

	Lesson	Lesson Pages	Text Pages	Worktext Pages	Teaching Visuals	Vocabulary Words	Bible Truths	Comprehension Skills	Other Skills
<b>Unit 1—Exploits Lessons 1–22</b>									
<b>Unit Page</b>		2	1						
<b>Watching Wallace</b> <b>Realistic fiction</b> <i>by Sharon Hambrick</i>	1	3–7	2–5	1		† concentrated mongrel † expanse † rabies	2a Obedience 5a Love 6b Prayer 8a Faith in God’s Promises 8d Courage	evaluating character responses identifying problems and solutions relating lesson content to personal experience generalizing about characters from actions	<b>Literature:</b> focusing on the author’s use of descriptive verbs noting the author’s use of flashback
	2	8–12	6–9	2–4		† pantry † loomed	2c Responsibility 4c Honesty 4d Victory 5a Thankfulness 6b Prayer 8a Faith in God’s promises 8d Courage	drawing inferences from picture and text interpretation recognizing character growth and change relating story content to biblical truth: we can overcome fear when we trust in God sequencing story events	<b>Literature:</b> inferring differences between characters recognizing character development through actions and speech
<b>Over the Top Poetry</b> <i>by Dawn L. Watkins</i>	3	13–16	10–11	5–6		engage centrifugal *† reckless			<b>Literature:</b> recognizing free verse identifying figurative language identifying onomatopoeia noting author’s choice of words classifying onomatopoeic words <b>Composition:</b> completing a free verse poem using onomatopoeia
<b>Skill Station Day Setting</b>	4	17–18		208–11					<b>Literature:</b> recognizing that the setting of the story tells where and when the story takes place recognizing that the setting can affect the actions of the characters
<b>River’s Rising Realistic fiction</b> <i>by Milly Howard</i>	5	19–23	12–15	7		* slicker *† landing	2e Work 5a Love 6b Prayer 7d Contentment 8a Faith in God’s promises	developing an awareness of mood evaluating character responses identifying problems and solutions predicting outcomes identifying imagery inferring size relationships following directions	

	6	24–27	16–19	8		*† mooring *† current * bottleneck *† debris *† submerged	2a Obedience 2b Servanthood 2b Helpfulness 3c Emotional control 6b Prayer 8a Faith in God’s promises	noting how character actions reveal character traits evaluating emotional responses of characters relating story content to biblical truth: a Christian should love and help others identifying problems and solutions	<b>Vocabulary:</b> using context cues to determine word meaning
	7	28–31	20–22	9–10		* sandbar *† tiller * rudder *† salvage	2b Teamwork 2e Diligence 2e Thoroughness 6b Prayer 7c Praise 8a Faith in God’s promises	noting how character actions reveal character traits evaluating emotional responses of characters relating story content to biblical truth: a Christian should trust the Lord and ask Him for help during times of trouble identifying problems and solutions determining cause-and-effect relationships	<b>Study skills:</b> relating biblical truth to personal experience locating verses in the Bible relating to God’s promises
<b>Skill Lesson: Map Reading</b>	8	32–37	23–26	11–12		† symbols		identifying main ideas distinguishing between relevant and irrelevant information identifying information explicitly stated reading for specific information	<b>Study skills:</b> reading a map scale determining distance using a map scale drawing a map that includes physical features, a map key, and a map scale
<b>Skill Station Day Plot and conflict</b>	9	38–39		212–15	1— <i>The Shape of a Story’s Plot</i>				<b>Literature:</b> defining plot as a sequence of events sequencing the events of a plot identifying the beginning, middle, and end of the story defining conflict as a problem in a story that must be solved identifying the conflict of a plot
<b>A Wise King and a Wise Son</b> <i>A folktale adapted as a play by Kristin Lehman and Karen Wilt</i>	10	40–45	27–31	13		*† astounded *† scepter * fend bleary	5a Love 5a Kindness 5b Giving 5e Loyalty	determining the emotional responses of characters interpreting idiomatic expressions	<b>Literature:</b> noting the author’s use of imagery <b>Vocabulary:</b> matching synonyms using context cues to determine meaning
	11	46–50	32–35	14		* wielded † shocks	5a Love 5e Friendliness	identifying character traits discerning motives of characters matching characters and dialogue	<b>Literature:</b> noting the author’s use of foreshadowing

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<b>Skill Station Day</b> <b>Main idea and supporting details</b>	12	51–52		216–17	2— <i>Getting the Message</i>				<b>Study Skills:</b> inferring main idea distinguishing between the main idea and the supporting details
<b>An Emergency</b> <b>A chapter taken from Llamas on the Loose</b> <i>by Jeri Massi</i>	13	53–58	36–40	15		*† grant † groom crias * yearling *† halter *† indignantly	2e Work 6b Prayer	determining sequence of events	<b>Literature:</b> recognizing the author’s use of figurative language recognizing the author’s use of humor <b>Vocabulary:</b> determining meaning from context matching words and definitions
	14	59–65	41–45	16–18	1— <i>The Shape of a Story’s Plot</i>	causeway † muzzles † licorice pungent		recognizing the setting through the author’s description understanding characters’ perspectives recognizing a simile’s meaning recalling facts and details	<b>Literature:</b> determining conflicts and their solutions <b>Composition:</b> writing a solution to a conflict
<b>Lama Glama</b> <b>An article</b> <i>by Wendy Harris</i>	15	66–71	46–50	19–20		splotches † graze † browse † domesticated	3a Self-control 5a Kindness	identifying information not explicitly stated reading for specific information recalling likenesses and differences drawing conclusions	<b>Study Skills:</b> writing and using captions to clarify content reading and organizing facts and details
<b>Skill Station Day</b> <b>Relevant and irrelevant information</b>	16	72–73		218–19	3— <i>Relevant or Irrelevant</i>		4c Honesty		<b>Study Skills:</b> identifying relevant and irrelevant information: words, topics, and sentences
<b>Yukon Trail</b> <b>Realistic fiction</b> <i>by Willis Lindquist</i>	17	74–79	51–55	21		*† lowering * mush *† tundra * tawny *† venture		discerning characters’ motive identifying characters’ attitudes identifying place relationships interpreting a foreign setting inferring ideas not explicitly stated recalling facts and details	<b>Vocabulary:</b> developing vocabulary related to the Yukon
	18	80–84	56–59	22		*† bluffs *† massive * instinctively * sourdough *† contempt	8a Faith in God’s promises 8d Courage	predicting outcomes recognizing character growth and change drawing conclusions evaluating character motives and attitudes identifying cause-and-effect relationships inferring cause-and-effect relationships inferring unstated supporting details	<b>Vocabulary:</b> developing vocabulary related to the Yukon

<p><b>Pecos Bill Gets a Wife</b> A tall tale <i>adapted by Becky Henry</i></p>	19	85–90	60–63	23–24		<p>* brawniest whirlwind * courtship * bustle *† lariat</p>		<p>identifying exaggerations in a tall tale identifying fanciful elements in a tall tale interpreting an idiomatic expression recognizing the humor and fun in a tall tale identifying the conflict in a story plot matching story characters and dialogue predicting dialogue</p>	<p><b>Vocabulary:</b> matching words and meanings developing vocabulary related to cowboy life</p>
<p><b>Literature Lesson: Tall Tales</b></p>	20	91–94	64–65	25–26		<p>*† feats *† elements *† encounter dose † spinning</p>	4c Honesty	<p>developing a sense of literary heritage using comparisons to describe an object recognizing and identifying character traits and motives</p>	<p><b>Literature:</b> identifying the elements of a tall tale developing an awareness of the author’s use of imagery</p>
<p><b>Project Submarine</b> An adventure story <i>by Paul and Karen Wilt</i></p>	21	95–103	66–72	27–28		<p>* boisterous *† security * priority † leak * unintelligible</p>	2e Initiative 8d Courage	<p>recognizing the motives of characters recognizing the character trait of courage predicting outcomes</p>	<p><b>Literature:</b> sequencing story events identifying plot structure recognizing the author’s techniques in revealing characters through their actions and dialogue</p>
<p><b>Skill Station Day</b> Words with the VC/CV pattern</p>	22	104–5		220–21	4— <i>California Challenge</i>				<p><b>Structural analysis:</b> dividing words into syllables between the consonants in the VC/CV pattern identifying consonant digraphs recognizing that consonant digraphs are treated as one consonant in the VC/CV pattern</p>
<p><b>Unit 2—Encounters Lessons 23–49</b></p>									
<p><b>Unit Page</b></p>		106	73						
<p><b>Kit Carson and the Grizzly Bears</b> A true story <i>told by Becky Henry</i></p>	23	107–12	74–77	29–30		<p>*† hoisted † lumbered *† mangy * bruises tussle</p>	2c Faithfulness 2e Initiative 3b Mind 3c Emotional control 4c Honesty 8d Courage	<p>identifying problems and solutions noting how character actions reveal character traits inferring unstated supporting details following directions</p>	<p><b>Literature:</b> noting the author’s use of descriptive words <b>Vocabulary:</b> defining vocabulary using context cues</p>

	Lesson	Lesson Pages	Text Pages	Worktext Pages	Teaching Visuals	Vocabulary Words	Bible Truths	Comprehension Skills	Other Skills
<p><b>There Was an Old Man from Pompeii</b>                      A limerick  <i>by Eileen Berry and Dawn Watkins</i></p> <p><b>There Was a Young Miner in Yuma</b>                      A limerick</p>	24	113–16	78–79			† erupted *† encountered † puma			<p><b>Literature:</b>                      recognizing limerick form                      identifying rhyming words                      recognizing the poet’s use of humor                      completing a limerick</p>
<p><b>Skill Station Day</b>                      Moral of the Story</p>	25	117–18		222–23					<p><b>Literature:</b>                      defining the term <i>moral</i>                      determining the moral of a story</p>
<p><b>Roger’s Choice</b>                      Christian fiction  <i>by Virginia Payne Dow</i></p>	26	119–26	80–85	31–32		† decent † frustration * makeshift *† quivery	2e Work 4c Honesty 4d Victory 5b Giving 5e Friendliness 6c Spirit-filled 6d Clear conscience 6e Forgiveness 8d Courage	demonstrating understanding of the author’s message: it is never right to be dishonest identifying problems and solutions recognizing the changing of a character in the course of action inferring character motives evaluating character responses inferring unstated supporting details	<p><b>Oral reading:</b>                      reading orally with varied voice inflection to portray emotion</p>
<p><b>Skill Station Day</b>                      Compound words</p>	27	127–28		224–25	5— <i>Dangerous Trails</i>				<p><b>Structural analysis:</b>                      dividing compound words into syllables between the base words                      identifying primary and secondary accents in compound words                      placing the primary accent mark on or within the first base word of a compound word                      placing the secondary accent mark on or within the second base word of a compound word</p>

<p><b>On the Road to Damascus</b>  <b>A Scripture choral reading</b>  <i>arranged by Ron Shields</i></p>	28	129–34	86–89	33–34		<p>* havock          haling          *† synagogues</p>	<p>1a Understanding Jesus Christ          1b Repentance and faith          2a Obedience          5c Evangelism and missions          6b Prayer          6c Spirit-filled          7a Grace          8a Faith in God’s promises          8d Courage          A. Liberty from Sin          B. Guiltless by the Blood          D. Identified in Christ          H. God as Father</p>	<p>recognizing character growth and change          understanding God’s plan of salvation          identifying facts and details</p>	<p><b>Oral reading:</b>          conveying the meaning of Scripture using volume and pacing to communicate meaning          using tone of voice to convey emotion          demonstrating self-confidence in oral reading  <b>Literature:</b>          discriminating between fiction and nonfiction</p>
<p><b>Skill Station Day</b>  <b>Special dictionaries</b></p>	29	135–36		226–27	6— <i>More Than Definitions</i>				<p><b>Study skills:</b>          recognizing the dictionary as a valuable source of information          identifying a biographical dictionary          identifying a geographical dictionary          identifying a Bible dictionary          noting some special features of a dictionary</p>
<p><b>The Darkest Time</b>  <b>An article</b>  <i>by Becky Henry</i></p>	30	137–140	90–91	35–36	5— <i>Dangerous Trails</i>	<p>† conflict          † bitterness          † bleak toil</p>	I. God as Master	<p>appreciating the relevance of a story title          developing a sense of history          inferring the author’s purpose          reading for information          identifying facts and opinions</p>	<p><b>Structural analysis:</b>          dividing compound words into syllables          identifying the accented syllable of compound words</p>
<p><b>Abraham Lincoln Was My Friend</b>  <b>A story from <i>The Humorous Mr. Lincoln</i></b>  <i>by Keith W. Jennison</i></p>	31	141–46	92–95	37–38		<p>† stoop          *† yarn drawn          *† reckoned          *† reception</p>	<p>2d Dedication          2d Determination          3c Emotional control          5a Love          5a Compassion          5b Unselfishness          5c Evangelism and missions          5e Friendliness</p>	<p>determining emotional responses of characters          inferring character traits from dialogue          interpreting meanings of idioms          recognizing the use of fiction to illuminate historical fact          interpreting words in a nonliteral way          interpreting dialect          inferring facts and details</p>	<p><b>Literature:</b>          demonstrating an understanding of the author’s use of colloquial language  <b>Vocabulary:</b>          matching words and meanings</p>
<p><b>Skill Station Day</b>  <b>Glossary</b></p>	32	147–48		228–29	7— <i>Cracking Glossary Codes</i>				<p><b>Study skills:</b>          recognizing the glossary as a valuable source of information          recognizing the parts of a glossary          identifying a pronunciation key          using a pronunciation key</p>

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<b>Johnny and His Mule</b> <b>Regional realism</b> <i>by Ellis Credle</i>	33	149–53	96–99	39		*† bustle † stammered * swap *† balker	2b Helpfulness 2b Promptness 2c Faithfulness 2d Perseverance 3c Emotional control	noting elements of setting evaluating character responses predicting outcomes drawing inferences from picture interpretation and text recognizing facts and details inferring unstated supporting details	
	34	154–57	100–103	40–41		† jolly † wretchedly † plank haunches † grieved	2b Helpfulness 2b Teamwork 3c Emotional control 5a Love 5a Kindness 7d Contentment	identifying problems and solutions determining sequence of events interpreting actions of characters recognizing dialect as part of the setting identifying facts and details suggesting solutions to problem situations	
	35	158–62	104–7	42–44		*† rhododendron dolefully * tolling sassafras * sorghum	5a Love	evaluating emotional responses of characters developing an awareness of imagery developing an awareness of mood identifying cause-and-effect relationships recalling facts and details inferring unstated supporting details	
<b>Literature Lesson: American Folksongs</b>	36	163–68	108–11	45–46		tradition † contributions † rhythmic † tune	1a Understanding Jesus Christ 1b Repentance and faith 2f Cheerfulness 7c Thankfulness to God	recognizing folksongs as part of American literature heritage associating folksongs with cultural and regional groups interpreting the song “Where You There?” identifying facts and details relating types of folksongs to specific groups of people	
<b>Word of Honor</b> <b>Christian fiction</b> <i>by Eileen M. Berry</i>	37	169–72	112–15	47–48		† eligible *† hesitated † trudged	2c Responsibility 2d Goal setting 2d Perseverance 2e Diligence 2e Initiative 4c Honesty 6a Bible study 6d Clear conscience	interpreting the significance of the story title interpreting the motives of characters comparing a character’s actions with his personal convictions evaluating character responses and choices noting how character actions reveal character traits	

	38	174–79	116–20	49–50		† safeguard dappled † nerve contrite † despise	2a Obedience 4c Honesty 6b Prayer 6d Clear conscience 6e Forgiveness 8a Faith in God’s promises 8b Faith in the power of the Word of God C. Basis for Prayer	recognizing character growth and change relating story content to personal experience evaluating a character’s response identifying with a character relating story content to biblical truth: it is always important to tell the truth recalling facts and details recognizing character traits	<b>Study Skills:</b> locating Bible verses applying biblical principles
<b>Skill Station Day</b> <b>Words ending with a consonant +le</b>	39	180–81		230–31	8— <i>Eighty Stables</i>				<b>Structural analysis:</b> dividing into syllables words ending with a consonant + <i>le</i> dividing words with <i>ck + le</i> into syllables after the <i>ck</i> dividing words with the <i>VC/CV</i> pattern into syllables dividing compound words into syllables between the two base words
<b>Hamlet, Augusta Jones, and Me Fiction</b> <i>by James Townsend</i>	40	182–85	121–23	51–52		* layout † meekly † prospects	2b Teamwork 3a Self-concept	evaluating emotional responses of characters recognizing first-person point of view discerning motives of a character identifying conflicting points of view predicting outcomes	<b>Study skills:</b> using the glossary to build vocabulary
	41	186–89	124–27	53–54		* loophole *† responsible * audition *† lunged * doublet	2a Authority 2c Responsibility 2d Goal setting 3c Flexibility 6c Patience	developing an awareness of a change in a character discerning the motives of characters recognizing character traits of leadership and responsibility identifying character traits making inferences applying punctuation	<b>Literature:</b> noticing the author’s use of foreshadowing
	42	190–93	128–30	55–56		*† intermission cumbersome *† tragedy	3c Self-control 5a Kindness 5a Thoughtfulness 5e Friendliness 7d Contentment	evaluating the emotional responses of characters recognizing character growth and change relating story content to personal experience interpreting a cliché predicting outcomes recalling facts and details inferring unstated supporting details	<b>Composition:</b> writing and illustrating a description of a play

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<b>Skill Station Day Fact and Opinion</b>	43	194–95		232–33				determining whether statements are fact or opinion	
<b>William Shakespeare, Playwright</b> An article <i>by Beki Gorham</i>	44	196–200	131–33	57–59		*† playwright † inspired *† guilt *† prospered		perceiving time relationships inferring unstated facts and details recalling story details	<b>Study skills:</b> finding the main idea of a paragraph recognizing the main idea of a paragraph locating supporting details of a paragraph supplying supporting details in an outline
<b>Skill Lesson: Diagrams</b>	45	201–4	134–35	60		† theater † chamber † audience † tiers † scenery		recognizing a diagram noting the purpose for diagrams reading for information	<b>Study skills:</b> reading a diagram for information
<b>Janwahr's Bridge</b> A fanciful story <i>by Dawn L. Watkins</i>	46	205–11	136–41	61		yeoman *† confirmed *† portico *† treacherous † glided	2a Authority 5a Compassion 8d Courage	inferring attitude from the actions of the characters demonstrating enjoyment of fantasy distinguish between realistic fiction and fanciful fiction	<b>Literature:</b> recognizing the author's use of imagery understanding similes
	47	212–17	142–47	62		† appreciate * invasion *† siege *† delegation *† philosophers	2b Servanthood 4c Fairness 5a Love 5b Unselfishness 8d Courage	identifying fanciful elements in a story differentiating between realistic fiction and fanciful fiction identifying actions and traits of the characters in the story identifying conflicting points of view recalling facts and details	<b>Vocabulary:</b> matching words and definitions
	48	218–23	148–52	63–64		martingales scabbards staggered *† awe clambered	2b Teamwork 5a Thankfulness	recognizing character growth and change	<b>Literature:</b> identifying characteristics of a fantasy <b>Vocabulary:</b> matching words and definitions

<p><b>Skill Station Day</b>  <b>Words with affixes</b>  <b>Two-syllable words without affixes</b></p>	49	224–25		234–35	<p>9—<i>Ponies Carry the Mail</i>            10—<i>End of a Hard Ride</i></p>				<p><b>Structural analysis:</b>            dividing words with affixes into syllables between the base words            recognizing that the suffix <i>-ed</i> is in a separate syllable after base words that end with /d/ and /t/            recognizing that the suffix <i>-es</i> is a separate syllable after base words that end with <i>ch, sh, s, x, or z</i>            placing the primary accent mark on or within the base word of a word with an affix            placing the primary accent on the first syllable of a two-syllable word or on the second syllable when that syllable contains two vowels</p>
<p><b>Unit 3—Quests Lessons 50–71</b></p>									
<p><b>Unit Page</b></p>		226	153						
<p><b>Pony Penning Day</b>  <b>A story from Misty of Chincoteague</b>  <i>by Marguerite Henry</i></p>	50	227–33	154–59	65		<p>*† stout            *† coax            * prim            * cavalcade</p>	2a Authority	relating story content to biblical truth: obey those in authority	<p><b>Literature:</b>            recognizing the author’s use of imagery to create setting            recognizing the author’s use of suspense to maintain the interest of the reader  <b>Study skills:</b>            reading a map            using a map scale            following directions</p>
	51	234–37	160–63	66–67		<p>* warily            *† collided            *† mounts</p>		determining the origin of the chapter title	<p><b>Literature:</b>            noting the author’s use of imagery to convey emotion  <b>Structural analysis:</b>            dividing words with the <i>VC/CV</i> pattern into syllables            dividing words ending with a consonant + le into syllables  <b>Vocabulary:</b>            discerning meaning from context  <b>Oral reading:</b>            reading orally to convey emotion</p>
	52	238–42	164–67	68–70		<p>* afeared            *† fugitive            *† tow            *† ecstasy</p>	8d Courage	recognizing the character trait of courage reading orally to convey the character’s emotions identifying cause-and-effect relationships inferring unstated supporting details identifying facts and details following directions	<p><b>Literature:</b>            noting the author’s use of similes  <b>Study skills:</b>            reading a schedule</p>

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<b>Skill Station Day Charts</b>	53	243–44		236–37	11— <i>Getting the Information</i>				<b>Study skills:</b> recognizing charts as a format for comparing information efficiently reading and interpreting information on a chart
<b>Cherry Time Haiku</b> <i>by Wendy M. Harris</i>	54	245–47	168			† burdened		interpreting the concise language of haiku	<b>Literature:</b> recognizing the author’s use of imagery recognizing the author’s use of alliteration recognizing the elements of haiku <b>Composition:</b> writing haiku
<b>The Cherry Trees</b> <b>Christian fiction</b> <i>by Eileen M. Berry</i>	55	248–56	169–75	71–72		† bough † fragile † prickling † stooping	1a Understanding Jesus Christ 5a Love 6b Prayer 7a Grace H. God as Father I. God as Master	identifying emotional responses of characters making comparisons relating story content to biblical truths: God gives grace to the needy; God is sovereign matching characters with actions and dialogue	<b>Literature:</b> recognizing first-person point of view
<b>Skill Station Day Words with schwa syllables</b>	56	257–58		238–39	8— <i>Eighty Stables</i> 9— <i>Ponies Carry the Mail</i> 10— <i>End of a Hard Ride</i> 12— <i>A Special Mailbag</i>				<b>Structural analysis:</b> recognizing that schwa syllables have various spellings recognizing that the accent never falls on a syllable with a schwa sound identifying the accented syllable in words with a schwa sound dividing words with the VC/CV pattern into syllables dividing compound words into syllables dividing words with affixes into syllables dividing words ending with a consonant + <i>le</i> into syllables
<b>Jakko’s Answer</b> <b>Biblical fiction</b> <i>by Mary Elmhurst and Jeri Massi</i>	57	259–63	176–79	73		*† millstone fiend *† tolerate	5c Evangelism and missions 6a Bible study 6b Prayer I. God as Master	recognizing the use of fiction to illuminate historical facts recognizing the genre of biblical fiction	<b>Literature:</b> recognizing the author’s techniques of revealing the characters through conversation and thoughts <b>Study skills:</b> locating verses in the Bible matching Bible characters with actions

	58	264–67	180–82	74		† calloused † threaded avenged † clutched	2a Obedience 5a Kindness 6b Prayer 6e Forgiveness E. Christ as Sacrifice I. God as Master	demonstrating understanding of characters' perspectives discerning the motives of characters relating story content to biblical truths: God is holy; God forgives; God is just	
<b>Literature Lesson: Biblical Fiction</b>	59	268–72	183–85	75–76		† pillars † personality *† cobblestones		recognizing the use of biblical fiction to illuminate biblical facts distinguishing biblical events from historical fiction details distinguishing biblical truth from error distinguishing fact from fiction	<b>Literature:</b> recognizing the author's use of details to create setting recognizing the author's use of historical research to plan a story plot recognizing that plot and setting build and understanding of Scripture in biblical fiction <b>Study skills:</b> completing a Venn diagram
<b>The Snow-White Robin</b> A folktale <i>adapted by Karen Wilt</i>	60	273–76	186–89	77–78		incurable * admonishing * lavished *† attainable *† scepter	2b Servanthood 2e Work 5a Love 7d Contentment	using a chapter title to predict story content	<b>Literature:</b> recognizing the author's use of the characters' speech and actions to reveal their traits <b>Study skills:</b> using a glossary labeling a diagram <b>Vocabulary:</b> matching words and definitions writing sentences to convey word meaning
	61	277–82	190–93	79–80		* heralded † extract † cuff secluded * dissuade	2e Initiative 4a Sowing and reaping 4b Purity 4c Fairness 8d Courage	recognizing good and evil elements in a story recalling facts and details inferring unstated supporting details drawing conclusions	<b>Literature:</b> identifying the author's use of similes identifying good and evil in a story identifying the moral of a story <b>Study skills:</b> locating verses in the Bible <b>Oral reading:</b> reading orally to portray character traits
<b>Skill Station Day</b> <b>Time relationships and time lines</b>	62	283–84		240–43	13— <i>Victory Garden</i>				<b>Study skills:</b> recognizing a time line as a concise, visual tool for organizing and recording time-related information demonstrating understanding of the term <i>interval</i> recognizing a time line as a way to relate one event to another interpreting time lines

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<b>World War II</b> <b>An article</b> <i>by Jeri Massi</i>	63	285–90	194–97	81–82		*† ammunition *† invaded † refugees † rationing *† smuggled	2d Perseverance 6c Patience 8d Courage H. God as Father	demonstrating an understanding of the author’s message: the people of France suffered during World War II drawing conclusions from information explicitly stated reading and writing captions recalling facts and details from expository writing	<b>Study skills:</b> reading a map
<b>Skill Station Day</b> <b>Propaganda</b>	64	291–92		244–45	14— <i>True or False?</i>		3c Emotional control 5a Love		<b>Literature:</b> identifying propaganda recognizing propaganda’s impact on the reader
<b>When the War Is Over</b> <b>Adapted from</b> <b>Zoli’s Legacy:</b> <b>Bequest</b> <i>by Dawn L. Watkins</i>	65	293–301	198–205	83		headmaster nanny clamor † hijacking	2b Teamwork 2c Responsibility 2e Initiative	inferring the motives of characters relating the story to World War II recognizing first-person point of view demonstrating understanding of the author’s message: be responsible for your own work matching characters with dialogue	<b>Literature:</b> recognizing the author’s use of simile and metaphor
	66	302–5	206–9	84	9— <i>Ponies Carry the Mail</i> 12— <i>A Special Mailbag</i>	strewn † retreating † sober † evacuate gingerly	8a Faith in God’s promises 8d Courage H. God as Father	demonstrating understanding of biblical truths: trust God to take care of you; God loves you more than anyone else does	<b>Literature:</b> recognizing the author’s techniques of revealing setting through characters’ actions <b>Structural analysis:</b> dividing words into syllables between the base word and suffix placing the accent mark on the syllable preceding the ending -sion or -tion
	67	306–10	210–13	85–86		† rustled † crouched † mines	7c Praise 8a Faith in God’s promises 8d Courage I. God as Master	discerning the motives of characters demonstrating understanding of the author’s message: obstacles can be overcome through faith in God identifying solutions to problems in the story	<b>Literature:</b> recognizing the author’s use of simile <b>Vocabulary:</b> matching words and definitions determining word meaning from context

<p><b>Skill Lesson: Encyclopedias</b></p>	68	311–14	214–15	87–88		<p>*† volume * subtitles *† illustrations † skim</p>			<p><b>Study skills:</b> using an encyclopedia identifying the encyclopedia volume containing a keyword identifying parts of an encyclopedia article skimming to locate information determining a keyword for a given idea understanding the use of subtitles in expository writing matching subtitles with information developing skill for reading expository text</p>
<p><b>John 3:16—A True Story</b> <b>A true missionary story</b> <i>told by Milly Howard</i></p>	69	315–19	216–20	89–90		<p>*† province *† peasants † gesturing *† barren † sacred</p>	<p>2a Obedience 2b Servanthood 2c Faithfulness 5b Unselfishness 5c Evangelism and missions 6a Bible study 6b Prayer 8a Faith in God’s promises H. God as Father</p>	<p>comparing and contrasting information drawing conclusions using context to determine word meaning demonstrating understanding of the author’s messages: missionaries desire to follow God’s leading; missionaries are not “perfect” Christians locating information explicitly stated developing sentence closure</p>	<p><b>Study skills:</b> reading a map</p>
	70	320–27	221–26	91–92		<p>† recesses † escorted † persistence † Communists</p>	<p>3e Unity of Christ and the church 5a Compassion 5c Evangelism and missions 6a Bible study 6a Reverence for the Bible 7a Grace 7b Exaltation of Christ 8a Faith in God’s promises E. Christ as Sacrifice I. God as Master</p>	<p>demonstrating understanding of biblical truths: God is love; God is sovereign; God answers prayer recalling facts and details inferring unstated supporting details drawing conclusions</p>	<p><b>Literature:</b> recognizing the author’s use of description and imagery to create setting</p>
<p><b>Skill Station Day Words with shifting accents</b></p>	71	328–29		246–47	15— <i>The Greatest Ride</i>				<p><b>Structural analysis:</b> recognizing that adding suffixes to some words may cause the primary accent to shift to the syllable before the suffix recognizing that a shift in accent often occurs when the meaning of a word changes</p>