence.</li> </ul>
28	58–59	57–58	<ul style="list-style-type: none"> <li>Distinguish singular nouns from plural nouns.</li> <li>Identify the correct spelling pattern for plural nouns that change their spellings.</li> <li>Write the plural form of a noun that changes spelling.</li> <li>Use the plural form of a given noun in a sentence.</li> </ul>
29	60–61	59–60	<ul style="list-style-type: none"> <li>Identify possessive nouns in context.</li> <li>Punctuate a singular possessive noun correctly.</li> <li>Use a singular possessive noun in a phrase.</li> <li>Use a singular possessive noun in a sentence.</li> </ul>
30	62–63	61–62	<ul style="list-style-type: none"> <li>Identify nouns in context.</li> <li>Distinguish a singular noun from a plural noun.</li> <li>Choose the correct spelling pattern to form a plural noun.</li> <li>Write the plural form of a singular noun.</li> <li>Punctuate a singular possessive noun correctly.</li> <li>Use a singular possessive noun in a phrase.</li> <li>Write a sentence using a given noun.</li> </ul>
31	64–65	63–64	<ul style="list-style-type: none"> <li>Distinguish common nouns from proper nouns.</li> <li>Replace a given common noun with a proper noun.</li> <li>Replace a given proper noun with a common noun.</li> <li>Capitalize proper nouns correctly.</li> <li>Use a proper noun in a sentence.</li> </ul>
32	66–67	65–66	<ul style="list-style-type: none"> <li>Write the abbreviation for a given proper noun with correct capitalization and punctuation.</li> <li>Proofread for correct capitalization and punctuation of abbreviations in dates, addresses, and sentences.</li> </ul>
33	68–69	67–68	<ul style="list-style-type: none"> <li>Identify nouns in a series.</li> <li>Use commas to punctuate nouns in a series.</li> <li>Combine sentences using nouns in a series.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
34	70–71	69–70	<ul style="list-style-type: none"> <li>• Distinguish between common and proper nouns.</li> <li>• Proofread for correct capitalization of proper nouns.</li> <li>• Proofread for correct capitalization and punctuation of abbreviations.</li> <li>• Use commas to punctuate nouns in a series.</li> <li>• Combine sentences using nouns in a series.</li> </ul>
35	72–73	71–72	<ul style="list-style-type: none"> <li>• Identify a noun in context.</li> <li>• Distinguish between singular and plural nouns.</li> <li>• Use the plural forms of regular and irregular nouns.</li> <li>• Punctuate a singular possessive noun correctly.</li> <li>• Use a singular possessive noun in a sentence.</li> <li>• Use correct capitalization and punctuation for proper nouns and their abbreviations.</li> <li>• Use commas to punctuate nouns in a series.</li> <li>• Write a sentence using a given noun.</li> </ul>
36	73		<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts from Chapter 3 by taking the test.</li> </ul>
37	74–75	73, 75–76	<ul style="list-style-type: none"> <li>• Use language to thank God for material blessings. <b>BWS</b></li> <li>• Use correct end punctuation for declarative, interrogative, imperative, and exclamatory sentences.</li> <li>• Combine subjects and predicates.</li> <li>• Distinguish sentences from fragments.</li> <li>• Identify rhyming words.</li> <li>• Distinguish between stages of the Writing Process.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 4: Action Verbs</b>			
38	76–77	77–78	<ul style="list-style-type: none"> <li>• Identify action words in a poem.</li> <li>• Identify respectful and disrespectful responses to authority in a poem. <b>BWS</b></li> <li>• Demonstrate the meaning of action words in a poem.</li> </ul>
39	78–79	79–80	<ul style="list-style-type: none"> <li>• Define <i>action verb</i>.</li> <li>• Explain what an action verb shows or tells.</li> <li>• Identify an action verb in the predicate.</li> <li>• Define <i>simple subject</i>.</li> <li>• Identify the simple subject of a sentence.</li> <li>• Choose action verbs showing respect in context sentences. <b>BWS</b></li> <li>• Write an original sentence using an action verb.</li> </ul>
40	80–81	81–82	<ul style="list-style-type: none"> <li>• Explain what an action verb shows or tells.</li> <li>• Choose the present-tense action verb that agrees with the subject.</li> <li>• Evaluate verb tense within a paragraph.</li> </ul>
41	82–83	83–84	<ul style="list-style-type: none"> <li>• Distinguish past-tense action verbs from present-tense action verbs.</li> <li>• Use the suffix <i>-ed</i> to form a past-tense verb.</li> <li>• Identify the action verb that completes a sentence.</li> <li>• Use a past-tense verb in a sentence.</li> <li>• Choose past-tense verbs that show respect for authority to fit the sentence context. <b>BWS</b></li> </ul>
42	84–85	85–86	<ul style="list-style-type: none"> <li>• Distinguish among present-, past-, and future-tense action verbs.</li> <li>• Identify the action verb that completes a sentence.</li> <li>• Use a future-tense verb in a sentence.</li> </ul>
43	86–87	87–88	<ul style="list-style-type: none"> <li>• Distinguish among present-, past-, and future-tense action verbs.</li> <li>• Choose the present-tense action verb that agrees with the subject.</li> <li>• Identify the action verb that completes a sentence.</li> <li>• Write a sentence using a present-, past-, or future-tense action verb, identifying the tense.</li> </ul>
44	88–89	89–90	<ul style="list-style-type: none"> <li>• Identify the complete verb in a sentence.</li> <li>• Distinguish the helping verb from the main verb in a complete verb.</li> <li>• Use <i>has</i> or <i>have</i> as a helping verb to show subject-verb agreement.</li> <li>• Use a complete verb in a sentence.</li> </ul>
45	90–91	91–92	<ul style="list-style-type: none"> <li>• Distinguish regular verbs from irregular verbs.</li> <li>• Use the correct form of an irregular verb to show present or past tense.</li> <li>• Identify the form of an irregular verb that completes a sentence.</li> <li>• Use an irregular verb in a sentence.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
46	92–93	93–94	<ul style="list-style-type: none"> <li>• Distinguish regular verbs from irregular verbs.</li> <li>• Use the correct form of an irregular verb to show present or past tense.</li> <li>• Identify the form of an irregular verb that completes a sentence.</li> <li>• Use an irregular verb in a sentence.</li> </ul>
47	94–95	95–96	<ul style="list-style-type: none"> <li>• Identify the complete verb in a sentence.</li> <li>• Distinguish the helping verb from the main verb in a complete verb.</li> <li>• Use a helping verb to show subject-verb agreement.</li> <li>• Use a complete verb in a sentence.</li> <li>• Use the past-tense form of an irregular verb.</li> <li>• Identify the form of an irregular verb that completes a sentence.</li> <li>• Use an irregular verb in a sentence.</li> </ul>
48	96–97	97–98	<ul style="list-style-type: none"> <li>• Identify the verb that shows subject-verb agreement.</li> <li>• Distinguish among present-, past-, and future-tense action verbs.</li> <li>• Distinguish the helping verb from the main verb in a complete verb.</li> <li>• Identify the form of an irregular verb that completes a sentence.</li> <li>• Use an action verb in a sentence.</li> </ul>
49	97		<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts from Chapter 4 by taking the test.</li> </ul>
50	98–99	99, 101–2	<ul style="list-style-type: none"> <li>• Use language to express right attitudes toward authority. <b>BWS</b></li> <li>• Identify the sentence with correct capitalization and end punctuation.</li> <li>• Choose the correct plural form of a noun.</li> <li>• Use a thesaurus to find exact words.</li> <li>• Choose the best combined sentence.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 5: Writing Game Instructions</b>			
51	100–103	103–6	<ul style="list-style-type: none"> <li>• Explain why writing clear game instructions is important. <b>BWS</b></li> <li>• Identify the topic, materials, and steps of game instructions.</li> <li>• Identify time-order words used in game instructions.</li> <li>• Identify the purpose and audience of game instructions.</li> <li>• Choose time-order words for a given game instructions paragraph.</li> </ul>
52	104–5	107–8	<ul style="list-style-type: none"> <li>• Identify the title, topic sentence, materials, steps, and conclusion in a game instructions paragraph.</li> <li>• Identify the best materials sentence for a given game instructions paragraph.</li> <li>• Identify the best conclusion for a given game instructions paragraph.</li> </ul>
53	106–7	109–10	<ul style="list-style-type: none"> <li>• Use exact words from a thesaurus to improve writing.</li> </ul>
54	108–9		<ul style="list-style-type: none"> <li>• Identify game materials and steps in the Plan step of a shared writing activity.</li> </ul>
55	110–11		<ul style="list-style-type: none"> <li>• Describe game instructions during the shared writing of a paragraph in the Draft step.</li> </ul>
56	112–13		<ul style="list-style-type: none"> <li>• Evaluate a paragraph for clarity and accuracy in the Revise step.</li> <li>• Evaluate a paragraph for errors in capitalization, punctuation, and spelling in the Proofread step.</li> </ul>
57	114–15	111–12	<ul style="list-style-type: none"> <li>• Analyze a model of a planning chart.</li> <li>• Identify game materials and steps in the Plan step.</li> </ul>
58–59	116–17	112–16	<ul style="list-style-type: none"> <li>• Evaluate whether game instructions are explained in an understandable and friendly way. <b>BWS</b></li> <li>• Compare a model of a planning chart with a model of a draft.</li> <li>• Compose a game instructions paragraph in the Draft step.</li> </ul>
60–61	118–19	115–20	<ul style="list-style-type: none"> <li>• Explain the importance of revising. <b>BWS</b></li> <li>• Analyze a model of a revised game instructions paragraph.</li> <li>• Evaluate a paragraph for clarity and accuracy in the Revise step.</li> <li>• Use proofreading marks to indicate revisions.</li> <li>• Participate in a peer conference.</li> </ul>
62	120–21	119–21	<ul style="list-style-type: none"> <li>• Explain the importance of proofreading. <b>BWS</b></li> <li>• Analyze a model of a proofread book review.</li> <li>• Evaluate a paragraph for errors in capitalization, punctuation, and spelling in the Proofread step.</li> <li>• Use proofreading marks to indicate corrections.</li> </ul>
63–64	122–23	119–20, 122–24	<ul style="list-style-type: none"> <li>• Produce a final copy of the game instructions paragraph in the Publish step.</li> </ul>

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65	124–25	125, 127–28	<ul style="list-style-type: none"><li>• Describe teaching a game in an understandable and encouraging way. <b>BWS</b></li><li>• Choose the present-tense action verb that agrees with the subject.</li><li>• Identify the compound sentence that is written correctly.</li><li>• Identify the abbreviation that is written correctly.</li><li>• Identify the sentence in which nouns in a series are written correctly.</li><li>• Identify the sentence in which the proper nouns are written correctly.</li></ul>

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 6: Pronouns</b>			
66	126–27	129–30	<ul style="list-style-type: none"> <li>List principles about showing respect in communication from a biblical perspective. <b>BWS</b></li> </ul>
67	128–29	131–32	<ul style="list-style-type: none"> <li>Evaluate the attitude of a statement that includes a subject pronoun. <b>BWS</b></li> <li>Replace subjects with subject pronouns.</li> <li>Write a sentence using a subject pronoun.</li> </ul>
68	130–31	133–34	<ul style="list-style-type: none"> <li>Distinguish between singular and plural pronouns.</li> <li>Choose verbs that agree with subject pronouns.</li> </ul>
69	132–33	135–36	<ul style="list-style-type: none"> <li>Evaluate the attitude of a statement that includes an object pronoun. <b>BWS</b></li> <li>Distinguish between correct and incorrect use of object pronouns.</li> <li>Replace objects with object pronouns.</li> <li>Write a sentence using an object pronoun.</li> </ul>
70	134–35	137–38	<ul style="list-style-type: none"> <li>Evaluate the difference in attitude between a sentence that uses courtesy order and one that does not use courtesy order. <b>BWS</b></li> <li>Explain how courtesy order reflects biblical teaching of kindness to others. <b>BWS</b></li> <li>Use courtesy order to organize pronouns in a sentence.</li> <li>Distinguish between correct and incorrect use of <i>I</i> and <i>me</i>.</li> <li>Use <i>I</i> and <i>me</i> correctly in sentences.</li> </ul>
71	136–37	139–40	<ul style="list-style-type: none"> <li>Distinguish between correct and incorrect use of subject and object pronouns.</li> <li>Replace subjects and objects with appropriate pronouns.</li> <li>Choose verbs that agree with subject pronouns.</li> <li>Use <i>I</i> and <i>me</i> correctly in sentences.</li> <li>Use courtesy order to organize pronouns in a sentence.</li> <li>Write a sentence using a given pronoun.</li> </ul>
72	138–39	141–42	<ul style="list-style-type: none"> <li>Find plural possessive nouns in sentences.</li> <li>Make a plural noun that ends in <i>s</i> possessive by adding an apostrophe to the end of the noun.</li> <li>Make a plural noun that does not end in <i>s</i> possessive by adding an apostrophe and an <i>s</i> to the end of the noun.</li> <li>Distinguish between correct and incorrect use of an apostrophe in plural possessive nouns.</li> <li>Write a sentence using a plural possessive noun.</li> </ul>
73	140–41	143–44	<ul style="list-style-type: none"> <li>Evaluate the attitude of a statement that includes a possessive pronoun. <b>BWS</b></li> <li>Find possessive pronouns in sentences.</li> <li>Replace possessive nouns with possessive pronouns.</li> <li>Write a sentence using a possessive pronoun.</li> </ul>

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74	142–43	145–46	<ul style="list-style-type: none"> <li>• Evaluate the attitude of a statement that includes a possessive pronoun. <b>BWS</b></li> <li>• Use possessive nouns in sentences.</li> <li>• Use possessive pronouns in sentences.</li> </ul>
75	144–45	147–48	<ul style="list-style-type: none"> <li>• Find possessive pronouns in sentences.</li> <li>• Use singular and plural possessive nouns in sentences.</li> <li>• Distinguish between correct and incorrect use of an apostrophe in singular and plural possessive nouns.</li> <li>• Replace possessive nouns with possessive pronouns.</li> <li>• Write a sentence using a possessive pronoun.</li> </ul>
76	146–47	149–50	<ul style="list-style-type: none"> <li>• Distinguish between correct and incorrect use of subject and object pronouns.</li> <li>• Replace subjects with subject pronouns.</li> <li>• Replace objects with object pronouns.</li> <li>• Use <i>I</i> and <i>me</i> correctly in sentences.</li> <li>• Use courtesy order to organize pronouns in a sentence.</li> <li>• Choose verbs that agree with subject pronouns.</li> <li>• Distinguish between correct and incorrect use of an apostrophe in singular and plural possessive nouns.</li> <li>• Replace possessive nouns with possessive pronouns.</li> <li>• Write a sentence using a given pronoun.</li> </ul>
77	147		<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts from Chapter 6 by taking the test.</li> </ul>
78	148–149	151, 153–54	<ul style="list-style-type: none"> <li>• Use language that is kind and respectful of others. <b>BWS</b></li> <li>• Distinguish a correct sentence from a run-on sentence.</li> <li>• Use correct punctuation in a compound sentence.</li> <li>• Distinguish among past-, present-, and future-tense verbs.</li> <li>• Use irregular verbs in sentences.</li> <li>• Choose time-order words to use in a list of instructions.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 7: Adjectives and Adverbs</b>			
79	150–51	155–56	<ul style="list-style-type: none"> <li>Identify descriptive words in a poem.</li> <li>Find examples of word pictures in a poem that celebrate things that we enjoy. <b>BWS</b></li> </ul>
80	152–53	157–58	<ul style="list-style-type: none"> <li>Define <i>adjective</i>.</li> <li>Identify the adjective that modifies a noun in a sentence.</li> <li>Distinguish adjectives that tell what kind from adjectives that tell how many.</li> <li>Write an original sentence using an adjective.</li> </ul>
81	154–55	159–60	<ul style="list-style-type: none"> <li>Distinguish adjectives that compare two nouns using <i>-er</i> from adjectives that compare more than two nouns using <i>-est</i>.</li> <li>Choose the adjective that best completes a sentence.</li> </ul>
82	156–57	161–62	<ul style="list-style-type: none"> <li>Distinguish adjectives that use <i>more</i> from adjectives that use <i>most</i>.</li> <li>Choose <i>more</i> or <i>most</i> when comparing nouns in a sentence.</li> <li>Distinguish adjectives that use <i>more</i> and <i>most</i> from adjectives that use <i>-er</i> and <i>-est</i>.</li> </ul>
83	158–59	163–64	<ul style="list-style-type: none"> <li>Recall that <i>a</i>, <i>an</i>, and <i>the</i> are adjectives called articles.</li> <li>Determine the correct article for a given word.</li> <li>Identify commas used correctly to punctuate adjectives in a series.</li> <li>Write an original sentence using an article.</li> </ul>
84	160–61	165–66	<ul style="list-style-type: none"> <li>Write an expanded sentence using adjectives.</li> </ul>
85	162–63	167–68	<ul style="list-style-type: none"> <li>Distinguish adjectives that tell what kind from adjectives that tell how many.</li> <li>Distinguish adjectives that compare two nouns using <i>-er</i> from adjectives that compare more than two nouns using <i>-est</i>.</li> <li>Distinguish adjectives that use <i>more</i> from adjectives that use <i>most</i>.</li> <li>Distinguish adjectives that use <i>more</i> and <i>most</i> from adjectives that use <i>-er</i> and <i>-est</i>.</li> <li>Choose the adjective that best completes the sentence.</li> <li>Determine the correct article for a given word.</li> <li>Identify commas used correctly to punctuate adjectives in a series.</li> <li>Write an expanded sentence using adjectives.</li> <li>Write an original sentence using an adjective.</li> </ul>
86	164–65	169–70	<ul style="list-style-type: none"> <li>Define <i>adverb</i>.</li> <li>Explain what an adverb describes.</li> <li>Identify the adverb that modifies the verb in a sentence.</li> <li>Identify the adverb that tells how or when in a sentence.</li> <li>Write an original sentence using an adverb telling how.</li> </ul>
87	166–67	171–72	<ul style="list-style-type: none"> <li>Identify the adverb that tells where in a sentence.</li> <li>Distinguish among adverbs telling how, when, or where.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
88	168–69	173–74	<ul style="list-style-type: none"> <li>• Write an expanded sentence using adjectives and adverbs.</li> </ul>
89	170–71	175–76	<ul style="list-style-type: none"> <li>• Identify the adverb in a sentence.</li> <li>• Distinguish among adverbs telling how, when, or where.</li> <li>• Expand sentences using adjectives and adverbs.</li> </ul>
90	172–73	177–78	<ul style="list-style-type: none"> <li>• Distinguish adjectives that tell what kind from adjectives that tell how many.</li> <li>• Distinguish adjectives that compare two nouns using <i>-er</i> from adjectives compare more than two nouns using <i>-est</i>.</li> <li>• Distinguish adjectives that use <i>more</i> from adjectives that use <i>most</i>.</li> <li>• Distinguish adjectives that use <i>more</i> and <i>most</i> from adjectives that use <i>-er</i> and <i>-est</i>.</li> <li>• Determine the correct article for a given word.</li> <li>• Distinguish among adverbs telling how, when, or where.</li> <li>• Write an expanded sentence using adjectives and adverbs.</li> </ul>
91	173		<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts from Chapter 7 by taking the test.</li> </ul>
92	174–75	179, 181–82	<ul style="list-style-type: none"> <li>• Use adjectives to express celebration. <b>BWS</b></li> <li>• Combine two simple sentences using a comma and a conjunction.</li> <li>• Identify correct capitalization and punctuation for proper nouns and their abbreviations.</li> <li>• Use courtesy order to organize pronouns in a sentence.</li> <li>• Identify plural possessive nouns in a sentence.</li> <li>• Identify the correct form of an irregular verb that completes a sentence.</li> <li>• Identify the correct main verb in a sentence.</li> <li>• Choose verbs that show subject-verb agreement.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 8: Writing a Book Review</b>			
93	176–79	183–85	<ul style="list-style-type: none"> <li>• Distinguish a fact from an opinion.</li> <li>• Identify reasons that support an opinion.</li> <li>• Write an opinion sentence using <i>because</i> to connect an opinion and a reason.</li> <li>• Identify a character’s opinions from a read-aloud passage. <b>BWS</b></li> </ul>
94	180–81	187–88	<ul style="list-style-type: none"> <li>• Describe changes in a character’s opinions expressed in a read-aloud passage. <b>BWS</b></li> <li>• Identify the parts of a summary paragraph.</li> <li>• Identify the parts of an opinion paragraph.</li> <li>• Write a book title and an author’s name with correct capitalization and punctuation.</li> </ul>
95	182–83		<ul style="list-style-type: none"> <li>• Identify transition words in a book review.</li> <li>• Identify opinion words in a book review.</li> <li>• Identify the main idea and important details for a summary paragraph in the Plan step of a shared writing activity.</li> <li>• Select an opinion and supporting reasons for an opinion paragraph in the Plan step of a shared writing activity.</li> </ul>
96	184–85		<ul style="list-style-type: none"> <li>• Create sentences during the shared writing of a summary paragraph and an opinion paragraph in the Draft step.</li> </ul>
97	186–87		<ul style="list-style-type: none"> <li>• Evaluate paragraphs for clarity and accuracy in the Revise step.</li> <li>• Evaluate paragraphs for errors in capitalization, punctuation, and spelling in the Proofread step.</li> </ul>
98	188–89	189–92	<ul style="list-style-type: none"> <li>• Identify the audience and purpose of a book review.</li> <li>• Analyze a model of a planning chart.</li> <li>• Select the main idea and important details for a summary paragraph in the Plan step.</li> <li>• Choose transition words for a summary paragraph in the Plan step.</li> </ul>
99	190–91	189–92	<ul style="list-style-type: none"> <li>• Evaluate opinions expressed in a read-aloud passage. <b>BWS</b></li> <li>• Analyze a model of a planning chart.</li> <li>• Select an opinion and supporting reasons for an opinion paragraph in the Plan step.</li> <li>• Choose opinion words and transition words for an opinion paragraph in the Plan step.</li> </ul>
100	192–93	191–96	<ul style="list-style-type: none"> <li>• Compare a model of a planning chart with a model of a draft.</li> <li>• Compose the summary paragraph of a book review in the Draft step.</li> </ul>
101	194–95	191–96	<ul style="list-style-type: none"> <li>• Evaluate opinions expressed in a read-aloud passage. <b>BWS</b></li> <li>• Compare a model of a planning chart with a model of a draft.</li> <li>• Compose the opinion paragraph of a book review in the Draft step.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
102	196–97	195–200	<ul style="list-style-type: none"> <li>• Analyze a model of a revised book review.</li> <li>• Evaluate the summary paragraph of a book review for clarity in the Revise step.</li> <li>• Use proofreading marks to indicate revisions.</li> <li>• Participate in a peer conference.</li> </ul>
103	198–99	195–200	<ul style="list-style-type: none"> <li>• Analyze a model of a revised book review.</li> <li>• Evaluate the opinion paragraph of a book review for clarity in the Revise step.</li> <li>• Use proofreading marks to indicate revisions.</li> <li>• Participate in a peer conference.</li> </ul>
104	200–201	199–201	<ul style="list-style-type: none"> <li>• Analyze a model of a proofread book review.</li> <li>• Evaluate a book review for errors in capitalization, punctuation, and spelling in the Proofread step.</li> <li>• Use proofreading marks to indicate corrections.</li> <li>• Make corrections based on a writing conference.</li> </ul>
105–6	202–3	199–200, 202–4	<ul style="list-style-type: none"> <li>• Evaluate opinions expressed in a read-aloud passage. <b>BWS</b></li> <li>• Explain how Luke 6:31 should affect one’s opinions. <b>BWS</b></li> <li>• Write the final copy of a book review in the Publish step.</li> <li>• Present a book review to an audience, including a visual display.</li> </ul>
107	204–5	205, 207–8	<ul style="list-style-type: none"> <li>• Evaluate opinions expressed in a read-aloud passage. <b>BWS</b></li> <li>• Apply Psalm 19:14 to thinking about and telling opinions about people. <b>BWS</b></li> <li>• Identify the two nouns in a sentence.</li> <li>• Identify the verb in a sentence.</li> <li>• Distinguish present-tense verbs from past-tense verbs.</li> <li>• Identify the complete verb in a sentence.</li> <li>• Identify the helping verb in a complete verb.</li> <li>• Identify an adjective and the noun it modifies.</li> <li>• Identify the sentence that shows pronoun-verb agreement.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 9: Prepositions and Verbs</b>			
108	206–7	209–10	<ul style="list-style-type: none"> <li>• Explain the importance of small words in clear communication. <b>BWS</b></li> </ul>
109	208–9	211–12	<ul style="list-style-type: none"> <li>• Distinguish linking verbs from action verbs.</li> <li>• Identify the word in the predicate that is linked to the subject.</li> <li>• Write a sentence using a linking verb.</li> <li>• Explain the importance of linking verbs in clear communication. <b>BWS</b></li> </ul>
110	210–11	213–14	<ul style="list-style-type: none"> <li>• Distinguish linking verbs from helping verbs.</li> <li>• Choose the present-tense linking verb that agrees with the subject.</li> <li>• Write a sentence using a present-tense linking verb.</li> </ul>
111	212–13	215–16	<ul style="list-style-type: none"> <li>• Choose the past-tense verb that agrees with the subject.</li> <li>• Identify the word in the predicate that is linked to the subject.</li> <li>• Write a sentence using a past-tense linking verb.</li> </ul>
112	214–15	217–18	<ul style="list-style-type: none"> <li>• Form contractions with verbs.</li> <li>• Use a contraction in a sentence.</li> </ul>
113	216–17	219–20	<ul style="list-style-type: none"> <li>• Distinguish linking verbs from action verbs.</li> <li>• Identify the word in the predicate that is linked to the subject.</li> <li>• Distinguish linking verbs from helping verbs.</li> <li>• Choose the past- or present-tense linking verb that agrees with the subject.</li> <li>• Form contractions with verbs.</li> <li>• Write a sentence using a linking verb.</li> </ul>
114	218–19	221–22	<ul style="list-style-type: none"> <li>• Explain what a preposition does.</li> <li>• Find prepositions in sentences.</li> <li>• Choose the preposition that completes a sentence.</li> <li>• Find prepositional phrases in sentences.</li> <li>• Add a prepositional phrase to a sentence.</li> </ul>
115	220–21	223–24	<ul style="list-style-type: none"> <li>• Distinguish prepositional phrases that tell where from prepositional phrases that tell when.</li> <li>• Choose the preposition that completes a sentence.</li> <li>• Use prepositional phrases in sentences to clarify where and when relationships.</li> </ul>
116	222–23	225–26	<ul style="list-style-type: none"> <li>• Explain the importance of prepositions in clear communication. <b>BWS</b></li> <li>• Find prepositions in sentences.</li> <li>• Choose the preposition that completes a sentence.</li> <li>• Find prepositional phrases in sentences.</li> <li>• Distinguish prepositional phrases that tell where from prepositional phrases that tell when.</li> <li>• Use a prepositional phrase in a sentence.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
117	224–25	227–28	<ul style="list-style-type: none"> <li>• Choose the preposition that completes a sentence.</li> <li>• Distinguish linking verbs from action verbs.</li> <li>• Identify the word in the predicate that is linked to the subject.</li> <li>• Distinguish linking verbs from helping verbs.</li> <li>• Choose the past- or present-tense linking verb that agrees with the subject.</li> <li>• Form contractions with verbs.</li> <li>• Write a sentence using a linking verb.</li> </ul>
118	225		<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts from Chapter 9 by taking the test.</li> </ul>
119	226–27	229, 231–32	<ul style="list-style-type: none"> <li>• Use linking verbs and prepositions to communicate accurate and clear descriptions. <b>BWS</b></li> <li>• Use comparative and superlative adjectives in sentences.</li> <li>• Use subject and object pronouns correctly.</li> <li>• Use irregular verbs in sentences.</li> <li>• Capitalize proper nouns.</li> <li>• Distinguish statements of fact from statements of opinion.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 10: Writing a Persuasive Essay</b>			
120	228–31	233–36	<ul style="list-style-type: none"> <li>• Distinguish a fact from an opinion in a book excerpt.</li> <li>• Identify reasons that support an opinion.</li> <li>• Copy a quotation with correct capitalization and punctuation.</li> <li>• Explain how words in a text have been stated respectfully. <b>BWS</b></li> </ul>
121	232–33	237–38	<ul style="list-style-type: none"> <li>• Explain what it means to persuade.</li> <li>• Distinguish strong reasons from weak reasons when trying to persuade.</li> <li>• Write facts and details to support reasons.</li> </ul>
122	234–25	239–40	<ul style="list-style-type: none"> <li>• Identify the parts of a persuasive essay.</li> <li>• Identify persuasive words.</li> <li>• Evaluate a persuasive essay for clarity, accuracy, strong reasons, facts, and details.</li> </ul>
123	236–37	241–42	<ul style="list-style-type: none"> <li>• Choose a topic for the persuasive essay.</li> <li>• Identify the audience and purpose of a persuasive essay.</li> <li>• Write an opinion sentence that tells the topic.</li> <li>• Complete the planning chart for the first reason of the persuasive essay in the Plan step.</li> </ul>
124	238–39	241–42	<ul style="list-style-type: none"> <li>• Complete the planning chart for the second reason of the persuasive essay in the Plan step.</li> <li>• Write a concluding sentence using persuasive words.</li> </ul>
125	240–41	242–46	<ul style="list-style-type: none"> <li>• Write a title for the persuasive essay.</li> <li>• Complete the first paragraph in the Draft step.</li> </ul>
126	242–43	242–46	<ul style="list-style-type: none"> <li>• Write the second paragraph in the Draft step.</li> </ul>
127	244–45	245–50	<ul style="list-style-type: none"> <li>• Evaluate sentences for respectful language. <b>BWS</b></li> <li>• Evaluate the persuasive essay for clarity, strong reasons, facts, and details in the Revise step.</li> <li>• Use proofreading marks to indicate revisions.</li> </ul>
128	246–47	245–50	<ul style="list-style-type: none"> <li>• Compose requests to an authority using respectful language. <b>BWS</b></li> <li>• Evaluate reasons for persuasive language.</li> <li>• Evaluate the persuasive essay for clarity, strong reasons, facts, and details in the Revise step.</li> <li>• Use proofreading marks to indicate revisions.</li> <li>• Participate in a writing conference.</li> <li>• Make improvements to the essay based on a writing conference.</li> </ul>
129	248–49	249–51	<ul style="list-style-type: none"> <li>• Evaluate the persuasive essay for errors in capitalization, punctuation, and spelling in the Proofread step.</li> <li>• Use proofreading marks to indicate corrections.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
130–31	250–51	249–50, 252–54	<ul style="list-style-type: none"> <li>• Write the final copy of the persuasive essay in the Publish step.</li> <li>• Present the essay to an audience.</li> </ul>
132	252–53	255, 275– 58	<ul style="list-style-type: none"> <li>• Write several sentences using respectful language. <b>BWS</b></li> <li>• Identify a book title with correct capitalization and punctuation.</li> <li>• Identify proper nouns that are written correctly.</li> <li>• Identify a sentence with correct capitalization and punctuation.</li> <li>• Distinguish a fragment from a sentence.</li> <li>• Identify a sentence that is written correctly using a comma and a conjunction.</li> <li>• Identify subject-verb agreement.</li> <li>• Identify parts of speech in a sentence.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 11: More Sentences</b>			
133	254–57	259–62	<ul style="list-style-type: none"> <li>• Describe how sentences might be used to meet the needs of others in the community. <b>BWS</b></li> <li>• Identify the subject and the predicate of a sentence.</li> <li>• Write a subject or a predicate to complete a sentence.</li> <li>• Write an original sentence.</li> </ul>
134	258–59	263–64	<ul style="list-style-type: none"> <li>• Explain how one’s abilities can be used to show love to others. <b>BWS</b></li> <li>• Identify the simple subject and the simple predicate of a sentence.</li> <li>• Identify the subject and the predicate of a sentence.</li> <li>• Write an original sentence using a given simple subject and simple predicate.</li> </ul>
135	260–61	265–66	<ul style="list-style-type: none"> <li>• Explain the effect of an act of love and service on the giver and the receiver. <b>BWS</b></li> <li>• Identify the simple subject and the simple predicate of a sentence.</li> <li>• Identify the subject and the predicate of a sentence.</li> <li>• Diagram the simple subject and the simple predicate of a sentence.</li> <li>• Write an original sentence.</li> </ul>
136	262–63	267–68	<ul style="list-style-type: none"> <li>• Describe how language skills can be used to love and serve others. <b>BWS</b></li> <li>• Identify the simple subject and the simple predicate of a sentence.</li> <li>• Identify the subject and the predicate of a sentence.</li> <li>• Diagram the simple subject and the simple predicate of a sentence.</li> <li>• Write an original sentence.</li> </ul>
137	264–65	269–70	<ul style="list-style-type: none"> <li>• Write a sentence with combined predicates.</li> <li>• Write a sentence with combined simple predicates.</li> <li>• Identify the sentence that is combined correctly.</li> </ul>
138	266–67	271–72	<ul style="list-style-type: none"> <li>• Combine two simple sentences to form a compound sentence using the conjunction <i>and</i>, <i>or</i>, or <i>but</i>.</li> <li>• Replace the subject of a sentence with a pronoun.</li> <li>• Combine two simple sentences with the same subject to form a compound sentence by using a conjunction and replacing the second subject with a pronoun.</li> <li>• Identify the compound sentence that is written correctly.</li> </ul>
139	268–69	273–74	<ul style="list-style-type: none"> <li>• Explain the motivation for serving others using a biblical account. <b>BWS</b></li> <li>• Identify the simple subject and the simple predicate of a sentence.</li> <li>• Identify the subject and the predicate of a sentence.</li> <li>• Diagram the simple subject and the simple predicate of a sentence.</li> <li>• Write a sentence with combined predicates.</li> <li>• Write a sentence with combined simple predicates.</li> <li>• Combine two simple sentences with the same subject to form a compound sentence by using a conjunction and replacing the second subject with a pronoun.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
140	270–71	275–76	<ul style="list-style-type: none"> <li>• Identify the simple subject and the simple predicate of a sentence.</li> <li>• Identify the subject and the predicate of a sentence.</li> <li>• Identify the diagram that matches a given sentence.</li> <li>• Diagram the simple subject and the simple predicate of a sentence.</li> <li>• Identify the sentence that is combined correctly.</li> <li>• Write a sentence with combined predicates.</li> <li>• Write a sentence with combined simple predicates.</li> <li>• Combine two simple sentences with the same subject to form a compound sentence by using a conjunction and replacing the second subject with a pronoun.</li> </ul>
141	271		<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts from Chapter 11 by taking the test.</li> </ul>
142	272–73	277, 279–80	<ul style="list-style-type: none"> <li>• Describe how language skills were used to help meet the needs of others in the community. <b>BWS</b></li> <li>• Explain a lesson learned about loving and serving others during the community project. <b>BWS</b></li> <li>• Punctuate the four types of sentences correctly.</li> <li>• Identify the abbreviation that is written correctly.</li> <li>• Use a singular possessive noun in a phrase.</li> <li>• Identify the adverb in a sentence.</li> <li>• Determine whether an adverb tells how, when, or where.</li> <li>• Identify the preposition that completes a sentence.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 12: Writing a Friendly Letter</b>			
143	274–77	281–84	<ul style="list-style-type: none"> <li>• Define <i>personal narrative</i>.</li> <li>• State the topic of a personal narrative.</li> <li>• Identify the characters and the setting of a personal narrative.</li> <li>• Divide a narrative into its beginning, middle, and end.</li> <li>• Evaluate characteristics of a personal narrative. <b>BWS</b></li> </ul>
144	278–79	285–86	<ul style="list-style-type: none"> <li>• Identify the five parts of a friendly letter.</li> <li>• Distinguish the main ideas of a story from the supporting details.</li> <li>• Use correct capitalization in a friendly letter.</li> <li>• Use commas in a friendly letter.</li> </ul>
145	280–81	287–88	<ul style="list-style-type: none"> <li>• Choose a topic for a friendly letter in the Plan step.</li> <li>• Choose an audience for a friendly letter in the Plan step.</li> <li>• Write a purpose statement for a friendly letter. <b>BWS</b></li> <li>• Use a planning chart to plan the characters, setting, topic, and conclusion of a friendly letter.</li> </ul>
146	282–83	289–90	<ul style="list-style-type: none"> <li>• Use a story planning chart to choose the main ideas and details of a personal narrative in the Plan step.</li> <li>• Participate in a writing conference.</li> </ul>
147–48	284–85	288, 290–94	<ul style="list-style-type: none"> <li>• Analyze a model of a friendly letter draft.</li> <li>• Compose a friendly letter in the Draft step.</li> </ul>
149–50	286–87	293–98	<ul style="list-style-type: none"> <li>• Analyze a model of a revised friendly letter.</li> <li>• Express good qualities of friendship through a personal narrative in a friendly letter. <b>BWS</b></li> <li>• Evaluate the friendly letter to improve the text in the Revise step.</li> <li>• Use proofreading marks to indicate revisions.</li> <li>• Participate in a peer conference.</li> </ul>
151	288–89	297–300	<ul style="list-style-type: none"> <li>• Analyze a model of a proofread friendly letter.</li> <li>• Evaluate the friendly letter for errors in punctuation, capitalization, and spelling in the Proofread step.</li> <li>• Use proofreading marks to indicate corrections.</li> </ul>
152	290–91	301–2	<ul style="list-style-type: none"> <li>• Distinguish the return address from the mailing address on an envelope.</li> <li>• Use abbreviations and punctuation correctly in an address.</li> <li>• Write a return address and a mailing address on an envelope.</li> <li>• Use a postage stamp correctly.</li> </ul>
153–54	292–93	297–98, 302–3, 305–6	<ul style="list-style-type: none"> <li>• Produce a final copy of the friendly letter in the Publish step.</li> <li>• Mail the letter.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
155	294–95	307, 309–10	<ul style="list-style-type: none"><li>• Self-evaluate qualities of friendship demonstrated in the friendly letter. <b>BWS</b></li><li>• Choose the present-tense linking verb that agrees with the subject.</li><li>• Choose the correct article to complete a sentence.</li><li>• Distinguish linking verbs from action verbs.</li><li>• Choose the correct conjunction to complete a compound sentence.</li><li>• Write sentences with combined subjects or predicates.</li></ul>

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 13: Study and Research Skills</b>			
156	296–99	311–14	<ul style="list-style-type: none"> <li>• Identify several research sources.</li> <li>• Define <i>research</i>.</li> <li>• Explain how searching for answers is work. <b>BWS</b></li> </ul>
157	300–301	312, 315–16	<ul style="list-style-type: none"> <li>• Identify types of sources in a library.</li> <li>• Identify sources in the reference section of a library.</li> <li>• Distinguish among nonfiction, biography, and reference books.</li> </ul>
158	302–3	317–18	<ul style="list-style-type: none"> <li>• Use an electronic library catalog to locate sources.</li> <li>• Identify ways to search an electronic catalog.</li> <li>• Choose keywords for finding information.</li> <li>• Identify steps to finding a source in the library.</li> <li>• Identify library terminology.</li> </ul>
159	304–5	319–20	<ul style="list-style-type: none"> <li>• Identify the title page and the title, author, publisher, and location of the publisher.</li> <li>• Identify the copyright page and the date of publication.</li> <li>• Locate the contents page, glossary, and index in a book.</li> <li>• Use the contents page to locate the glossary and the index.</li> </ul>
160	306–7	321–22	<ul style="list-style-type: none"> <li>• Use a keyword search.</li> <li>• Identify the title, URL, and description on a website results page.</li> <li>• Define <i>website</i>.</li> <li>• Identify the title, URL, and links on a website.</li> <li>• Identify the steps in an internet search.</li> <li>• Identify information needed to quote the internet source.</li> <li>• Identify digital sources used in research.</li> </ul>
161	308–9	323–24	<ul style="list-style-type: none"> <li>• Use a child-friendly search engine to locate sources for a research project.</li> <li>• Identify the best website to use in a research project.</li> <li>• Recall principles of internet safety.</li> <li>• Explain why we must be careful and discerning when using the internet. <b>BWS</b></li> </ul>
162	310–11	325–26	<ul style="list-style-type: none"> <li>• Identify the steps to find a reliable website.</li> <li>• Distinguish reliable internet sources from unreliable internet sources.</li> <li>• Explain why it is important to evaluate internet sources. <b>BWS</b></li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
163	312–13	327–28	<ul style="list-style-type: none"> <li>• Identify ways to search an electronic catalog.</li> <li>• Choose keywords for finding information in print or digital sources.</li> <li>• Identify types of sources in a library.</li> <li>• Use the contents page, glossary, and index to locate information in a book.</li> <li>• Identify the title, URL, and links on a website.</li> <li>• Distinguish reliable internet sources from unreliable internet sources. <b>BWS</b></li> <li>• Recall principles of internet safety.</li> </ul>
164	314–15	329–330	<ul style="list-style-type: none"> <li>• Identify ways to search an electronic catalog.</li> <li>• Identify types of sources in a library.</li> <li>• Distinguish among nonfiction, biography, and reference books.</li> <li>• Use the contents page, glossary, and index to locate information in a book.</li> <li>• Identify a keyword search and a website.</li> <li>• Identify the title, URL, and links on a website.</li> <li>• Distinguish reliable internet sources from unreliable internet sources. <b>BWS</b></li> </ul>
165	315		<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts from Chapter 13 by taking the test.</li> </ul>
166	316–19	331–34	<ul style="list-style-type: none"> <li>• Explain why working hard to produce reliable and truthful research pleases God and brings personal satisfaction. <b>BWS</b></li> <li>• Identify the parts of a letter.</li> <li>• Identify the pronoun that completes a sentence correctly.</li> <li>• Identify a sentence that is combined correctly.</li> <li>• Distinguish between an opinion and a fact.</li> <li>• Identify the adjective that completes a sentence correctly.</li> <li>• Identify the adverb that completes a sentence correctly.</li> <li>• Identify an adjective in a sentence.</li> <li>• Identify an adverb in a sentence.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 14: Writing a Research Report</b>			
167	320–23	335–38	<ul style="list-style-type: none"> <li>Recall the definition of a biography.</li> <li>Choose a topic for a research report.</li> <li>Evaluate examples of people whose words had a good or a bad influence. <b>BWS</b></li> </ul>
168	324–25	339–40	<ul style="list-style-type: none"> <li>Evaluate the way that Noah Webster’s words changed America. <b>BWS</b></li> <li>Find the main idea in a paragraph.</li> <li>Distinguish main ideas from supporting details.</li> <li>Identify the purpose and audience of a research report.</li> </ul>
169–71	326–29	341–44	<ul style="list-style-type: none"> <li>Analyze a model of notes taken from a nonfiction source.</li> <li>Take notes from nonfiction sources.</li> <li>Analyze the role of words in a famous person’s life. <b>BWS</b></li> </ul>
172–74	330–31	342–48	<ul style="list-style-type: none"> <li>Analyze a model of a research report draft.</li> <li>Write a draft of a research report in the Draft step.</li> <li>Participate in a writing conference.</li> </ul>
175–76	332–33	347–52	<ul style="list-style-type: none"> <li>Analyze a model of a revised research report.</li> <li>Evaluate the research report to improve the text in the Revise step.</li> <li>Use proofreading marks to indicate revisions.</li> <li>Make improvements to the revision based on a peer conference.</li> </ul>
177	334–35	351–54	<ul style="list-style-type: none"> <li>Analyze a model of a proofread research report.</li> <li>Evaluate the research report for errors in punctuation, capitalization, and spelling in the Proofread step.</li> <li>Use proofreading marks to indicate corrections.</li> </ul>
178–79	336–37	351–52, 355, 357– 58	<ul style="list-style-type: none"> <li>Produce a final copy of the research report in the Publish step.</li> <li>Present a research report orally.</li> </ul>
180	338–39	359, 361– 62	<ul style="list-style-type: none"> <li>Evaluate the use of words in a famous person’s life. <b>BWS</b></li> <li>Develop a personal plan for using words in a positive way. <b>BWS</b></li> <li>Use subject and object pronouns correctly.</li> <li>Distinguish helping verbs from linking verbs.</li> <li>Use the contents page, index, title page, copyright page, and glossary to locate information.</li> <li>Identify types of sources in a library.</li> </ul>