

## Chapter 1: Sentences

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
1	Sentences & Fragments	4–6	1–2	1		<i>sentence</i>	<ul style="list-style-type: none"> <li>• Identify sentences and fragments</li> <li>• Correct fragments</li> <li>• Identify complete subjects and complete predicates, simple subjects and simple predicates</li> <li>• Identify nouns and pronouns</li> <li>• Identify and punctuate declarative, imperative, interrogative, and exclamatory sentences</li> <li>• Change from one sentence type to a different sentence type</li> <li>• Diagram the simple subject and simple predicate (action verb or linking verb)</li> <li>• Differentiate imperative and declarative sentences ending with a period</li> <li>• Distinguish between imperative and exclamatory sentences ending with an exclamation mark</li> <li>• Diagram imperative, declarative, and exclamatory sentences</li> <li>• Identify sentences with a compound subject or a compound predicate</li> <li>• Make a compound subject or a compound predicate by combining a pair of sentences using the conjunction <i>and</i> or <i>or</i></li> <li>• Make a compound sentence by combining simple sentences and the conjunction <i>and</i>, <i>but</i>, or <i>or</i></li> <li>• Diagram compound subjects, compound predicates, and compound sentences</li> <li>• Identify prepositions, objects of the preposition, and prepositional phrases in sentences</li> </ul>
2	Types of Sentences	6–7	3–4	2	• Picture that displays a dilemma from your reader or a library book	<i>compound sentence</i> <i>declarative sentence</i>	
3	Simple Subjects	8–9	5–6	3		<i>interrogative sentence</i>	
4	Simple Predicates	10–11	7–8	4		<i>imperative sentence</i>	
5	Subject of Imperative Sentences	12–13	9–10	5		<i>exclamatory sentence</i>	
6	Compounds: Subjects, Predicates, & Sentences	14–15, S75–S77	11–12	6		<i>complete subject</i> <i>simple subject</i>	
7	Prepositions	16–17, S78	13–14	7	• Pennies	<i>compound subject</i>	
8	Object of the Preposition	18–19, S78	15–16	8		<i>complete predicate</i>	
9	Prepositional Phrases	20–21, S78	17–18	9	• Several kernels of popcorn • Book, can, eraser	<i>simple predicate</i> <i>compound predicate</i>	
10	Chapter 1 Review	22–23	19–20	10–11	• Two cubes numbered 1–6 for class game • Matzo bread for optional Food Connection	<i>conjunction</i> <i>preposition</i> <i>object of the preposition</i>	
	Bridge: Growing Grain		21			<i>prepositional phrase</i>	

## Chapter 2: Writing a Compare-Contrast Essay

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing	25	22			<i>paragraph</i>	<ul style="list-style-type: none"> <li>• Identify the topic sentence of a paragraph</li> <li>• Recognize logical structure in paragraphs</li> <li>• Distinguish between comparing and contrasting</li> <li>• Identify sentences that do not belong in a paragraph</li> <li>• Insert comparing and contrasting words at appropriate places in an essay</li> <li>• Identify the parts of a model essay</li> <li>• Plan, draft, revise, and proofread a compare-contrast essay together</li> <li>• Recognize the thesaurus as a source of descriptive words</li> <li>• Identify the stages of the Writing Process</li> <li>• Choose a topic for a compare-contrast essay</li> <li>• List details about two subjects</li> <li>• Organize details in a Venn diagram</li> <li>• Analyze the student model</li> <li>• Recall the purpose of each paragraph in a compare-contrast essay</li> <li>• Participate in a writing conference</li> <li>• Recognize errors using a Proofreading Checklist</li> <li>• Draft, revise, proofread, publish, and illustrate a compare-contrast essay</li> </ul>
11	Paragraphs That Make Sense	28–29	23–24			<i>introduction</i>	
12	Compare-Contrast Essays	30–31	25–26		• Football and baseball (or any two different types of balls)	<i>topic sentence</i>	
						<i>comparison</i>	
13	Descriptive Words	32–33	27–28			<i>contrast</i>	
14	Compare-Contrast Essay: Planning	34–35, S79	29–30			<i>conclusion</i>	
15	Compare-Contrast Essay: Drafting	36–37, S79	31–32			<i>comparing words</i>	
16	Compare-Contrast Essay: Revising	38–39	33–34			<i>contrasting words</i>	
17	Compare-Contrast Essay: Proofreading	40–41	35–36			<i>descriptive words</i>	
18	Compare-Contrast Essay: Publishing	42–43			• Poster board for each student (optional)	<i>synonyms</i>	
19	Chapter 2 Review	44–45, S80	37–38	12–13		<i>antonyms</i>	
						<i>T-chart</i>	
20	Cumulative Review	46–47	39–40			<i>Venn diagram</i>	
						<i>Writing Process</i>	
						<i>planning</i>	
						<i>drafting</i>	
						<i>revising</i>	
						<i>proofreading</i>	
						<i>publishing</i>	

## Chapter 3: Nouns

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
21	Nouns: Common & Proper	50–51, S81	41–42	14		<i>noun</i>	<ul style="list-style-type: none"> <li>Identify nouns that name a person, place, thing, idea, or feeling</li> <li>Distinguish between common and proper nouns and singular and plural nouns</li> <li>Distinguish between nouns used as subjects and nouns used as objects</li> <li>Capitalize proper nouns and titles of poems, stories, and books</li> <li>Identify words that become proper nouns based on their usage</li> <li>Write and identify abbreviations for months, days, titles, times, metric measurement units, and customary measurement units</li> <li>Form plural nouns by adding s or es to singular nouns</li> <li>Write plural forms for nouns ending in y, o, f, or fe</li> <li>Identify correct spellings of plural nouns</li> <li>Identify nouns that form their plurals by changing their spellings and those that do not change their spellings</li> <li>Identify singular possessive nouns and plural possessive nouns</li> <li>Write possessive forms of plural nouns</li> <li>Use commas correctly in parts of a letter and in sentences with a series, an appositive, an introductory word, or a long introductory phrase; in dialogue; in direct address; and in a compound sentence</li> </ul>
22	Proper Nouns: Capitalization Rules	52–53	43–44	15		<i>common noun</i>	
23	Abbreviations	54–55	45–46	16	• Ingredients for Bag of Fudge (optional)	<i>proper noun</i> <i>abbreviation</i>	
24	Common Nouns: Singular & Plural	56–57	47–48	17		<i>singular noun</i>	
25	Common Nouns: Special Plurals	58–59	49–50	18		<i>plural noun</i>	
26	Possessive Nouns: Singular	60–61	51–52	19	• Some items belonging to the students	<i>possessive noun</i>	
27	Possessive Nouns: Plural	62–63	53–54	20		<i>plural possessive noun</i>	
28	Language Link: (Punctuation) Using Commas	64–65, S82–S83	55–56	21		<i>singular possessive noun</i>	
29	Chapter 3 Review	66–67	57–58	22–23	• Items for optional Science Connection	<i>commas</i>	
30	Cumulative Review	68–69	59–60				
	Bridge: Visiting Natural History Museums	70	61				

## Chapter 4: Writing a Persuasive Business Letter

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing	71	62			<i>persuade</i>	<ul style="list-style-type: none"> <li>Identify persuasion</li> <li>Distinguish strong reasons from weak reasons</li> <li>Identify supporting facts and examples for reasons</li> <li>Write reasons to support opinions</li> <li>Recognize dishonest tactics in persuasion</li> <li>Identify types of dishonest tactics</li> <li>Rewrite dishonest persuasion to be honest</li> <li>Identify four features of good business letters</li> <li>Learn the six parts of a business letter</li> <li>Recognize the proper form for a business letter</li> <li>Identify changes that need to be made in a business letter</li> <li>Choose a purpose for a persuasive business letter</li> <li>Find the address of the recipient of the business letter</li> <li>Plan, draft, revise, proofread, and publish a persuasive business letter</li> <li>Learn the correct method of writing business addresses</li> <li>Recall the four Ps of good business letters</li> <li>Participate in a writing conference</li> <li>Identify mistakes in business letter form</li> <li>Recognize errors using a checklist</li> <li>Address an envelope correctly</li> </ul>
31	Persuasive Writing	74–75	63–64			<i>tactics</i>	
32	Dishonest Tactics	76–77	65–66		<ul style="list-style-type: none"> <li>Several magazine or newspaper advertisements that include text</li> </ul>	<i>opinion</i> <i>reason</i>	
33	Parts of a Business Letter	78–79	67–68		<ul style="list-style-type: none"> <li>Business letters you have received or a copy of one you have sent</li> </ul>	<i>facts and examples</i> <i>precise wording</i>	
34	Persuasive Business Letter: Planning	80–81	69–70		<ul style="list-style-type: none"> <li>Local telephone directory</li> <li>Advertisements or brochures containing addresses</li> </ul>	<i>polite tone</i> <i>plain facts</i> <i>proper form</i>	
35	Persuasive Business Letter: Drafting	82–83	71			<i>heading</i>	
36	Persuasive Business Letter: Revising	84–85	72–73			<i>inside address</i> <i>greeting</i>	
37	Persuasive Business Letter: Proofreading	86–87, S84	74–75			<i>body</i>	
38	Persuasive Business Letter: Publishing	88–89	76		<ul style="list-style-type: none"> <li>Stamped business envelope for each student</li> </ul>	<i>closing</i> <i>signature</i>	
39	Chapter 4 Review	90–91, S85	77–78	24–25	<ul style="list-style-type: none"> <li>Ten 3" X 5" note cards</li> </ul>	<i>purpose</i> <i>audience</i>	
40	Cumulative Review	92–93	79–80			<i>mailing address</i> <i>return address</i> <i>Writing Process</i> <i>planning</i> <i>drafting</i> <i>revising</i> <i>proofreading</i> <i>publishing</i>	

## Chapter 5: Verbs

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
41	Action Verbs & Linking Verbs	96–97	81–82	26		<i>verb</i>	<ul style="list-style-type: none"> <li>• Distinguish action verbs from linking verbs</li> <li>• Identify sensory verbs and forms of be used as linking verbs</li> <li>• Identify the predicate noun or predicate adjective to which the subject is linked by the verb</li> <li>• Identify prepositional phrases</li> <li>• Label sentence patterns: S LV PA and S LV PN</li> <li>• Define and identify direct objects</li> <li>• Label sentence patterns with action verbs and direct objects</li> <li>• Diagram sentences and label sentence patterns: S V, S V DO, S LV PN, S LV PA</li> <li>• Distinguish main verbs from helping verbs</li> <li>• Identify the form of the helping verb that agrees with the subject</li> <li>• Use am, is, are, was, were, do, does, did, have, has, or had with singular and plural subjects in sentences</li> <li>• Identify words that come between helping verbs and main verbs</li> <li>• Form contractions using pronouns and verbs</li> <li>• Form contractions using verbs and the word not</li> <li>• Correct double negatives in writing and in speech</li> <li>• Recognize and use the correct forms of lie, lay, sit, set, rise, raise, teach, learn, let, leave, can, and may in writing and in speech</li> </ul>
42	Linking Verbs	98–99	83–84	27	• Hockey stick, puck, helmet, or any other piece of hockey equipment	<i>action verb</i> <i>linking verb</i> <i>predicate noun</i>	
43	Direct Objects	100–101	85–86	28		<i>predicate adjective</i>	
44	Sentence Patterns	102–3	87–88	29		<i>diagram</i>	
45	Main Verbs & Helping Verbs	104–5	89–90	30		<i>sensory word</i>	
46	Using Helping Verbs	106–7	91–92	31		<i>prepositional phrase</i>	
47	Contractions & Double Negatives	108–9	93–94	32		<i>preposition</i>	
48	Language Link: (Usage) Confusing Verbs	110–11	95–96	33		<i>object of the preposition</i>	
49	Chapter 5 Review	112–13	97–98	34–35		<i>direct object</i>	
50	Cumulative Review	114–15	99–100			<i>sentence pattern</i>	
	Bridge: Playing Hockey	116				<i>main verb</i> <i>helping verb</i> <i>contraction</i> <i>double negative</i>	

## Chapter 6: Writing a Diamante & a Sense Poem

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing	117	102			<i>thesaurus</i>	<ul style="list-style-type: none"> <li>• Recall the function of a thesaurus</li> <li>• Recognize the importance of a thesaurus in poetry writing</li> <li>• Use the thesaurus to find interesting, unusual, and appropriate words</li> <li>• Recall the meaning of antonyms</li> <li>• Identify characteristics of a diamante</li> <li>• Draft a diamante together</li> <li>• Choose two nouns to contrast in a diamante</li> <li>• Plan, draft, revise, proofread, and publish a diamante</li> <li>• Identify characteristics of sense poems</li> <li>• Draft a sense poem together</li> <li>• Choose a topic for a sense poem</li> <li>• Plan a sense poem using a word web</li> <li>• Draft, revise, proofread, and publish a sense poem</li> </ul>
51	Using a Thesaurus	120–21	103–4			<i>diamante</i>	
52	Diamantes	122–23	105			<i>sense poem</i>	
53	Diamante: Planning & Drafting	124–25	106–7			<i>word web</i>	
54	Diamante: Revising & Proofreading	126–27	108			<i>Writing Process</i>	
55	Sense Poems	128–29	109			<i>planning</i>	
56	Sense Poem: Planning & Drafting	130–31	110–11			<i>drafting</i>	
57	Sense Poem: Revising & Proofreading	132–33	112		<ul style="list-style-type: none"> <li>• Anthology of children's poems (optional)</li> </ul>	<i>revising</i>	
58	Sense Poem: Publishing	134–35			<ul style="list-style-type: none"> <li>• Anthology of children's poems</li> <li>• Construction paper in various colors</li> <li>• Stencils or templates to cut out diamond, square, or circle shapes</li> </ul>	<i>proofreading</i>	
						<i>publishing</i>	
59	Chapter 6 Review	136–37	113–14	36–37			
60	Cumulative Review	138–39	115–16				

## Chapter 7: Study & Reference Skills

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
61	Parts of a Book	142–43	117–18	38	<ul style="list-style-type: none"> <li>World map, globe, or map of Africa (optional)</li> </ul>	<i>title page</i>	<ul style="list-style-type: none"> <li>Locate the title page, copyright page, table of contents, index, glossary, and bibliography in a book</li> <li>Identify the title, author, publisher, location of the publisher, and copyright date of a book</li> <li>Use a table of contents and index to find information</li> <li>Differentiate fiction, nonfiction, reference materials, and biographies</li> <li>Determine where to search the library for specific information</li> <li>Determine when to search by author, title, and subject</li> <li>Identify guide words, entry words, pronunciation guide, and etymology on a dictionary page</li> <li>Use guide words to determine the location of words in a dictionary and articles in an encyclopedia</li> <li>Use a dictionary page for information about definitions, spelling, and pronunciation</li> <li>Determine the meaning of a word by comparing the context of the sentence with definitions in the dictionary</li> <li>Write sample sentences to go with definitions</li> <li>Identify keywords and volume numbers</li> <li>Use an atlas, an almanac, a textbook, an encyclopedia, and an index for information</li> <li>Identify specific information in the Readers' Guide to Periodical Literature</li> <li>Determine the title, author, and location of the periodical's publisher</li> <li>Take notes from an article</li> </ul>
62	Library	144–45	119–20	39	<ul style="list-style-type: none"> <li>Fiction book, nonfiction book, biography, and reference books</li> </ul>	<i>copyright page</i> <i>index</i>	
63	Dictionaries	146–47	121–22	40	<ul style="list-style-type: none"> <li>Dictionary to display</li> <li>Dictionary for each pair of students (optional)</li> </ul>	<i>table of contents</i> <i>glossary</i>	
64	More About Dictionaries	148–49	123–24	41		<i>bibliography</i>	
65	Encyclopedias	150–51	125–26	42	<ul style="list-style-type: none"> <li>Encyclopedia volumes</li> <li>Dictionary</li> </ul>	<i>electronic card catalog</i>	
66	Atlas, Almanac, & Textbooks	152–53	127–28	43	<ul style="list-style-type: none"> <li>World atlas, almanac, and textbooks</li> </ul>	<i>nonfiction</i> <i>fiction</i>	
67	Periodicals	154–55, S91	129–30	44	<ul style="list-style-type: none"> <li>Magazines and newspapers</li> </ul>	<i>call number</i>	
68	Taking Notes from an Article	156–57	131–32	45		<i>biography</i>	
69	Chapter 7 Review	158–59, S92	133–34	46–47	<ul style="list-style-type: none"> <li>Soft or spongy ball (optional)</li> <li>Large map (optional)</li> <li>Items for optional Bible Connection</li> </ul>	<i>dictionary</i> <i>guide words</i> <i>entry word</i> <i>etymology</i>	
70	Cumulative Review	160–61	135–36			<i>encyclopedia</i>	
	Bridge: Sightseeing in Alexandria, Egypt	162	137			<i>volume</i> <i>keyword</i> <i>atlas</i> <i>key/legend</i> <i>map scale</i> <i>almanac</i> <i>periodical</i>	

## Chapter 8: Writing a Personal Narrative

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing	163	138			<i>run-on sentence</i>	<ul style="list-style-type: none"> <li>• Identify run-on sentences</li> <li>• Learn two methods of revising run-on sentences</li> <li>• Rewrite run-on sentences correctly</li> <li>• Define personal narrative</li> <li>• Identify first-person point of view</li> <li>• List possible topics for a personal narrative</li> <li>• Identify three good ways to begin a personal narrative</li> <li>• Learn how to close a personal narrative</li> <li>• Write openings and closings for imaginary personal narratives</li> <li>• Choose a topic for a personal narrative</li> <li>• Plan events and details to include in a personal narrative</li> <li>• Plan an opening and a closing for a personal narrative</li> <li>• Use time-order words to make the order of events clear</li> <li>• Include dialogue and description in the narrative</li> <li>• Participate in a writing conference</li> <li>• Recall ways to correct sentence errors</li> <li>• Recognize errors using a <b>Proofreading Checklist</b></li> <li>• Draft, revise, proofread, and publish a personal narrative</li> </ul>
71	Revising Run-on Sentences	166–67	139–40			<i>joining word</i>	
72	A Personal Narrative	168–69	141–42			<i>narrative writing</i>	
73	Good Openings & Closings	170–71	143–44			<i>personal narrative</i>	
74	Personal Narrative: Planning	172–73	145–46			<i>first-person point of view</i>	
75	Personal Narrative: Drafting	174–75				<i>description</i>	
76	Personal Narrative: Revising	176–77	147–48			<i>paragraph</i>	
77	Personal Narrative: Proofreading	178–79	149–50			<i>Writing Process</i>	
78	Personal Narrative: Publishing	180–81			<ul style="list-style-type: none"> <li>• Book published in diary format</li> <li>• Materials and supplies for a classroom scrapbook</li> <li>• Each student's photographs that illustrate his personal narrative (optional)</li> </ul>	<i>planning</i>	
79	Chapter 8 Review	182–83, S93	151–52	48–49	<ul style="list-style-type: none"> <li>• Excerpt from a sermon (recorded or in print) in which the preacher tells a story about himself to illustrate a point (optional)</li> </ul>	<i>drafting</i>	
80	Cumulative Review	184–85	153–54			<i>revising</i>	
						<i>proofreading</i>	
						<i>publishing</i>	



## Chapter 9: Pronouns

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
81	Singular & Plural Pronouns	188–89	155–56	50		<i>pronoun</i>	<ul style="list-style-type: none"> <li>• Identify singular and plural pronouns</li> <li>• Replace singular nouns with singular pronouns and plural nouns or more than one noun or pronoun with plural pronouns</li> <li>• Differentiate singular and plural subject pronouns and singular and plural object pronouns</li> <li>• Replace a subject of a sentence with a subject pronoun</li> <li>• Write sentences with subject pronouns and object pronouns</li> <li>• Identify subject pronouns and object pronouns</li> <li>• Determine whether an object pronoun is a direct object or the object of a preposition</li> <li>• Replace subjects with subject pronouns and objects with object pronouns</li> <li>• Identify compound subjects and objects</li> <li>• Combine sentences to form compound subjects or direct objects</li> <li>• Identify pronouns and their antecedents</li> <li>• Write pronouns that rename antecedents</li> <li>• Identify possessive nouns as singular or plural</li> <li>• Use possessive pronouns in sentences</li> <li>• Identify reflexive pronouns and the subjects they rename</li> <li>• Differentiate reflexive pronouns used as direct objects and reflexive pronouns used as objects of a preposition</li> <li>• Use homophones correctly in sentences</li> </ul>
82	Subject Pronouns	190–91	157–58	51		<i>singular pronoun</i>	
83	Object Pronouns	192–93	159–60	52		<i>plural pronoun</i>	
84	Compound Subjects & Compound Objects	194–95, S94	161–62	53		<i>subject pronoun</i>	
85	Pronoun/Antecedent Agreement	196–97, S95	163–64	54		<i>object pronoun</i>	
86	Possessive Pronouns	198–99	165–66	55		<i>direct object</i>	
87	Reflexive Pronouns	200–201	167–68	56		<i>object of the preposition</i>	
88	Language Link: (Vocabulary) Homophones	202–3	169–70	57	• Beanbag	<i>compound subject</i>	
89	Chapter 9 Review	204–5	171–72	58–59	• Twenty-five index cards or construction paper squares	<i>compound object</i>	
90	Cumulative Review	206–7	173–74	60–61		<i>antecedent</i>	
	Bridge: Evangelizing Australia and New Zealand					<i>possessive pronoun</i> <i>reflexive pronoun</i> <i>homophone</i>	

## Chapter 10: Writing a Book Review

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing	209	176			<i>opinion</i>	<ul style="list-style-type: none"> <li>• Express opinions clearly</li> <li>• Identify reasons for an opinion</li> <li>• Place transitional words and phrases in an opinion paragraph</li> <li>• Distinguish between positive and negative opinions</li> <li>• Evaluate a book</li> <li>• List both positive and negative aspects of a book</li> <li>• Formulate an overall opinion of a book</li> <li>• Recognize the structure of the book review</li> <li>• Plan a book review using a planning chart</li> <li>• Identify characteristics of good beginnings and endings</li> <li>• Draft, revise, proofread, and orally publish a book review</li> <li>• Use a thesaurus to find more interesting or exact words</li> <li>• Participate in a writing conference</li> <li>• Recall the correct way to write book titles</li> <li>• Recognize errors using a Proofreading Checklist</li> <li>• Prepare a "book bag" for the oral publishing stage</li> <li>• Identify and practice good speaking and listening skills</li> <li>• Use visual aids effectively</li> </ul>
91	Expressing Your Opinion	212–13	177–78			<i>reason</i>	
92	Evaluating Your Book	214–15	179		• Each student's chosen book	<i>transitional words and phrases</i>	
93	Book Review: Planning	216–17	180–81		• Each student's chosen book	<i>characters</i>	
94	Book Review: Drafting	218–19	182		• Each student's chosen book	<i>setting</i>	
95	Book Review: Revising	220–21	183–84			<i>plot</i>	
96	Book Review: Proofreading	222–23	185–86			<i>T-chart</i>	
97	Preparing for Oral Publishing	224–25				<i>theme</i>	
98	Book Review: Oral Publishing	226–27	187–88			<i>introduction</i>	
99	Chapter 10 Review	228–29	189–90	60–61		<i>main events</i>	
100	Cumulative Review	230–31	191–92			<i>supporting details</i>	
						<i>visual aid</i>	
						<i>conclusion</i>	
						<i>recommendation</i>	
						<i>Writing Process</i>	
						<i>planning</i>	
						<i>drafting</i>	
						<i>revising</i>	
						<i>proofreading</i>	
						<i>publishing</i>	



## Chapter 12: Writing a Research Report

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing	255	214			<i>research report</i>	<ul style="list-style-type: none"> <li>• Identify the content of a research report</li> <li>• Evaluate a student model of a research report</li> <li>• Identify steps in writing a research report</li> <li>• Choose a topic for a research report</li> <li>• Analyze notes taken from an encyclopedia</li> <li>• Identify notes that do not belong under specific note card headings</li> <li>• Prepare note cards for research</li> <li>• Take notes from nonfiction sources</li> <li>• Analyze a student model of transferring notes to an outline</li> <li>• Recognize the levels of an outline</li> <li>• Write an outline using details from note cards</li> <li>• Analyze the student model excerpt from a first draft</li> <li>• Draft, revise, proofread, and publish a research report</li> <li>• Analyze a revised draft</li> <li>• Recognize ways to combine sentences for variety</li> <li>• Recognize errors using the Proofreading Checklist</li> <li>• Identify the purpose of a bibliography</li> <li>• Identify the format for recording books, encyclopedias, dictionaries, articles, and online sources in a bibliography</li> <li>• Write a bibliography using source information</li> </ul>
111	A Research Report	258–59, S98	215–16			<i>facts</i>	
112	Planning: Taking Notes	260–61, S99–S100	217–18		<ul style="list-style-type: none"> <li>• Ten 4" X 6" lined index cards for each student</li> <li>• Encyclopedias</li> <li>• Informational nonfiction book about each student's topic (person)</li> <li>• Rubber band or resealable bag for each student (optional)</li> </ul>	<i>biography</i> <i>sources</i> <i>outline</i> <i>main point</i> <i>subpoints</i> <i>supporting details</i>	
113	Planning: Writing an Outline	262–63	219–20			<i>bibliography</i>	
114	Research Report: Drafting	264–65	221			<i>Writing Process</i> <i>planning</i>	
115	Research Report: Revising	266–67	222–23			<i>drafting</i>	
116	Research Report: Proofreading	268–69, S101	224–25			<i>revising</i>	
117	The Bibliography	270–71, S99–S100	226			<i>proofreading</i> <i>publishing</i>	
118	Research Report: Publishing	272–73			<ul style="list-style-type: none"> <li>• Materials for the publishing method of your choice</li> <li>• Samples of published biographies</li> </ul>		
119	Chapter 12 Review	274–75	227–28	72–73			
120	Cumulative Review	276–77	229–30				

## Chapter 13: Adjectives & Adverbs

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
121	Adjectives	280–81, S102	231–32	74		<i>verb</i>	<ul style="list-style-type: none"> <li>• Define adjectives</li> <li>• Identify adjectives and the nouns or pronouns they describe</li> <li>• Identify articles, demonstratives, and proper adjectives as adjectives</li> <li>• Diagram adjectives and adverbs in sentences</li> <li>• Distinguish between adverbs and adjectives and the words they describe</li> <li>• Identify the negative adverbs <i>not</i>, <i>never</i>, <i>nowhere</i>, and <i>rarely</i></li> <li>• Identify adverbs that describe verbs, adjectives, and other adverbs</li> <li>• Use the correct form of adjectives and adverbs (<i>er</i>, <i>est</i>) to compare</li> <li>• Use the correct form of adjectives and adverbs (<i>more</i>, <i>most</i>, <i>less</i>, and <i>least</i>) to compare</li> <li>• Identify <i>good</i> as an adjective and <i>well</i> as an adverb</li> <li>• Use the correct comparison forms for the adjectives <i>good</i>, <i>better</i>, <i>best</i>, and <i>bad</i>, <i>worse</i>, <i>worst</i></li> <li>• Use the correct comparison forms for the adverbs <i>well</i>, <i>better</i>, <i>best</i>, and <i>badly</i>, <i>worse</i>, <i>worst</i></li> <li>• Identify the conjunctions <i>and</i>, <i>but</i>, and <i>or</i></li> <li>• Identify the words or groups of words that conjunctions join</li> <li>• Recognize that commas are used with conjunctions in a series and in a compound sentence</li> </ul>
122	Special Adjectives	282–83	233–34	75	• Adhesive file folder label for each student	<i>tense</i>	
123	Adverbs	284–85	235–36	76		<i>present-tense verb</i>	
124	Adjectives & Adverbs	286–87	237–38	77		<i>past-tense verb</i>	
125	Comparing with <i>er</i> & <i>est</i>	288–89	239–40	78		<i>future-tense verb</i>	
126	Comparing with <i>More</i> , <i>Most</i> , <i>Less</i> , & <i>Least</i>	290–91	241–42	79	• Four different brands of potato chips or pretzels for each student	<i>sentence pattern</i> <i>singular subject</i>	
127	Special Forms for <i>Good</i> & <i>Bad</i>	292–93	243–44	80		<i>plural subject</i> <i>past participle</i>	
128	Language Link: (Usage) Conjunctions	294–95, S75, S103	245–46	81		<i>regular verbs</i> <i>irregular verbs</i>	
129	Chapter 13 Review	296–97	247–48	82–83	• Items for optional Science Connection	<i>present-perfect tense</i> <i>past-perfect tense</i> <i>future-perfect tense</i>	
130	Cumulative Review	298–99	249–50			<i>prefix</i> <i>suffix</i>	
	Bridge: Forecasting Weather	300	251				

## Chapter 14: Writing Imaginative Instructions

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing	301	252			<i>precise words</i>	<ul style="list-style-type: none"> <li>• Recognize the difference between precise and imprecise wording in instructions</li> <li>• Find precise words using a thesaurus</li> <li>• Replace imprecise words with precise words</li> <li>• Add details to make a sentence more precise</li> <li>• Understand the role of imagination in creativity</li> <li>• Analyze a student model of instructions</li> <li>• Use imagination in answering questions designed to lead to a topic</li> <li>• Recognize the effectiveness of time-order and spatial words in instructions</li> <li>• Choose appropriate time-order and spatial words to clarify instructions</li> <li>• Choose an imaginative topic to explain</li> <li>• Complete a time-order chart to plan instructions</li> <li>• Recall the structure of paragraphs that give instructions</li> <li>• Draft, revise, proofread, and publish imaginative instructions</li> <li>• Participate in a writing conference</li> <li>• Recognize errors using a Proofreading Checklist</li> </ul>
131	Using Precise Words	304–5	253–54			<i>time-order words</i>	
132	Imaginative Instructions	306–7	255–56			<i>spatial words</i>	
133	Time-Order & Spatial Words	308–9	257–58			<i>Writing Process</i>	
134	Imaginative Instructions: Planning	310–11	259–60			<i>planning</i>	
135	Imaginative Instructions: Drafting	312–13				<i>drafting</i>	
136	Imaginative Instructions: Revising	314–15	261–62			<i>revising</i>	
137	Imaginative Instructions: Proofreading	316–17	263–64			<i>proofreading</i>	
138	Imaginative Instructions: Publishing	318–19			<ul style="list-style-type: none"> <li>• Copy of Emily Dickinson's poem "To Make a Prairie"</li> <li>• Materials for the publishing method of your choice</li> </ul>	<i>publishing</i>	
139	Chapter 14 Review	320–21, S104	265–66	84–85			
140	Cumulative Review	322–23	267–68				

## Chapter 15: More About Sentences

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
141	Prepositions	326–27, S78, S105	269–70	86		<i>preposition</i>	<ul style="list-style-type: none"> <li>Determine when to use <i>between</i> and <i>among</i></li> <li>Identify prepositions, objects of prepositions, and prepositional phrases in sentences</li> <li>Use a comma after a dependent clause at the beginning of a complex sentence</li> <li>Place commas after the greeting and the closing in letters, between the city and state, and between the day and year</li> <li>Use commas correctly with quotation marks that show dialogue, with direct address, and before a coordinating conjunction in a compound sentence</li> <li>Use commas correctly in sentences with a series of words, an appositive, an introductory word, or a long introductory phrase</li> <li>Identify the subject and verb in a sentence with prepositional phrases at the beginning, in the middle, or at the end of a sentence</li> <li>Expand sentences by adding prepositional phrases or adverbs</li> <li>Replace the object of the preposition with an object pronoun</li> <li>Differentiate a word used as a preposition and the same word used as an adverb</li> <li>Identify subordinating conjunctions</li> <li>Identify dependent and independent clauses</li> <li>Differentiate simple, compound, and complex sentences</li> <li>Combine simple sentences to form compound and complex sentences</li> </ul>
142	Prepositional Phrases	328–29, S78	271–72	87	• Pictures	<i>prepositional phrase</i>	
143	Object Pronouns in Prepositional Phrases	330–31, S78, S106	273–74	88		<i>object of the preposition</i>	
144	Preposition or Adverb?	332–33	275–76	89		<i>adverb</i>	
145	Subordinating Conjunctions	334–35	277–78	90	• Several pictures	<i>subordinating conjunction</i>	
146	Sentences: Compound & Complex	336–37	279–80	91		<i>independent clause</i>	
147	Sentences: Simple, Compound, & Complex	338–39, S107	281–82	92		<i>dependent clause</i>	
148	Language Link: (Punctuation) Commas & Comma Splices	340–41, S108–S109	283–84	93		<i>simple sentence</i>	
149	Chapter 15 Review	342–43	285–86	94–95	• Five flashcards • Items for optional Heritage Studies Connection	<i>compound sentence</i>	
150	Cumulative Review	344–45	287–88			<i>complex sentence</i>	
	Bridge: Visiting Landmarks and Monuments	346	289			<i>comma splice</i>	

## Chapter 16: Writing a Play

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing	347–51	290–94		<ul style="list-style-type: none"> <li>Anthologies of fables or folktales (optional)</li> <li>Computer access for each student to research fables or folktales (optional)</li> </ul>	<i>plot</i> <i>setting</i> <i>characters</i>	<ul style="list-style-type: none"> <li>Recognize the dramatic impact of a play</li> <li>Recognize differences between a play and a short story</li> <li>Consider fables or folktales to dramatize</li> <li>Identify features of a play</li> <li>Analyze a student model of a play</li> <li>Choose a fable or folktale to dramatize</li> <li>Plan one or two settings for a play</li> <li>Develop the characters for a play using a character web</li> <li>Identify the parts of a play's plot</li> <li>Analyze a map of the action in a student play</li> <li>Map the action in a play</li> <li>Develop further the plans prepared in the planning stage</li> <li>Divide the fable or folktale into scenes</li> <li>Plan a scene description, action, and dialogue to include in each scene of the play</li> <li>Participate in a writing conference</li> <li>Draft, revise, proofread, and publish a play</li> </ul>
151	Writing a Play	354–55	295–96			<i>cast list</i>	
152	Features of a Play	356–57	297–98			<i>problem</i>	
153	Play: Planning the Setting & Developing the Characters	358–59	299–300			<i>solution</i>	
154	Play: Mapping the Action	360–61	301–2			<i>script</i>	
155	Play: Drafting	362–63				<i>adaptation</i>	
156	Play: Revising	364–65	303–4			<i>dramatization</i>	
157	Play: Proofreading	366–67	305–6			<i>cast</i>	
158	Play: Publishing	368–69			<ul style="list-style-type: none"> <li>Each student's props for his play (optional)</li> </ul>	<i>scene description</i>	
159	Chapter 16 Review	370–71	307–8	96–97		<i>props</i>	
160	Cumulative Review	372–73	309–10			<i>stage directions</i> <i>character web</i> <i>offstage</i> <i>scenes</i> <i>Writing Process</i> <i>planning</i> <i>drafting</i> <i>revising</i> <i>proofreading</i> <i>publishing</i>	