

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		<i>declarative sentence</i>	<ul style="list-style-type: none"> • 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 (<i>and, but, or</i>) 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: <i>1 IC, 2 IC, 1 DC + 1 IC</i> • 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	<i>interrogative sentence</i>	
3	Compound Subjects & Predicates	8–9 S3–S4	5–6	3		<i>imperative sentence</i>	
4	Compound Sentences	10–11, S5	7–8	4		<i>exclamatory sentence</i>	
5	Subordinating Conjunctions	12–13, S6	9–10	5		<i>subject</i>	
6	Complex Sentences	14–15	11–12	6		<i>predicate</i>	
7	Simple, Compound & Complex Sentences	16–17	13–14	7		<i>compound subject</i>	
8	Prepositions	18–19, S7	15–16	8	• Four sentence strips	<i>compound predicate</i>	
9	Prepositional Phrases	20–21, S7	17–18	9		<i>compound sentence</i>	
10	Chapter 1 Review	22–23, S8	19–20	10–11	• Paper grocery bag and newspaper • Items for optional Science Connection	<i>complex sentence</i>	
	Bridge: Exploring Specialty Farms	24	21			<i>semicolon</i>	
						<i>independent clause</i>	
						<i>dependent clause</i>	
						<i>coordinating conjunction</i>	
						<i>subordinating conjunction</i>	
						<i>preposition</i>	
						<i>object of the preposition</i>	
						<i>prepositional phrase</i>	

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			<i>fragment</i> <i>personal narrative</i> <i>first-person point of view</i> <i>dialogue</i> <i>time-order words and phrases</i> <i>Writing Process</i> <i>planning</i> <i>drafting</i> <i>revising</i> <i>proofreading</i> <i>publishing</i>	<ul style="list-style-type: none"> • 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 <i>Proofreading Checklist</i> • 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			<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • E-mail addresses for optional Computer Connection 		
20	Cumulative Review	46–47	39–40				

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		<i>noun</i> <i>common noun</i> <i>proper noun</i> <i>compound noun</i> <i>abbreviation</i> <i>appositive</i> <i>singular noun</i> <i>plural noun</i> <i>root word</i> <i>prefix</i> <i>suffix</i> <i>singular possessive noun</i> <i>plural possessive noun</i>	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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				

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			<i>run-on sentence</i>	<ul style="list-style-type: none"> • 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			<i>compound sentence</i>	
32	Persuasive Writing	76–77	65–66		• Published newspaper editorial	<i>complex sentence</i> <i>persuasive writing</i> <i>editorial</i>	
33	Propaganda Tactics	78–79	67–68			<i>propaganda</i>	
34	Newspaper Editorial: Planning	80–81	69–70			<i>Writing Process</i> <i>planning</i>	
35	Newspaper Editorial: Drafting	82–83				<i>drafting</i>	
36	Newspaper Editorial: Revising	84–85	71–72			<i>revising</i>	
37	Newspaper Editorial: Proofreading	86–87	73–74			<i>proofreading</i>	
38	Newspaper Editorial: Publishing	88–89				<i>publishing</i>	
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				

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		<i>action verb</i> <i>linking verb</i>	<ul style="list-style-type: none"> • Differentiate action verbs and linking verbs • Identify sensory verbs and forms of <i>be</i> 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: <i>S V</i>, <i>S V DO</i>, <i>S V IO DO</i>, <i>S LV PA</i>, <i>S LV PN</i> • 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 <i>and</i>, <i>or</i>, <i>either/or</i>, or <i>neither/nor</i> • Use the correct forms of <i>sit/set</i>, <i>imply/infer</i>, <i>rise/raise</i>, and <i>can/may</i> in writing and in speech
42	Predicate Nouns & Predicate Adjectives	98–99	81–82	27	<ul style="list-style-type: none"> • Football helmet, football, football uniform, or any other kind of football equipment 	<i>predicate noun</i> <i>predicate adjective</i> <i>sensory words</i>	
43	Direct Objects	100–101	83–84	28		<i>preposition</i>	
44	Indirect Objects	102–3	85–86	29		<i>prepositional phrase</i>	
45	Sentence Patterns	104–5, S16	87–88	30		<i>object of the preposition</i>	
46	More Sentence Patterns	106–7	89–90	31		<i>direct object</i> <i>indirect object</i>	
47	Subject/Verb Agreement	108–9	91–92	32		<i>sentence pattern</i> <i>main verb</i>	
48	Language Link: (Usage) Confusing Verbs	110–11	93–94	33		<i>helping verb</i> <i>simple subject</i>	
49	Chapter 5 Review	112–13	95–96	34–35		<i>compound subject</i>	
50	Cumulative Review	114–15	97–98				
	Bridge: Playing Football	116	99				

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				
51	Precise Words & Details	120–21	101–2			<i>precise words</i> <i>specific details</i> <i>time-order words</i>	<ul style="list-style-type: none"> 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 <i>Proofreading Checklist</i> Identify and practice good speaking and listening skills
52	Writing Specific Instructions	122–23, S17	103–4		<ul style="list-style-type: none"> Beads of several different colors Yarn Pair of sewing scissors 	<i>spatial words</i> <i>demonstration</i> <i>Writing Process</i> <i>planning</i> <i>drafting</i>	
53	Instructions: Planning	124–25	105–6			<i>revising</i>	
54	Instructions: Drafting	126–27				<i>proofreading</i>	
55	Instructions: Revising	128–29	107–8			<i>publishing</i>	
56	Instructions: Proofreading	130–31	109–10				
57	Instructions: Preparing for Oral Publishing	132–33	111–12		<ul style="list-style-type: none"> Each student's props 		
58	Instructions: Publishing	134–35					
59	Chapter 6 Review	136–37, S18	113–14				
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"> World map or globe (optional) Nonfiction book(s) about Hong Kong (optional) 	title page copyright page table of contents index	<ul style="list-style-type: none"> 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 <i>Readers' Guide to Periodical Literature</i> 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	<ul style="list-style-type: none"> Dictionary for each pair of students 	bibliography guide word	
63	Encyclopedias	146–47	121–22	40	<ul style="list-style-type: none"> Encyclopedia volumes Dictionary 	entry word etymology synonym	
64	Periodicals	148–49	123–24	41	<ul style="list-style-type: none"> Newspaper for each pair of students Magazines 	keyword periodical newspaper	
65	Library	150–51, S19	125–26	42	<ul style="list-style-type: none"> Examples of fiction, nonfiction, biography, and reference materials 	headline editorial	
66	Atlases, Almanacs & Textbooks	152–53	127–28	43	<ul style="list-style-type: none"> Atlases, almanacs, and textbooks 	nonfiction fiction	
67	Using Computers in Writing	154–55	129–30		<ul style="list-style-type: none"> Computers with word processing software and Internet access Printer 	biography reference	
68	Taking Notes from an Article	156–57, S20	131–32	44		Dewey decimal system	
69	Chapter 7 Review	158–59, S21	133–34	45–46		call number card catalog	
70	Cumulative Review	160–61	135–36			atlas almanac Internet website search engine	
	Bridge: Sightseeing in Hong Kong	162	137				

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				
71	Research Report About a Place	166–67, S22	139–40				
72	Research Report: Taking Notes	168–69, S23–S24	141–42		<ul style="list-style-type: none"> Ten 4" x 3 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) 	<i>research report</i> <i>outline</i> <i>bibliography</i> <i>paraphrase</i> <i>plagiarism</i> <i>subpoints</i> <i>supporting details</i> <i>outline</i> <i>topic sentence</i> <i>Writing Process</i> <i>planning</i> <i>drafting</i> <i>revising</i> <i>proofreading</i> <i>publishing</i>	<ul style="list-style-type: none"> 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
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			<ul style="list-style-type: none"> 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				

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		<i>pronoun</i> <i>antecedent</i>	<ul style="list-style-type: none"> • 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		<i>personal pronoun</i>	
83	Subject & Object Pronouns	192–93	159–60	51		<i>possessive pronoun</i> <i>subject</i>	
84	Reflexive & Intensive Pronouns	194–95	161–62	52		<i>direct object</i> <i>indirect object</i>	
85	Interrogative Pronouns	196–97	163–64	53		<i>object of the preposition</i>	
86	Demonstrative Pronouns	198–99	165–66	54		<i>reflexive pronoun</i> <i>intensive pronoun</i>	
87	Indefinite Pronouns	200–201	167–68	55		<i>interrogative pronoun</i>	
88	Language Link: (Vocabulary) Homophones	202–3	169–70	56		<i>demonstrative pronoun</i> <i>demonstrative adjective</i> <i>indefinite pronoun</i> <i>homophone</i>	
89	Chapter 9 Review	204–5	171–72	57–58			
90	Cumulative Review	206–7	173–74				
	Bridge: Ministering in Europe	208	175				

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	49			
91	Historical Fiction	214–15	179–80				<ul style="list-style-type: none"> • Define <i>historical fiction</i> • Analyze a student model • Choose a story idea • Plan the setting, characters, conflict, resolution, and plot of a historical fiction story • Define <i>conflict</i> and <i>resolution</i> • 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 <i>Proofreading Checklist</i>
92	Planning the Setting; Planning the Main Character	216–17	181–82		<ul style="list-style-type: none"> • Nonfiction books about each student's setting (optional) • Internet access for each student (optional) 	<i>setting</i> <i>characters</i> <i>plot</i> <i>historical fiction</i> <i>conflict</i> <i>resolution</i> <i>main character</i> <i>word web</i> <i>plot diagram</i>	
93	Planning the Conflict & Resolution; Planning the Other Characters	218–19	183–84			<i>Writing Process</i> <i>planning</i> <i>drafting</i> <i>revising</i> <i>proofreading</i> <i>publishing</i>	
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			<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Computer and Internet access for each student for optional Computer Connection 		
100	Cumulative Review	232–33	195–96				

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		<i>verb</i>	<ul style="list-style-type: none"> • 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		<i>verb tense</i>	
103	Perfect Tenses	240–41, S27	201–2	63		<i>present-tense verb</i> <i>past-tense verb</i>	
104	More About Perfect Tenses	242–43, S28	203–4	64		<i>future-tense verb</i> <i>present-perfect tense</i>	
105	Irregular Verbs	244–45, S27	205–6	65		<i>past-perfect tense</i>	
106	More Irregular Verbs	246–47, S29	207–8	66		<i>future-perfect tense</i> <i>regular verb</i>	
107	Contractions	248–49	209–10	67		<i>irregular verb</i> <i>contraction</i>	
108	Language Link: (Vocabulary) Prefixes & Suffixes	250–51	211–12	68		<i>present principal part</i> <i>past principal part</i>	
109	Chapter 11 Review	252–53	213–14	69–70	• Materials for optional Art Connection	<i>past-participle principal part</i> <i>prefix</i> <i>suffix</i>	
110	Cumulative Review	254–55	215–16				
	Bridge: Studying the Transportation Industry	256	217				

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			<i>compare-contrast essay</i> <i>comparing words</i> <i>contrasting words</i> <i>outline</i> <i>Venn diagram</i> <i>Writing Process</i> <i>planning</i> <i>drafting</i> <i>revising</i> <i>proofreading</i> <i>publishing</i>	<ul style="list-style-type: none"> • 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 <i>Proofreading Checklist</i>
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		<ul style="list-style-type: none"> • Informational non-fiction books • Encyclopedias • Scientific magazines (optional) • CD-ROMs about possible topics (optional) • Internet access for each student (optional) • Several 4" x 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			<ul style="list-style-type: none"> • Science magazines • Materials for publishing 		
119	Chapter 12 Review	276–77, S30	231–32	71–72	<ul style="list-style-type: none"> • Two stories for each student for optional Literature Connection 		
120	Cumulative Review	278–79	233–34				

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		<i>adjective</i> <i>comparative adjective</i> <i>superlative adjective</i> <i>predicate adjective</i> <i>article</i> <i>proper adjective</i> <i>adverb</i> <i>comparative adverb</i> <i>superlative adverb</i> <i>preposition</i> <i>object of the preposition</i> <i>prepositional phrase</i> <i>modifier</i>	<ul style="list-style-type: none"> • Identify adjectives and the words that they modify • Write the correct comparative/superlative form of an adjective or adverb using <i>er/est</i>, <i>more/most</i>, or <i>less/least</i> • 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 <i>good</i> as an adjective and <i>well</i> as an adjective or adverb • Determine the correct uses of <i>fewer/less</i>, <i>between/among</i>, and <i>like/as</i>
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				

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	256	303				
131	Writing a Limerick	306–7	257–58				<ul style="list-style-type: none"> • 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 <i>Proofreading Checklist</i>
132	Limerick: Planning & Drafting	308–9	259–60		<ul style="list-style-type: none"> • One or two student atlases 	<i>limerick</i> <i>tone</i> <i>form</i>	
133	Limerick: Revising & Proofreading	310–11	261–62			<i>rhyme</i> <i>rhythm</i> <i>free verse</i>	
134	Free Verse: Planning	312–13	263–64			<i>figurative language</i> <i>word web</i>	
135	Free Verse: Drafting	314–15	265–66			<i>image</i> <i>sensory detail</i>	
136	Free Verse: Revising	316–17	267–68			<i>Writing Process</i> <i>planning</i>	
137	Free Verse: Proofreading	318–19	269–70			<i>drafting</i> <i>revising</i> <i>proofreading</i>	
138	Free Verse: Publishing	320–21			<ul style="list-style-type: none"> • 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 	<i>publishing</i>	
139	Chapter 14 Review	322–23	271–72	83–84			
140	Cumulative Review	324–25	273–74				

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" 3 6" index cards	<i>noun</i>	<ul style="list-style-type: none"> • 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		<i>pronoun</i>	
143	Appositives	332–33	279–80	87	• Several pictures of any type	<i>action verb</i> <i>linking verb</i>	
144	Compound Subjects & Predicates	334–35, S39	281–82	88	• Three paper plates or cups	<i>adjective</i> <i>adverb</i>	
145	Compound Sentences	336–37, S40	283–84	89		<i>preposition</i> <i>coordinating conjunction</i>	
146	Complex Sentences	338–39	285–86	90	• Five 3" 3 5" index cards	<i>subordinating conjunction</i>	
147	Writing Complex Sentences	340–41	287–88	91		<i>compound subject</i>	
148	Sentence Errors	342–43	289–90	92		<i>compound predicate</i>	
149	Chapter 15 Review	344–45, S41	291–92	93–94	• Materials for optional Science Connection	<i>appositive</i> <i>compound sentence</i>	
150	Cumulative Review	346–47	293–94			<i>complex sentence</i> <i>independent clause</i> <i>dependent clause</i> <i>relative pronoun</i> <i>sentence fragment</i> <i>run-on sentence</i> <i>misplaced modifier</i>	
	Bridge: Viewing Bridges	348	295				

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			<i>business letter</i>	<ul style="list-style-type: none"> • 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 <i>P</i>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		<ul style="list-style-type: none"> • Business letter that you have received 	<i>greeting</i>	
152	Submitting Work to a Publisher	354–55	299–300		<ul style="list-style-type: none"> • Copies of market information that you have collected • Several magazines that contain poems, with poetry pages marked 	<i>heading</i>	
153	Writing a Cover Letter	356–57	301–2			<i>inside address</i>	
154	Cover Letter: Planning	358–59	303–4			<i>body</i>	
155	Cover Letter: Drafting	360–61				<i>closing</i>	
156	Cover Letter: Revising	362–63	305–6			<i>signature</i>	
157	Cover Letter: Proofreading	364–65	307–8			<i>polite tone</i>	
158	Cover Letter: Publishing	366–67	309–10		<ul style="list-style-type: none"> • Two stamped business envelopes for each student 	<i>precise wording</i>	
159	Chapter 16 Review	368–69	311–12	95–96		<i>plain facts</i>	
160	Cumulative Review	370–71	313–14			<i>market research</i>	
						<i>manuscript submission</i>	
						<i>editor</i>	
						<i>SASE</i>	
						<i>cover letter</i>	
						<i>Writing Process</i>	
						<i>planning</i>	
						<i>drafting</i>	
						<i>revising</i>	
						<i>proofreading</i>	
						<i>publishing</i>	