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| **Story** | Lesson | Lesson Pages | Reader Pages | Worktext Pages | Teaching Visuals | Vocabulary Words | Bible Truths | Comprehension Skills | Other Skills |
| Unit 1—Perspectives Lessons 1-30 | | | | |  |  |  |  |  |
| Unit page |  | 2 | 1 |  |  |  |  |  |  |
| Introduction  Purposes for writing and  reading | 1 | 3-4 |  | 1-2 | *1—The Author’s Purpose*  *2—Reading with Purpose* |  |  | discerning purposes for reading  recognizing a need for personal selection criteria | **Study skills:**  identifying parts of a book’s format  using the table of contents and index to locate information  **Literature:**  identifying authors’ purposes for writing  scanning text to determine the author’s purpose  identifying the author’s purpose in paragraphs |
| Jake Sparks and the Case of the Missing Monkey  Humorous fiction  by Sharon Hambrick | 2 | 5-11 | 2-7 | 3-4 |  | gavel  confidant  deceased  transfixed | 2a Authority  5a Love | recalling and inferring facts and details  matching characters and dialogue | **Literature:**  noting the narrator of the story  noting the author’s use of a character to provide foreshadowing  identifying the author’s use of details to provide imagery  **Study skills:**  using the parts of a glossary to determine information |
| 3 | 12–18 | 8–13 | 5–6 |  | diminutive  pillar  prosperity | 2a Obedience  2c Faithfulness  2e Work  5a Kindness  5a Love  5b Unselfishness | identifying growth and change in a character  interpreting a character’s motives  identifying cause-and-effect relationships | **Literature:**  identifying foreshadowing used by the author to make a mystery  believable noting the author’s use of humor  identifying the elements of a mystery  **Vocabulary:**  matching words and definitions  **Study skills:**  identifying the main idea of a paragraph |
| A Visit with a Humorist: Sharon Hambrick  An interview  by Eileen M. Berry | 4 | 19–23 | 14–16 | 7–8 |  | publish  dialogue  universal  cadence  philosophical  humorist | 5a Kindness |  | **Literature:**  identifying elements of a humorous story  relating the humorist’s statements to examples in her writing  identifying exaggeration  **Vocabulary:**  matching words and definitions  determining word meaning from prefixes  **Composition:**  recognizing practice as an important element in gaining writing  skill composing sentences with exaggeration |
| Skill Day  Point of view | 5 | 24–25 |  | 240–41 | *3—Who’s Telling?* |  |  |  | **Literature:**  distinguishing between the use of first-person narrator and third-  person narrator |
| The Squire’s Bride  A folktale  retold by Peter Christian Asbjörnsen and Jorgen Möe, translated by George Webbe Dasent | 6 | 26–30 | 17–20 | 9–10 |  | widower  contradicted  coaxing  parson  tethered  courting | 5a Love  7d Contentment  7e Humility | interpreting the moral of a story  interpreting the motives of characters  recalling facts and details  matching characters and dialogue | **Literature:**  identifying third-person point of view  noting the author’s use of humor  **Vocabulary:**  matching words and definitions |
| 7 | 31 |  | 11–12 |  |  |  |  | **Literature:**  identifying third-person point of view  noting the author’s use of humor  **Vocabulary:**  matching words and definitions |

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| **The Scullery Boy**  **From *The Foundling***  *by Linda Hayner* | 8 | 32–39 | 21–27 | 13–14 |  | Vicar  scuttle  dominated  flanked  parchment  vellum  reverently  Moslem  scullery  irksome | 4c Honesty | discerning between right and wrong actions and choices | **Literature:**  identifying elements of setting  identifying point of view  identifying the author’s use of imagery  **Study skills:**  paraphrasing sentences  **Vocabulary:**  identifying synonyms to develop word meaning  matching synonyms to build vocabulary |
| 9 | 40–47 | 28–35 | 15–16 |  | parishioners  exploits  bunging  bodice  flounced  hedges  draymen  livery  askew | 2a Authority  2a Obedience  4c Honesty  5a Courtesy  5a Kindness | identifying different characters’ perspectives  discerning good and evil characters  using adjectives to describe characters  completing analogies  inferring unstated details  identifying fact and opinion  interpreting imagery | **Literature:**  recognizing the author’s purpose  describing humorous elements  identifying point of view  identifying elements of mood  **Oral reading:**  interpreting literature through oral reading |
| 10 | 48–55 | 36–42 | 17–18 |  | unlettered  breach  resume  frivolous  fortnight  embezzlement  amenities  apoplexy  apprentice  valise  presume | 3c Emotional control  4c Honesty  5a Compassion  5a Courtesy  5b Giving  5b Unselfishness  6c Spirit-filled | comparing and contrasting characters in a story  describing characters’ motives  describing characters’ traits  sequencing events  recalling stated and unstated details | **Literature:**  identifying elements of humor  **Oral reading:**  interpreting literature through oral reading  **Vocabulary:**  matching words and definitions  determining word meaning from context |
| **Skill Day**  **Syllables and accents** | 11 | 56–57 |  | 242–43 | *4—Syllables and Swords*  *5— Accents and Arrows* |  |  |  | **Structural analysis:**  dividing words with the *VC/CV* pattern into syllables (syllable division rule 1)  dividing compound words into syllables (syllable division rule 2)  determining the accented syllables in two-syllable words without affixes (accent rule 3)  determining the primary and secondary accented syllables in two- and three-syllable compound words (accent rule 1) |
| **Skill Lesson: The Dewey Decimal System** | 12 | 58–62 | 43–45 | 19–20 |  |  |  | recalling facts and details | **Study skills:**  using charts to locate information  using the Dewey decimal system to classify and locate books  distinguishing between skimming and scanning |

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| **Story** | **Lesson** | **Lesson Pages** | **Reader Pages** | **Worktext Pages** | **Teaching Visuals** | **Vocabulary Words** | **Bible Truths** | **Comprehension Skills** | **Other Skills** |
| **Listening to Katey**  **Humorous fiction**  *by Louise D. Nicholas* | 13 | 63–68 | 46–50 | 21 |  | threshold  felony  gratifying  transfixed  enterprise  appalled | 2a Obedience  7d Contentment |  | **Literature:**  identifying first-person point of view  identifying and completing similes  noting the author’s use of irony to create humor  noting the author’s use of exaggeration to create humor  **Composition:**  writing a paragraph in first-person point of view |
| 14 | 69–73 | 51–55 | 22–23 |  | endeavor  revoked  artifacts  cul-de-sac  dwindling  relic  wavering  capital  malice | 2c Faithfulness  2e Work  5a Love | determining cause-and-effect relationships  contrasting character traits | **Literature:**  noting the author’s use of a blending element  **Vocabulary:**  determining word meaning from context  **Study skills**:  reading a chart to locate information |
| 15 | 74–81 | 56–63 | 24–26 |  | latticed  arbors  trellises  resolve  consolation  sallied  witch hazel  reveling  excavation | 2e Work  4a Sowing and reaping  5a Love | inferring unstated facts and details  identifying character growth and change  recalling and inferring facts and details | **Literature:**  evaluating the author’s choice of words  identifying simile  noting the author’s use of humor  identifying types of humor  **Vocabulary:**  determining word usage from context  **Study skills:**  reading a map |
| 16 |  | 82 | 27–28 |  |  |  |  | **Literature:**  recognizing the use of flashback in a story  identifying flashback |
| **The Apple of Contentment**  **A literary folktale**  *by Howard Pyle* | 17 | 83–93 | 64–72 | 29–30 |  | parings  steward  melancholy  simpleton | 3c Emotional control  4c Honesty  5a Love  7d Contentment | relating story content to biblical truth: contentment is found in Christ | **Literature:**  recognizing the author as the narrator: third-person point of view  recognizing the genre *literary folktale*  identifying personification  noting the use of understatement in the story  **Composition:**  using personification in writing  writing creative similes from clichés  **Vocabulary:**  matching words and definitions |
| **Author Scrapbook**  **Howard Pyle** | 18 | 94–97 |  | 269–74 | *8—E.A.R.S.*  *9—Listen and Learn* |  |  | recalling facts and details  developing a sense of history | **Study skills:**  using a strategy for listening with comprehension |
| **A Tree for the Wilderness**  **Biblical fiction**  *by Jean Mundell* | 19 | 98–107 | 73–80 | 31–32 |  | acacia  loom  incense  condemned  redemption  tormented | 1b Repentance and faith  2e Work  5a Love  5c Evangelism and missions  6c Spirit-filled  7d Contentment  8a Faith in God’s promises  E. Christ as Sacrifice  H. God as Father | identifying change in character  relating story content to biblical truth: God provides salvation through repentance and faith  discriminating between a spirit of gratitude and ingratitude  determining cause-and-effect relationships  identifying character traits and attitudes  applying biblical truth | **Literature:**  identifying simile  recognizing the genre *biblical fiction*  **Study skills:**  locating verses in the Bible  paraphrasing Bible verses  **Vocabulary:**  determining word meaning from context |

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| **Aunt Mazey Ain’t Crazy**  **Regional fiction**  *by Dawn L. Watkins* | 20 | 108–14 | 81–86 | 33–34 |  | hearing  lull  status  jaunty  auger  vast | 2e Cooperativeness | recognizing that the rewards of hard work are more than monetary  relating story content to biblical principles | **Literature:**  demonstrating an awareness of the author’s use of imagery  identifying an element of foreshadowing  noting how the author reveals characters through their actions  applying literary elements—setting, point of view, and main characters  **Oral reading:**  reading aloud dialogue and actions in a way that interprets the “heart” of the character  **Study skills:**  locating verses in the Bible  using a glossary  **Structural analysis:**  applying syllable division rules 1 and 2—*VC/CV* pattern, compound words  applying accent rules 1 and 3—compound words, two-syllable words without affixes |
| 21 | 115–20 | 87–92 | 35–36 |  | glowered  chiseled  diagnosis  breach  winced | 2e Diligence  5a Love  5a Thoughtfulness | making predictions  contrasting characters’ reactions and judging the appropriateness of each  interpreting imagery  matching characters and dialogue | **Literature:**  demonstrating an understanding of figurative language  **Vocabulary:**  matching words and definitions |
| 22 | 121–28 | 93–99 | 37–38 |  | client  competency  violation  aghast  assessment  priority  contempt  bailiff | 5a Love  5e Loyalty | demonstrating an understanding of the principle that many things are more  important than money  identifying and interpreting responses of characters  giving evidence to support a conclusion | **Oral reading:**  reading aloud character dialogue in a way that communicates motive  **Literature:**  interpreting imagery  **Vocabulary:**  matching words and definitions |

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| **Story** | **Lesson** | **Lesson Pages** | **Reader Pages** | **Worktext Pages** | **Teaching Visuals** | **Vocabulary Words** | **Bible Truths** | **Comprehension Skills** | **Other Skills** |
| **The Greater God**  **A missionary story**  *by Sharon Woodruff* | 23 | 129–37 | 100–107 | 39–40 |  | malign  appease  taunting  biased  ruefully  compound | 3c Self-control  5a Love  5c Evangelism and missions  6a Bible study  8a Faith in God’s promises  8b Faith in the power of the Word of God  8c Fight  8d Courage  I. God as Master | demonstrating an understanding of the scope of God’s power  recognizing that God will use anyone who is willing  noting personal growth of a character  relating story content to biblical truth: God’s promises are true  identifying character growth and change  identifying adverbs and the questions that adverbs answer | **Literature:**  identifying the beginning and end of a flashback  identifying flashback  **Vocabulary:**  determining word meaning from context  **Composition:**  completing a flashback scene |
| 24 | 138 |  | 41–42 |  |  |  |  | **Study skills:**  identifying the main idea and important details of a paragraph  identifying statements that support a main idea  summarizing with main ideas and important details |
| **Wind-Wolves**  **Poetry**  *by William D. Sargent* | 25 | 139–42 | 108–9 | 43–44 |  | flanks |  | identifying rhyming words—hink pinks | **Literature:**  recognizing an extended metaphor  recognizing that rhythm supports meaning  identifying the mood of the poem  identifying similes, metaphors, and personification  **Composition:**  using repetition in writing |
| **Mowgli’s Brothers**  **From *The Jungle Book***  *by Rudyard Kipling* | 26 | 143–50 | 110–16 | 45–46 | *5—Accents and Arrows* | threshold  hydrophobia  mean  moon  scour  mangy  quarry  fostering | 4c Honesty  7e Humility  8d Courage | identifying the emotional responses of characters  completing analogies | **Literature:**  recognizing the author’s use of sarcasm and irony  **Oral reading:**  reading orally to convey the personality of a character  **Vocabulary:**  identifying synonyms  determining word meaning from context  determining word usage from context  **Structural analysis:**  applying accent rules 1 and 3—compound words, two-syllable words without affixes |
| 27 | 151–59 | 117–25 | 47–48 |  | cunning  veterans  monotonous  dispute  assembly  pads  cultivated  sullenly | 4b Purity | describing the qualities of characters  determining sentence meaning from context  identifying character traits  recalling and inferring facts and details  completing analogies | **Literature:**  noting the author’s use of foreshadowing  recognizing the author’s use of irony  identifying elements of realism in fanciful fiction  **Vocabulary:**  determining word meaning from context  identifying antonyms  **Composition:**  writing descriptive sentences |
| 28 | 160–67 | 126–32 | 49–50 |  | fodder  husbandman  wicker  byre  prime  fawn  marrow  gullet | 5e Loyalty | detecting change in a character | **Literature:**  identifying irony  recognizing the author’s use of personification  identifying elements of realism in fanciful fiction  **Oral reading:**  reading orally in a persuasive manner  **Composition:**  writing an example of irony  **Study skills:**  paraphrase sentences  **Vocabulary:**  determine word meaning from context |
| **Literature Lesson: Character**  **An article**  *by Morgan Reed Persun* | 29 | 168–72 | 133–36 | 51–52 |  | stature  illuminate  loathed  traits  industrious |  |  | **Study skills:**  skimming to get the general idea of an article  **Literature:**  identifying methods of revealing character in literature |
| 30 | 173–75 | 133–36 | 53–54 |  |  |  |  | **Literature:**  recognizing and listing five ways that characters are revealed in literature  identifying methods of revealing character  **Composition:**  brainstorming and recording ideas about a character and how it is revealed  writing a character sketch |

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| **Story** | **Lesson** | **Lesson Pages** | **Reader Pages** | **Worktext Pages** | **Teaching Visuals** | **Vocabulary Words** | **Bible Truths** | **Comprehension Skills** | **Other Skills** |
| **Unit 2—Victories** Lessons 31–52 | | | | | | | | | |
| **Unit page** |  | 176 | 137 |  |  |  |  |  |  |
| **Skill Day**  **Types of characters** | 31 | 177–78 |  | 244–45 | *10—The Shape It’s In*  *11—A Change of Character* |  |  |  | **Literature:**  distinguishing between types of characters: *round* and *flat*, *dynamic* and *static* |
| **The Granddaddy of All Frogs**  **Regional fiction**  by Milly Howard | 32 | 179–84 | 138–42 | 55–56 | *4— Syllables and Swords*  *5—Accents and Arrows*  *6—More Syllables and Swords*  *7— More Accents and Arrows* | towheaded  monologue  scrapper  brandished  gingerly  crooning | 3c Emotional control | matching story characters with actions and traits  interpreting dialect | **Literature:**  identifying elements of setting  recognizing the author’s use of humor  noting the author’s use of foreshadowing  **Vocabulary:**  determining word meaning from context  **Structural analysis:**  applying syllable division rules 1, 2, and 4—*VC/CV* pattern, compound words, and words with affixes  applying accent rules 1, 2, and 3—compound words, words with affixes, and two-syllable words without affixes  **Oral reading:**  reading orally to interpret dialect |
| 33 | 185–90 | 143–47 | 57–58 | *10—The Shape It’s In* | degenerated  initiated  feud  awestruck  distraught  disengaged  indignantly  incredulous |  | predicting outcomes  matching story characters with character traits | **Literature:**  noting the author’s choice of words  noting how the action builds in a story  distinguishing between round and flat characters  **Oral reading:**  reading orally to interpret dialect  **Vocabulary:**  writing sentences to convey word meaning  determining meanings of words with prefixes *de*-, *dis*-, *in* |
| **The Nisei**  **An article**  *by Jenna Wright* | 34 | 191–98 | 148–53 | 59–60 |  | suppressed  “in office”  prestigious  prominent  potential  evacuate  restricted  honorary  plight  occupants  secluded  contributing | 2a Authority  2e Work  3b Mind  3c Emotional control  6a Bible study  6b Prayer  6e Forgiveness  8a Faith in God’s promises  8d Courage | recognizing cause-and-effect relationships  making inferences  identifying prejudice  comparing facts and opinions  drawing conclusions | **Vocabulary:**  matching antonyms  determining word meaning from context  **Study skills:**  scanning to locate specific details in an article  identifying the main idea of an article |
| **Skill Day**  **Propaganda** | 35 | 199–200 |  | 246–47 | *12—Jump on the Band-wagon*  *13—Don’t Be Fooled*  *14—Hear Ye! Hear Ye!*  *15—All That Glitters* |  |  | recognizing the need to think critically when reading and listening | **Literature:**  recognizing four propaganda techniques: *bandwagon*, *name calling*, *testimonial*, and *glittering generalities*  **Study skills:**  locating Bible verses  applying biblical truth |
| **Brethren Nisei**  **Christian fiction**  *by Jeri Massi* | 36 | 201–6 | 154–58 | 61 | *10—The Shape It’s In (optional)* | civil action  resolute  deducing  marred  anguished  stolidly  ambushed  banned  strafed  gravely | 1a Understanding Jesus Christ  3c Self-control  5a Compassion  5a Love  5b Giving  6b Prayer  8a Faith in God’s promises  C. Basis for Prayer  E. Christ as Sacrifice  G. Christ as Friend  H. God as Father  I. God as Master | noting the emotional struggles of a character  demonstrating an understanding of historical events during World War II  relating story content to biblical truth: God is sovereign  inferring the motives of characters | **Literature:**  recognizing third-person point of view  **Vocabulary:**  matching words and definitions |
| 37 | 207–11 | 159–62 | 62–63 |  | devout  vandals  tojos  mutely  roused  lamented  roved | 1a Understanding Jesus Christ  1b Repentance and faith  5a Love  5c Evangelism and missions  6e Forgiveness  8b Faith in the power of the Word of God | noting change in character  relating story content to biblical truths: Christians are to be the light of the world; God is sovereign  distinguishing fact and opinion  recognizing the attitudes of characters | **Literature:**  identifying round and flat characters  **Vocabulary:**  determining word usage from context |
| **Skill Lesson: Atlas** | 38 | 212–18 | 163–67 | 64–66 |  | topographical  precipitation  agricultural  population  densely  literacy |  |  | **Study skills:**  recognizing the purposes of an atlas  scanning to locate specific details in an article  using graphs and maps to compare information  reading bar graphs and line graphs  reading a precipitation map  determining the appropriate sources of information in an atlas  reading maps and interpreting time changes |

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| **Story** | **Lesson** | **Lesson Pages** | **Reader Pages** | **Worktext Pages** | **Teaching Visuals** | **Vocabulary Words** | **Bible Truths** | **Comprehension Skills** | **Other Skills** |
| **A Ride to Honor**  **Fanciful fiction**  *by Dawn L. Watkins* | 39 | 219–25 | 168–73 | 67–68 |  | martingale  gantlets  umbo  campaign medals  niggling | 2a Authority  2d Goal setting  5a Compassion  5d Communication | discerning character traits  interpreting meaning from context  relating story content to biblical truth: a wise person thinks before he speaks  recognizing characteristics of loyalty, compassion, and obedience  predicting the meaning of a riddle | **Literature:**  recognizing the author’s unique word choices  **Study skills:**  reading and interpreting a map  **Vocabulary:**  determining word usage from context |
| 40 | 226–34 | 174–81 | 69–70 |  | pommel  constraint  falter  turrets  disembarked  parapet | 4a Sowing and reaping  5a Kindness  5a Thankfulness to men | interpreting imagery  interpreting symbolism in a riddle  recognizing characteristics of loyalty, compassion, and obedience  interpreting meaning from context  determining character traits  drawing conclusions | **Vocabulary:**  matching words and definitions |
| **Stickball**  **Poetry**  *by Virginia Schonborg* | 41 | 235–38 | 182–83 | 71–72 |  | ricochets |  | describing the person speaking in a poem | **Literature:**  identifying anaphora  noting the author’s choice of words  **Oral reading:**  participating in a choral reading of a poem  **Composition:**  using anaphora to write lines of poetry  rewriting a poem to reflect another setting |
| **The Secret Pitch**  **Humorous fiction**  *by Earl Chapin* | 42 | 239–45 | 184–89 | 73–74 | *4— Syllables and Swords*  *5—Accents and Arrows*  *6—More Syllables and Swords*  *7— More Accents and Arrows* | troupe  formidable  ascribed  seedy  profusely  conceded  unnerved  ingloriously  patsy  complacent  prematurely  vehemently  chortled  primly |  | discerning the motives of characters  detecting change in character | **Literature:**  describing the mood of the story  identifying first-person point of view  identifying figurative language  noting the author’s use of descriptive verbs  identifying simile  noting the author’s use of descriptive words  **Vocabulary:**  matching words and definitions  determining word usage from context  **Structural analysis:**  applying syllable division rules 1, 2, and 4—*VC/CV* pattern, compound words, and words with affixes  applying accent rules 1, 2, and 3—compound words, words with affixes, and two-syllable words without affixes |
| 43 | 246 |  | 75–76 | *16—PQ3R* |  |  |  | **Study skills:**  using the PQ3R study method to read informational text |
| **America’s Favorite Pastime**  **An article**  *by Amy Miller* | 44 | 247–53 | 190–94 | 77–78 | *16—PQ3R* | destined  evolve  counterparts  integration  lapsed | 4c Honesty  6d Clear conscience | recalling facts and details  identifying actions that reflect character | **Study skills:**  using the PQ3R study method to read informational text  plotting related events on a time line |
| **Rest in Hope: The Michael Weathers Story**  **A testimony**  *by John Weathers*  *with Eileen M. Berry* | 45 | 254–60 | 195–99 | 79–80 | *7— More Accents and Arrows* | stimulated  grafts | 1a Understanding Jesus Christ  6b Prayer  7c Praise  7d Contentment  D. Identified in Christ  H. God as Father  I. God as Master | relating story content to biblical truth: all that happens to us is for our good and God’s glory | **Literature:**  identifying the perspective from which the story is told  identifying how the perspective affects the way the story is presented  identifying the theme of the story  **Study skills:**  locating and paraphrasing verses from the Bible  **Structural analysis:**  identify the schwa sound  recognizing that schwa syllables have various spellings  recognizing that the accent never falls on a syllable with a schwa sound  recognizing that in words with the schwa ending /shǝn/, the accent usually falls on the syllable that precedes the ending  applying accent rule 4—schwa syllables  **Vocabulary:**  matching words and definitions |
| **The Proud-Minded Princess**  **A folktale**  *dramatized by Dawn L. Watkins* | 46 | 261–69 | 200–207 | 81–82 |  | dramatis personae  predecessors  suitors  bolster  lavish  inclined  beseech  chambers  doddering  indistinct  compose  beguiles  dowry  impertinent  implore  insufferable  comport  vagabond  disposed  station  arsenal  pauper | 3c Emotional control  7d Contentment  7e Humility | demonstrating an understanding of arranged marriages and class distinctions from a historical perspective  comparing and contrasting characters  relating story content to biblical truth: before honor is humility  making predictions  completing analogies  drawing conclusions | **Literature:**  recognizing puns as word play that colors the dialogue  **Oral reading:**  reading orally to convey character traits  **Vocabulary:**  matching words and definitions |
| 47 | 270–76 | 208–14 | 83 |  | refrain  inquiring  indulgence  oblivious  shrew  disposition  duration | 2b Servanthood  2f Enthusiasm  3c Emotional control  5a Love  5b Unselfishness  7e Humility | interpreting meaning from context  inferring unstated facts and details  evaluating characters’ motives  recognizing noble qualities of unselfish love  identifying character traits | **Oral reading:**  reading orally to demonstrate emotional responses of characters  **Vocabulary:**  interpreting word meaning from context |

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| **Story** | **Lesson** | **Lesson Pages** | **Reader Pages** | **Worktext Pages** | **Teaching Visuals** | **Vocabulary Words** | **Bible Truths** | **Comprehension Skills** | **Other Skills** |
| **The Proud-Minded Princess**  **A folktale**  *dramatized by Dawn L. Watkins* | 48 | 277–85 | 215–22 | 84–86 | *10— The Shape It’s In*  *11—A Change of Character* | royalty  aught  reign  “on my account”  outriders  precision  resplendent  regalia  devices | 2e Work  5b Giving  7d Contentment | relating story content to personal experience  comparing and contrasting story events  matching characters and dialogue  projecting characters beyond the plot | **Literature:**  demonstrating an understanding of static and dynamic characters  recognizing foreshadowing  recognizing and interpreting puns  identifying types of characters  **Composition:**  writing a pun  **Oral reading:**  reading orally to reveal a change in a character  **Vocabulary:**  determining word usage from context |
| 49 | 286 |  | 87–88 |  |  |  |  | **Oral reading:**  reading orally with varied voice expression  **Acting:**  identifying ways to interact with other characters  identifying verbs that describe motivation of characters |
| 50 | 287 |  |  |  |  |  | recognizing change in a character | **Oral reading:**  reading orally with confidence before others  identifying voice expression  **Literature:**  identifying themes that are carried out throughout the play |
| **Literature Lesson: Setting**  **An article**  *by Morgan Reed Persun* | 51 | 288–92 | 223–26 | 89–90 |  | encompasses  integral |  |  | **Literature:**  recognizing the influence of setting on a story  identifying types of setting: integral and backdrop  recognizing setting as a symbol  identifying details of a story’s setting  **Study skills:**  skimming to get the general idea of an article |
| 52 | 293–95 | 223–26 | 91–92 |  |  |  | inferring details of a setting | **Composition:**  brainstorming and recording ideas about setting  writing the details of a setting |
| **Unit 3—Ventures** Lessons 53–71 | | | | | | | | | |
| **Unit page** |  | 296 | 227 |  |  |  |  |  |  |
| **Skill Day**  **Types of conflict** | 53 | 297–98 |  | 248–49 | *17—What’s the Problem?* |  |  |  | **Literature:**  distinguishing between external and internal conflict  distinguishing among the types of conflict: man vs. self; man vs. man; man vs. society; and man vs. nature |
| **Antarctica**  **Christian fiction**  *by Jeri Massi* | 54 | 299–305 | 228–33 | 93–94 | *17—What’s the Problem? (optional)* | expeditions  isolation  hostile  portal  wharves  dehydrated  reconstituted  excursions  trek  commune  toboggan  deliberate  stint | 5b Unselfishness  6a Bible study  6b Prayer | relating story content to biblical truth: personal Bible study and prayer are important | **Literature:**  noting the author’s use of simile  noting the author’s use of metaphor  noting the author’s use of details to create setting  recognizing foreshadowing  identifying the conflict in the story  distinguishing between metaphors and similes  **Composition:**  writing metaphors and definitions  **Vocabulary:**  matching words and definitions  **Study skills:**  using a Venn diagram to compare and contrast information |
| 55 | 306–13 | 234–40 | 95–97 |  | exposure  temperate  maroon  resort  poaching  dike  wafting  moored  navigation  recoiled  rummaged  glowered  gauze | 7e Humility  8d Courage | comparing and contrasting characters  recognizing the value of respect and cooperation  interpreting word meaning from context  distinguishing between good and evil characters | **Literature:**  identifying the conflict in the story  completing a story map  **Vocabulary:**  matching words and definitions  **Study skills:**  reading a catalog order form |
| **Skill Day**  **Prose and poetry** | 56 | 314–15 |  | 250–51 | *18—Prose or Poetry?* |  |  |  | **Literature:**  recognizing characteristics of prose and poetry  classifying literature as prose or poetry on a writing spectrum  distinguishing the differences between prose and poetry |
| **Poems of Day**  **Sunrise**  **Poetry**  *by Emily Dickinson*  **Weaver of Light**  **Poetry**  *by Louise D. Nicholas* | 57 | 316–19 | 241–42 | 98 |  | amethyst  bobolink |  | comparing and contrasting two poems | **Literature:**  identifying personification  recognizing the poet’s use of figurative language  recognizing and marking rhyme scheme |

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| **Story** | **Lesson** | **Lesson Pages** | **Reader Pages** | **Worktext Pages** | **Teaching Visuals** | **Vocabulary Words** | **Bible Truths** | **Comprehension Skills** | **Other Skills** |
| **Ornan the Jebusite**  **Biblical fiction**  *by Becky Davis* | 58 | 320–27 | 243–49 | 99–100 |  | tedious  winnowing  deft  loath  impregnable  boisterously  prominence  pragmatic  sham  compelled | 1c Separation from the world  4b Purity  5c Evangelism and missions  6b Prayer | identifying character traits  comparing the story to biblical content  relating story content to biblical truth: a Christian’s actions affect his testimony  distinguishing traits of story characters | **Study skills:**  reading a map to determine locations and directions  drawing a map with a map key |
| 59 | 328–34 | 250–55 | 101–2 | *17—What’s the Problem?* | privy to  vulnerable  indulge  shrines  expediency  pestilence  petitioning  plague  contrite | 4a Sowing and reaping  8d Courage  H. God as Father | identifying character growth and change  relating story content to biblical truth: God punishes sin yet is loving and forgiving  identifying the sequence of character growth and change | **Literature:**  identifying the main conflict in the story: man vs. self  recognizing the genre biblical fiction  distinguishing types of conflict  **Vocabulary:**  matching words and definitions |
| **Skill Lesson: Bible Reference Tools**  **An article**  *by Tammie Jacobs* | 60 | 335–40 | 256–59 | 103–4 |  |  | 8b Faith in the power of the Word of God |  | **Study skills:**  identifying five types of Bible reference tools: Bible concordance, Bible commentary, Bible dictionary, Bible encyclopedia, and Bible atlas  scanning to locate specific details in an article  using a concordance to locate information  locating verses in the Bible  reading a Bible atlas map  comparing and contrasting a Bible atlas map and a modern-day map |
| **Shipwrecked!**  **From *The Swiss Family Robinson***  *by Johann Wyss* | 61 | 341–47 | 260–65 | 105–6 |  | resign  perilous  refuge  erected  subside  adieu  transports  nautical  undiminished  ballast  capsizing  laden  sumptuous  indulgences | 6b Prayer  7c Thankfulness to God  8a Faith in God’s promises  C. Basis for Prayer  I. God as Master | relating story content to biblical truth: God’s will is perfect  identifying character traits  recalling facts and details  applying biblical truth to story content | **Literature:**  identifying the narrator and the point of view of the story  describing the mood of a situation  **Vocabulary:**  interpreting word meaning from context  **Study skills:**  locating verses in the Bible |
| 62 | 348–52 | 266–69 | 107–8 |  | devise  due course  famously  improvised  sow  tureen  drawing  savage | 2e Industriousness  7d Contentment | inferring cause-and-effect relationships  interpreting meaning from context  recalling facts and details  identifying cause-and-effect relationships | **Literature:**  identifying the main conflict: man vs. nature  **Vocabulary:**  matching words and definitions |
| **Author Scrapbook**  **Daniel Defoe** | 63 | 353–56 |  | 275–78 | *8—E.A.R.S.*  *9—Listen and Learn* |  |  | recalling facts and details  developing a sense of history | **Study skills:**  using a strategy for listening with comprehension  taking notes and making drawings to aid in listening |
| **The Quisling Hunt**  **Regional fiction**  *by Gloria Repp* | 64 | 357–63 | 270–75 | 109 |  | appraising  poachers  traitor  tarpaulin | 5a Kindness  5a Love  5e Loyalty  6c Spirit-filled  7d Contentment  7e Humility | evaluating the characters’ responses  inferring unstated facts and details  describing traits of story characters  comparing and contrasting story characters  distinguishing character traits and actions | **Vocabulary:**  matching words and definitions  writing sentences to convey word meanings |
| 65 | 364–71 | 276–82 | 110–12 | *16—PQ3R* | nuisance  intrigued  taxiing  straightaway | 6e Forgiveness  7d Contentment  8a Faith in God’s promises  8b Faith in the power of the Word of God  8d Courage  D. Identified in Christ  I. God as Master | interpreting the types of conflict in the story  inferring and recalling story details  recognizing character growth and change  relating story content to biblical truth: God is sovereign and He makes no mistakes  drawing conclusions | **Literature:**  identifying the types of conflict in the story: man vs. self; man vs. man; man vs. nature  noting the author’s use of foreshadowing  identifying the importance of details to the story plot  **Study skills:**  using the PQ3R method of study |
| **A Visit with a Mystery Writer: Gloria Repp**  **An interview**  *by Eileen M. Berry* | 66 | 372–76 | 283–85 | 113–14 |  | intersect  crisis  trite  stereotypical  characterization  superficial  analyze |  |  | **Literature:**  identifying a characteristic of a good mystery story  relating the mystery writer’s statements to examples in her writing  demonstrating an understanding of how an author plans for consistent and interesting characters  **Study skills:**  conducting and recording an interview  identifying irrelevant information  identifying the main idea of a paragraph |

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| **Story** | **Lesson** | **Lesson Pages** | **Reader Pages** | **Worktext Pages** | **Teaching Visuals** | **Vocabulary Words** | **Bible Truths** | **Comprehension Skills** | **Other Skills** |
| **Yeoman Knight**  **Historical fiction**  *by Dawn L. Watkins* | 67 | 377–85 | 286–93 | 115–16 | *1—The Author’s Purpose*  *17—What’s the Problem?* | yeoman  muck  unabashed  curry  steed  docile  brandishing  boar  wretches  swath  venison  roust  gules  azure | 2d Goal setting  3a Self-concept  4c Honesty  5a Courtesy  7e Humility  8c Fight  8d Courage | recognizing the character traits of wit, courage, and duty  relating story content to biblical truth: a Christian must put on the whole armor of God  noting how a character’s actions reveal character traits  recalling and inferring acts and details | **Vocabulary:**  determining word usage from context clues |
| 68 | 386–93 | 294–300 | 117–18 |  | burnished  incredulous  greaves  lure  pauldrons  quandary  repugnant  reverie  aspire  entourages | 2e Work  4a Sowing and reaping  4b Purity  4d Victory | recognizing the character traits of wit, courage, and duty  relating story content to biblical truth: those who are faithful in small things can be trusted with greater responsibilities | **Literature:**  identifying a simile  recognizing the author’s use of imagery  noting the author’s use of setting to reflect the character’s emotions  identifying types of conflict  identifying the author’s purpose for writing  **Vocabulary:**  determining word usage from context clues |
| **Skill Day**  **Etymologies** | 69 | 394–95 |  | 252–53 | *19— Word Equations* |  |  |  | **Vocabulary:**  determining word meanings from prefixes, suffixes, and Latin and Greek roots  determining the etymology of a word  building words based on etymologies |
| **Literature Lesson: Plot**  **An article**  *by Morgan Reed Persun* | 70 | 396–400 | 301–4 | 119 |  | intuitively  elements  inciting  denouement |  |  | **Study skills:**  skimming to get the general idea of an article  **Literature:**  identifying elements of plot  describing how conflict affects plot  describing how a good plot supports a theme  determining the plot sequence of a story |
| 71 | 401–3 | 301–4 | 120 |  |  |  |  | **Literature:**  recognizing the function of plot  **Composition:**  brainstorming and recording ideas about plot and how it is developed  determining a plot sequence in preparation for writing a story |