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| Chapter 1: Sentences | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 1 | Types of Sentences | 4–5 | 1–2 | 1 |  | declarative sentence  interrogative sentence  imperative sentence  exclamatory sentence  subject  predicate  compound subject  compound predicate  compound sentence  complex sentence  semicolon  independent clause  dependent clause  coordinating conjunction  subordinating conjunction  preposition  object of the preposition  prepositional phrase | • Write, identify, and punctuate declarative, imperative, interrogative, and exclamatory sentences  • Change sentence types  • Identify simple and complete subjects and predicates for all sentence types  • Combine sentences using compound subjects and compound predicates  • Diagram simple subjects and simple predicates for all four types of sentences  • Diagram compound sentences and sentences with compound subjects and compound predicates  • Combine simple sentences into a compound sentence by adding a comma and coordinating conjunction *(and, but, or)* or by adding a semicolon  • Identify subordinating conjunctions in dependent clauses  • Combine two simple sentences into a complex sentence  • Separate a complex sentence into two simple sentences  • Differentiate simple, compound, and complex sentences  • Identify dependent and independent clause patterns: *1 IC, 2 IC, 1 DC + 1 IC*  • Identify prepositions, objects of prepositions, and prepositional phrases in sentences  • Expand sentences by adding prepositional phrases to a sentence  • Use a comma after an introductory dependent clause, after a long introductory prepositional phrase, and in a compound sentence |
| 2 | Subjects & Predicates | 6–7 | 3–4 | 2 | • Four sentence strips |
| 3 | Compound Subjects & Predicates | 8–9  S3–S4 | 5–6 | 3 |  |
| 4 | Compound Sentences | 10–11,  S5 | 7–8 | 4 |  |
| 5 | Subordinating Conjunctions | 12–13,  S6 | 9–10 | 5 |  |
| 6 | Complex Sentences | 14–15 | 11–12 | 6 |  |
| 7 | Simple, Compound & Complex Sentences | 16–17 | 13–14 | 7 |  |
| 8 | Prepositions | 18–19,  S7 | 15–16 | 8 | • Four sentence strips |
| 9 | Prepositional Phrases | 20–21,  S7 | 17–18 | 9 |  |
| 10 | Chapter 1 Review | 22–23,  S8 | 19–20 | 10–11 | • Paper grocery bag and newspaper  • Items for optional Science Connection |
|  | Bridge: Exploring Specialty Farms | 24 | 21 |  |  |

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| Chapter 2: Writing a Personal Narrative | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking  Literature to Writing | 25 | 22 |  |  | fragment  personal narrative  first-person point of view  dialogue  time-order words and phrases  Writing Process  planning  drafting  revising  proofreading  publishing | • Identify fragments  • Revise fragments to express complete thoughts  • Analyze a student model of a personal narrative  • Identify time-order words and phrases  • Plan, draft, revise, and proofread a class narrative together  • Identify the stages of the Writing Process  • Recognize that descriptive details, strong verbs, and comparisons make writing more vivid  • Recognize that dialogue makes characters more realistic  • Choose a topic for a personal narrative  • Plan events, details, and dialogue to include in a personal narrative  • Plan an opening and a closing for a personal narrative  • Draft, revise, proofread, and publish a personal narrative  • Write separate paragraphs for each main event on the planning chart  • Write separate paragraphs when the speaker changes during dialogue  • Participate in a writing conference  • Recall ways to correct fragments  • Recognize errors using a *Proofreading Checklist*  • Define *autobiography* |
| 11 | Revising Fragments | 28–29 | 23–24 |  |  |
| 12 | A Personal Narrative | 30–31 | 25–26 |  |  |
| 13 | Using Descriptive Details; Revising & Proofreading Together | 32–33 | 27–28 |  |  |
| 14 | Personal Narrative: Planning | 34–35 | 29–30 |  |  |
| 15 | Personal Narrative: Drafting | 36–37 | 31–32 |  |  |
| 16 | Personal Narrative: Revising | 38–39 | 33–34 |  |  |
| 17 | Personal Narrative: Proofreading | 40–41 | 35–36 |  |  |
| 18 | Personal Narrative: Publishing | 42–43 |  |  | • Several published autobiographies  • Students’ photographs  • Transparent notebook sleeve, two pieces of construction paper, yarn for each student  • Hole punch |
| 19 | Chapter 2 Review | 44–45,  S9 | 37–38 | 12–13 | • E-mail addresses for optional Computer Connection |
| 20 | Cumulative Review | 46–47 | 39–40 |  |  |

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| Chapter 3: Nouns | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 21 | Common & Proper Nouns | 50–51 | 41–42 | 14 |  | noun  common noun  proper noun  compound noun  abbreviation  appositive  singular noun  plural noun  root word  prefix  suffix  singular possessive noun  plural possessive noun | • Identify nouns and compound nouns  • Distinguish between common and proper nouns  • Identify nouns used as simple subjects, objects of prepositions, and direct objects  • Capitalize proper nouns  • Use proofreading marks to correct capitalization errors  • Capitalize and punctuate names of poems, stories, and books correctly  • Write abbreviations of months, days, titles, times, and metric and customary measurement units  • Identify appositives  • Combine and expand sentences using an appositive  • Form plural nouns by adding *s* or *es* to singular nouns  • Write plural forms of proper nouns and nouns ending in *y*, *o*, and *f*  • Identify nouns that form their plurals by changing their spellings and nouns that do not change their spellings  • Identify and write the possessive forms of singular nouns  • Combine sentences using singular or plural possessive nouns  • Identify and write the possessive forms of plural nouns  • Determine the meaning of a word by looking at its Greek word parts |
| 22 | Capitalizing Proper Nouns | 52–53, S10 | 43–44 | 15 |  |
| 23 | Abbreviations | 54–55, S11 | 45–46 | 16 | • Items containing abbreviations of times, personal titles, and measurement units (optional) |
| 24 | Appositives | 56–57 | 47–48 | 17 |  |
| 25 | Singular & Plural Nouns | 58–59 | 49–50 | 18 |  |
| 26 | Singular Possessive Nouns | 60–61 | 51–52 | 19 | • A few items belonging to the students |
| 27 | Plural Possessive Nouns | 62–63 | 53–54 | 20 |  |
| 28 | Language Link: (Vocabulary) English Words from Greek Word Parts | 64–65 | 55–56 | 21 |  |
| 29 | Chapter 3 Review | 68–69 | 57–58 | 22–23 |  |
| 30 | Cumulative Review | 68–69 | 59–60 |  |  |
|  | Bridge: Visiting Science Museums | 70 | 61 |  |  |

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| Chapter 4: Writing a Newspaper Editorial | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing | 71 | 62 |  |  | run-on sentence  compound sentence  complex sentence  persuasive writing  editorial  propaganda  Writing Process  planning  drafting  revising  proofreading  publishing | • Identify run-on sentences  • Revise run-on sentences  • Identify persuasive writing  • Analyze a student editorial  • Learn tips for writing an editorial  • Identify facts and examples that support reasons  • Recognize propaganda tactics in persuasion  • Identify various propaganda tactics  • Rewrite dishonest persuasion in an honest way  • Choose a purpose for a newspaper -editorial  • Gather information to be used as -support for a position  • Plan, draft, revise, proofread, and -publish an editorial  • Analyze the paragraphs in an editorial  • Participate in a writing conference  • Recognize errors using a checklist |
| 31 | Revising Run-on Sentences | 74–75 | 63–64 |  |  |
| 32 | Persuasive Writing | 76–77 | 65–66 |  | • Published newspaper editorial |
| 33 | Propaganda Tactics | 78–79 | 67–68 |  |  |
| 34 | Newspaper Editorial: Planning | 80–81 | 69–70 |  |  |
| 35 | Newspaper Editorial: Drafting | 82–83 |  |  |  |
| 36 | Newspaper Editorial: Revising | 84–85 | 71–72 |  |  |
| 37 | Newspaper Editorial: Proofreading | 86–87 | 73–74 |  |  |
| 38 | Newspaper Editorial: Publishing | 88–89 |  |  |  |
| 39 | Chapter 4 Review | 90–91, S12 | 75–76 | 24–25 | • Opinion or editorial section of a newspaper |
| 40 | Cumulative Review | 92–93 | 77–78 |  |  |

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| Chapter 5: Verbs | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 41 | Action Verbs & Linking Verbs | 96–97, S15 | 79–80 | 26 |  | action verb  linking verb  predicate noun  predicate adjective  sensory words  preposition  prepositional phrase  object of the preposition  direct object  indirect object  sentence pattern  main verb  helping verb  simple subject  compound subject | • Differentiate action verbs and linking verbs  • Identify sensory verbs and forms of *be* used as linking verbs  • Identify predicate nouns and predicate adjectives  • Diagram sentences with action verbs and sentences with linking verbs  • Identify prepositional phrases  • Identify direct objects and indirect objects  • Diagram sentences with direct objects and indirect objects  • Identify and label sentence patterns: *S V, S V DO, S V IO DO, S LV PA, S LV PN*  • Identify adverbs that come between the main verb and the helping verb  • Use the correct verb form to agree with the simple subject of a sentence  • Use the correct verb form to agree in number with a compound subject joined by *and, or, either/or,* or *neither/nor*  • Use the correct forms of *sit/set, imply/infer, rise/raise,* and *can/may* in writing and in speech |
| 42 | Predicate Nouns & Predicate Adjectives | 98–99 | 81–82 | 27 | • Football helmet, football, football uniform, or any other kind of football equipment |
| 43 | Direct Objects | 100–101 | 83–84 | 28 |  |
| 44 | Indirect Objects | 102–3 | 85–86 | 29 |  |
| 45 | Sentence Patterns | 104–5, S16 | 87–88 | 30 |  |
| 46 | More Sentence Patterns | 106–7 | 89–90 | 31 |  |
| 47 | Subject/Verb Agreement | 108–9 | 91–92 | 32 |  |
| 48 | Language Link: (Usage) Confusing Verbs | 110–11 | 93–94 | 33 |  |
| 49 | Chapter 5 Review | 112–13 | 95–96 | 34–35 |  |
| 50 | Cumulative Review | 114–15 | 97–98 |  |  |
|  | Bridge: Playing Football | 116 | 99 |  |  |

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| Chapter 6: Writing Instructions | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing | 117 | 100 |  |  | precise words  specific details  time-order words  spatial words  demonstration  Writing Process  planning  drafting  revising  proofreading  publishing | • Recognize the contrast between precise and imprecise wording in instructions  • Find precise words using a thesaurus  • Replace imprecise words with precise words and details  • Choose a topic to explain  • Analyze a student model of instructions  • Recognize the effectiveness of time-order and spatial words in instructions  • Choose appropriate time-order and spatial words to clarify instructions  • Complete a time-order chart to plan instructions  • Recognize the paragraph structure for writing instructions  • Plan, draft, revise, proofread, and publish instructions  • Participate in a writing conference  • Recognize errors using a Proofreading Checklist  • Identify and practice good speaking and listening skills |
| 51 | Precise Words & Details | 120–21 | 101–2 |  |  |
| 52 | Writing Specific Instructions | 122–23, S17 | 103–4 |  | • Beads of several different colors  • Yarn  • Pair of sewing scissors |
| 53 | Instructions: Planning | 124–25 | 105–6 |  |  |
| 54 | Instructions: Drafting | 126–27 |  |  |  |
| 55 | Instructions: Revising | 128–29 | 107–8 |  |  |
| 56 | Instructions: Proofreading | 130–31 | 109–10 |  |  |
| 57 | Instructions: Preparing for Oral Publishing | 132–33 | 111–12 |  | • Each student’s props |
| 58 | Instructions: Publishing | 134–35 |  |  |  |
| 59 | Chapter 6 Review | 136–37, S18 | 113–14 | 36–37 |  |
| 60 | Cumulative Review | 138–39 | 115–16 |  |  |

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| 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 | • World map or globe (optional)  • Nonfiction book(s) about Hong Kong (optional) | title page  copyright page  table of contents  index  glossary  bibliography  guide word  entry word  etymology  synonym  keyword  periodical  newspaper  headline  editorial  nonfiction  fiction  biography  reference  Dewey decimal system  call number  card catalog  atlas  almanac  Internet  website  search engine | • Locate parts of a book and use them to locate information  • Identify guide words and entry words  • Use a dictionary page for information about spelling, pronunciation, part of speech, and etymology  • Determine the meaning of a word by comparing the context of the sentence and definitions in the dictionary  • Write sentences using homographs  • Identify keywords for use in research  • Identify periodicals and their parts  • Use an excerpt from the *Readers’ Guide to Periodical Literature* for information  • Identify the parts of a newspaper  • Predict the location of specific information in a newspaper  • Use a newspaper index to locate information  • Determine where to search within the library for specific information  • Use the Dewey decimal system to classify books  • Tell when to search by author, title, or subject in a card or electronic catalog  • Use a newspaper, encyclopedia, atlas, almanac, and textbook for information  • Use a computer in the Writing Process  • Take notes from an article  • Construct an outline in order to know what to look for when researching  • Find supporting details for an outline  • Read an article to find specific information |
| 62 | Dictionaries | 144–45 | 119–20 | 39 | • Dictionary for each pair of students |
| 63 | Encyclopedias | 146–47 | 121–22 | 40 | • Encyclopedia volumes  • Dictionary |
| 64 | Periodicals | 148–49 | 123–24 | 41 | • Newspaper for each pair of students  • Magazines |
| 65 | Library | 150–51, S19 | 125–26 | 42 | • Examples of fiction, nonfiction, biography, and reference materials |
| 66 | Atlases, Almanacs & Textbooks | 152–53 | 127–28 | 43 | • Atlases, almanacs, and textbooks |
| 67 | Using Computers in Writing | 154–55 | 129–30 |  | • Computers with word processing software and Internet access  • Printer |
| 68 | Taking Notes from an Article | 156–57, S20 | 131–32 | 44 |  |
| 69 | Chapter 7 Review | 158–59, S21 | 133–34 | 45–46 |  |
| 70 | Cumulative Review | 160–61 | 135–36 |  |  |
|  | Bridge: Sightseeing in Hong Kong | 162 | 137 |  |  |

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| Chapter 8: Writing a Research Report | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing | 163 | 138 |  |  | research report  outline  bibliography  paraphrase  plagiarism  subpoints  supporting details  outline  topic sentence  Writing Process  planning  drafting  revising  proofreading  publishing | • Identify the content of a research -report  • Evaluate a student model of a research report  • Identify steps in writing a research -report  • Choose a topic for a research report  • Analyze notes taken from an online source  • Distinguish between paraphrasing and plagiarizing  • Prepare note cards for research  • Take notes from nonfiction sources  • Analyze a student model of transferring notes to an outline  • Recognize the levels of an outline  • Write an outline, using details from note cards  • Analyze the student model excerpt from the first draft of a research report  • Draft, revise, proofread, and publish a research report  • Analyze a revised draft  • Participate in a writing conference  • Identify the purpose of a bibliography  • Identify the format for recording books, encyclopedias, magazine articles, online sources, and CD-ROMs in a bibliography  • Write a bibliography, using source information |
| 71 | Research Report About a Place | 166–67, S22 | 139–40 |  |  |
| 72 | Research Report: Taking Notes | 168–69, S23–S24 | 141–42 |  | • Ten 4" × 6" lined index cards for each student  • Nonfiction books about each student’s topic  • Encyclopedias  • Magazine or newspaper articles about the topic (optional)  • CD-ROMs about the topic (optional)  • Rubber band and resealable plastic bag for each student (optional) |
| 73 | Research Report: Writing an Outline | 170–71 | 143–44 |  |  |
| 74 | Research Report: Drafting | 172–73 | 145 |  |  |
| 75 | Research Report: Revising | 174–75 | 146–47 |  |  |
| 76 | Research Report: Proofreading | 176–77 | 148–49 |  |  |
| 77 | Research Report: Bibliography | 178–79, S23–S24 | 150 |  |  |
| 78 | Research Report: Publishing | 180–81 |  |  | • Materials for publishing  • Samples of published literature about places |
| 79 | Chapter 8 Review | 182–83, S25–S26 | 151–52 | 47–48 |  |
| 80 | Cumulative Review | 184–85 | 153–54 |  |  |

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| Chapter 9: Pronouns | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 81 | Personal Pronouns & Antecedents | 188–89 | 155–56 | 49 |  | pronoun  antecedent  personal pronoun  possessive pronoun  subject  direct object  indirect object  object of the preposition  reflexive pronoun  intensive pronoun  interrogative pronoun  demonstrative pronoun  demonstrative adjective  indefinite pronoun  homophone | • Identify personal pronouns and their antecedents  • Write a pronoun that agrees with the antecedent in number and gender  • Write clear sentences using pronouns and antecedents  • Identify and use possessive pronouns  • Identify pronouns used as subjects, direct objects, indirect objects, or objects of a preposition  • Identify reflexive pronouns used as direct objects, indirect objects, or objects of a proposition  • Identify and use reflexive and intensive pronouns and their antecedents  • Identify and use interrogative and demonstrative pronouns  • Ask questions using interrogative pronouns correctly  • Identify demonstrative pronouns used as subjects, indirect objects, direct objects, or objects of a preposition  • Differentiate demonstrative pronouns and adjectives  • Write sentences using demonstrative pronouns  • Identify and use singular and plural indefinite pronouns  • Use homophones correctly in sentences |
| 82 | Possessive Pronouns | 190–91 | 157–58 | 50 |  |
| 83 | Subject & Object Pronouns | 192–93 | 159–60 | 51 |  |
| 84 | Reflexive & Intensive Pronouns | 194–95 | 161–62 | 52 |  |
| 85 | Interrogative Pronouns | 196–97 | 163–64 | 53 |  |
| 86 | Demonstrative Pronouns | 198–99 | 165–66 | 54 |  |
| 87 | Indefinite Pronouns | 200–201 | 167–68 | 55 |  |
| 88 | Language Link: (Vocabulary) Homophones | 202–3 | 169–70 | 56 |  |
| 89 | Chapter 9 Review | 204–5 | 171–72 | 57–58 |  |
| 90 | Cumulative Review | 206–7 | 173–74 |  |  |
|  | Bridge: Ministering in Europe | 208 | 175 |  |  |

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| Chapter 10: Writing Historical Fiction | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing | 209–11 | 176–78 |  |  | setting  characters  plot  historical fiction  conflict  resolution  main character  word web  plot diagram  Writing Process  planning  drafting  revising  proofreading  publishing | • Define historical fiction  • Analyze a student model  • Choose a story idea  • Plan the setting, characters, conflict, resolution, and plot of a historical fiction story  • Define conflict and resolution  • Recognize the plot structure in a typical story  • Analyze a sample plot diagram  • Recognize how to work setting and characterization details into a story  • Draft historical fiction based on the plot diagram  • Participate in a writing conference  • Revise, proofread, and publish historical fiction  • Recognize errors using the Proofreading Checklist |
| 91 | Historical Fiction | 214–15 | 179–80 |  |  |
| 92 | Planning the Setting; Planning the Main Character | 216–17 | 181–82 |  | • Nonfiction books about each student’s setting (optional)  • Internet access for each student (optional) |
| 93 | Planning the Conflict & Resolution; Planning the Other Characters | 218–19 | 183–84 |  |  |
| 94 | Planning the Plot | 220–21 | 185–86 |  |  |
| 95 | Historical Fiction: Drafting | 222–23 | 187–88 |  |  |
| 96 | Historical Fiction: Revising | 224–25 | 189–90 |  |  |
| 97 | Historical Fiction: Proofreading | 226–27 | 191–92 |  |  |
| 98 | Historical Fiction: Publishing | 228–29 |  |  | • Two sheets of blank drawing paper for each student  • Two sheets of construction paper for each student  • Brass fasteners or yarn for each student  • Samples of published historical fiction books |
| 99 | Chapter 10 Review | 230–31 | 193–94 | 59–60 | • Computer and Internet access for each student for optional Computer Connection |
| 100 | Cumulative Review | 232–33 | 195–96 |  |  |

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| Chapter 11: More About Verbs | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 101 | Principal Parts | 236–37 | 197–98 | 61 |  | verb  verb tense  present-tense verb  past-tense verb  future-tense verb  present-perfect tense  past-perfect tense  future-perfect tense  regular verb  irregular verb  contraction  present principal part  past principal part  past-participle principal part  prefix  suffix | • Distinguish between the three principal parts and use the correct principal part to form verb tenses  • Identify verbs as present, past, or future tense and write them in sentences  • Identify sentence patterns: S V, S V DO, S V IO DO, S LV PA, and S LV PN  • Identify verbs as present-, past-, or future-perfect tense and write them in sentences  • Distinguish between regular and irregular verbs  • Form contractions correctly and use them in sentences  • Correct double negatives in sentences that contain contractions  • Identify prefixes, suffixes, and their meanings  • Use prefixes and suffixes correctly in sentences |
| 102 | Simple Verb Tenses | 238–39 | 199–200 | 62 |  |
| 103 | Perfect Tenses | 240–41, S27 | 201–2 | 63 |  |
| 104 | More About Perfect Tenses | 242–43, S28 | 203–4 | 64 |  |
| 105 | Irregular Verbs | 244–45, S27 | 205–6 | 65 |  |
| 106 | More Irregular Verbs | 246–47, S29 | 207–8 | 66 |  |
| 107 | Contractions | 248–49 | 209–10 | 67 |  |
| 108 | Language Link: (Vocabulary) Prefixes & Suffixes | 250–51 | 211–12 | 68 |  |
| 109 | Chapter 11 Review | 252–53 | 213–14 | 69–70 | • Materials for optional Art Connection |
| 110 | Cumulative Review | 254–55 | 215–16 |  |  |
|  | Bridge: Studying the Transportation Industry | 256 | 217 |  |  |

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| Chapter 12: Writing a Compare-Contrast Essay | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing | 257 | 218 |  |  | compare-contrast essay  comparing words  contrasting words  outline  Venn diagram  Writing Process  planning  drafting  revising  proofreading  publishing | • Analyze a student model of a compare-contrast essay  • Insert comparing and contrasting words at appropriate places in an essay  • Recognize two different ways to organize ideas in a compare-contrast essay  • Learn advantages of each method of organization  • Identify the method of organization used in an essay  • Choose a science-related topic for a compare-contrast essay  • Research the two subjects of a compare-contrast essay  • Organize details from research into a Venn diagram  • Make an outline for a compare-contrast essay  • Analyze a student model of a compare-contrast essay  • Draft, revise, proofread, and publish a compare-contrast essay  • Recognize errors using a Proofreading Checklist |
| 111 | A Compare-Contrast Essay | 260–61 | 219–20 |  |  |
| 112 | Organizing Your Essay | 262–63 | 221–22 |  |  |
| 113 | Researching Your Subjects | 264–65 | 223–24 |  | • Informational non-fiction books  • Encyclopedias  • Scientific magazines (optional)  • CD-ROMs about possible topics (optional)  • Internet access for each student (optional)  • Several 4" × 6" lined index cards (optional) |
| 114 | Compare-Contrast Essay: Planning | 266–67 | 225–26 |  |  |
| 115 | Compare-Contrast Essay: Drafting | 268–69 |  |  |  |
| 116 | Compare-Contrast Essay: Revising | 270–71 | 227–28 |  |  |
| 117 | Compare-Contrast Essay: Proofreading | 272–73 | 229–30 |  |  |
| 118 | Compare-Contrast Essay: Publishing | 274–75 |  |  | • Science magazines  • Materials for publishing |
| 119 | Chapter 12 Review | 276–77, S30 | 231–32 | 71–72 | • Two stories for each student for optional Literature Connection |
| 120 | Cumulative Review | 278–79 | 233–34 |  |  |

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| Chapter 13: Adjectives, Adverbs, & Prepositions | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 121 | Adjectives | 282–83, S31 | 235–36 | 73 |  | adjective  comparative adjective  superlative adjective  predicate adjective  article  proper adjective  adverb  comparative adverb  superlative adverb  preposition  object of the preposition  prepositional phrase  modifier | • Identify adjectives and the words that they modify  • Write the correct comparative/superlative form of an adjective or adverb using er/est, more/most, or less/least  • Diagram sentences with adjectives and adverbs  • Identify articles, demonstrative adjectives, and proper adjectives and the nouns that they modify  • Diagram special adjectives in a -sentence  • Identify the verb and the adverb that modifies it  • Identify adverbs and the adjectives/adverbs that they modify in a sentence  • Identify prepositional phrases and the nouns or verbs that they modify in a sentence  • Expand sentences by adding prepositional phrases  • Identify whether a modifier is an adjective or adverb  • Identify whether a modifier is an adjectival or adverbial prepositional phrase  • Identify which word in a sentence a modifier describes  • Identify good as an adjective and well as an adjective or adverb  • Determine the correct uses of fewer/less, between/among,andlike/as |
| 122 | Special Adjectives | 284–85, S32 | 237–38 | 74 | • Four index cards |
| 123 | Adverbs Modifying Verbs | 286–87 | 239–40 | 75 |  |
| 124 | Adverbs Modifying Adjectives & Adverbs | 288–89 | 241–42 | 76 |  |
| 125 | Prepositional Phrases Modifying Nouns & Pronouns | 290–91 | 243–44 | 77 |  |
| 126 | Prepositional Phrases Modifying Verbs | 292–93 | 245–46 | 78 | • Four sheets of colored paper |
| 127 | Modifiers | 294–95, S33 | 247–48 | 79 |  |
| 128 | Language Link: (Vocabulary) Confusing Words | 296–97, S34 | 249–50 | 80 |  |
| 129 | Chapter 13 Review | 298–99 | 251–52 | 81–82 | • Materials for optional Science Connection |
| 130 | Cumulative Review | 300–301 | 253–54 |  |  |
|  | Bridge: Examining Insects | 302 | 255 |  |  |

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| Chapter 14: Writing a Limerick & Free Verse | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing | 303 | 256 |  |  | limerick  tone  form  rhyme  rhythm  free verse  figurative language  word web  image  sensory detail  Writing Process  planning  drafting  revising  proofreading  publishing | • Identify characteristics of a limerick  • Recognize the importance of a thesaurus in poetry writing  • Write rhymed, metered lines for a limerick  • Analyze a student model of a limerick  • Generate rhyming words  • Plan, draft, revise, proofread, and publish a limerick  • Participate in a writing conference  • Analyze a student model of free verse  • Choose an experience to write about in a free verse poem  • Draft, revise, proofread, and publish free verse  • Recognize errors using a Proofreading Checklist |
| 131 | Writing a Limerick | 306–7 | 257–58 |  |  |
| 132 | Limerick: Planning & Drafting | 308–9 | 259–60 |  | • One or two student atlases |
| 133 | Limerick: Revising & Proofreading | 310–11 | 261–62 |  |  |
| 134 | Free Verse: Planning | 312–13 | 263–64 |  |  |
| 135 | Free Verse: Drafting | 314–15 | 265–66 |  |  |
| 136 | Free Verse: Revising | 316–17 | 267–68 |  |  |
| 137 | Free Verse: Proofreading | 318–19 | 269–70 |  |  |
| 138 | Free Verse: Publishing | 320–21 |  |  | • Anthology of children’s poems  • Computer access for each student  • Small envelope for each student  • Notepad  • Pocket for storing the notepad on the bulletin board |
| 139 | Chapter 14 Review | 322–23 | 271–72 | 83–84 |  |
| 140 | Cumulative Review | 324–25 | 273–74 |  |  |

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| Chapter 15: Sentences, Phrases & Clauses | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
| 141 | Parts of Speech | 328–29, S7 | 275–76 | 85 | • Eight 4" × 6" index cards | noun  pronoun  action verb  linking verb  adjective  adverb  preposition  coordinating conjunction  subordinating conjunction  compound subject  compound predicate  appositive  compound sentence  complex sentence  independent clause  dependent clause  relative pronoun  sentence fragment  run-on sentence  misplaced modifier | • Define the parts of speech and identify them in a sentence  • Identify prepositions, objects of prepositions, and prepositional phrases  • Choose the correct verb to agree with the subject in a sentence containing a prepositional phrase  • Combine sentences with prepositional phrases  • Identify an appositive phrase  • Combine sentences with an appositive  • Identify compound subjects and compound predicates in sentences  • Combine sentences with compound subjects and compound predicates  • Diagram sentences with compound subjects and compound predicates: S S V, S V V, S S V V (optional)  • Identify a simple sentence as an independent clause  • Combine two simple sentences into a compound sentence  • Diagram a compound sentence (optional)  • Identify dependent and independent clauses in a complex sentence  • Identify subordinating conjunctions in dependent clauses  • Combine independent clauses to make a complex sentence  • Identify and revise sentence fragments, run-on sentences, and sentences that contain misplaced modifiers |
| 142 | Prepositional Phrases | 330–31, S38 | 277–78 | 86 |  |
| 143 | Appositives | 332–33 | 279–80 | 87 | • Several pictures of any type |
| 144 | Compound Subjects & Predicates | 334–35, S39 | 281–82 | 88 | • Three paper plates or cups |
| 145 | Compound Sentences | 336–37, S40 | 283–84 | 89 |  |
| 146 | Complex Sentences | 338–39 | 285–86 | 90 | • Five 3" × 5" index cards |
| 147 | Writing Complex Sentences | 340–41 | 287–88 | 91 |  |
| 148 | Sentence Errors | 342–43 | 289–90 | 92 |  |
| 149 | Chapter 15 Review | 344–45, S41 | 291–92 | 93–94 | • Materials for optional Science Connection |
| 150 | Cumulative Review | 346–47 | 293–94 |  |  |
|  | Bridge: Viewing Bridges | 348 | 295 |  |  |

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| Chapter 16: Writing a Cover Letter | | | | | | | |
| **Lesson** | **Topic** | **TE Pages** | **Worktext** | **Teacher’s Toolkit CD** | **Materials to Gather** | **Vocabulary** | **Objectives** |
|  | Bridge: Linking Literature to Writing | 349 | 296 |  |  | business letter  greeting  heading  inside address  body  closing  signature  polite tone  precise wording  plain facts  market research  manuscript submission  editor  SASE  cover letter  Writing Process  planning  drafting  revising  proofreading  publishing | • Identify the proper form for a business letter  • Identify three other characteristics of business letters  • Revise a business letter to have a polite tone, precise wording, and plain facts  • Define publishing terms  • Research markets for poems  • Record information on various markets  • Identify a cover letter  • Analyze a student model of a cover letter  • Evaluate a poem’s readiness for submission using a checklist  • Analyze the content of a cover letter  • Plan, draft, revise, proofread, and publish a cover letter to the editor of a publication  • Recall the four *P*s of good business letters  • Participate in a writing conference  • Identify mistakes in a business letter  • Recognize errors using a checklist |
| 151 | Business Letters | 352–53 | 297–98 |  | • Business letter that you have received |
| 152 | Submitting Work to a Publisher | 354–55 | 299–300 |  | • Copies of market information that you have collected  • Several magazines that contain poems, with poetry pages marked |
| 153 | Writing a Cover Letter | 356–57 | 301–2 |  |  |
| 154 | Cover Letter: Planning | 358–59 | 303–4 |  |  |
| 155 | Cover Letter: Drafting | 360–61 |  |  |  |
| 156 | Cover Letter: Revising | 362–63 | 305–6 |  |  |
| 157 | Cover Letter: Proofreading | 364–65 | 307–8 |  |  |
| 158 | Cover Letter: Publishing | 366–67 | 309–10 |  | • Two stamped business envelopes for each student |
| 159 | Chapter 16 Review | 368–69 | 311–12 | 95–96 |  |
| 160 | Cumulative Review | 370–71 | 313–14 |  |  |