Writing & Grammar 7 - 4th Edition
Lesson Plan Overview

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| Lesson  | Teacher Edition | Worktext  | Objectives |
| Chapter 1: Sentences |
| 1 | 2–7 | 2–7 | * Recall the definition of a sentence.
* Classify sentences as either declarative, interrogative, imperative, or exclamatory.
* Write sentences with correct end marks.
 |
| 2 | 8–10 | 8–10 | * Recall the two main parts of a sentence.
* Label the subject and predicate in a sentence.
* Write an original sentence and identify the subject and predicate.
 |
| 3 | 11–14 | 11–14 | * List the coordinating conjunctions.
* Identify correlative conjunctions in a sentence.
* Combine sentences using coordinating conjunctions and correct punctuation.
* Use correlative conjunctions to join sentence elements of the same kind.
 |
| 4 | 15–17 | 15–17 | * Identify compound subjects and compound predicates in sentences.
* Combine sentences using compound subjects or compound predicates.
 |
| 5 | 18–19 | 18–19 | * Label subjects and predicates in a sentence in which the order is inverted.
* Write a sentence in which the subject and predicate are inverted.
 |
| 6 | 20–23 | 20–23 | * Recall the definition of a fragment.
* Identify fragments.
* Expand fragments to write them correctly as sentences.
 |
| 7 | 24–25 | 24–25 | * Explain the necessity of loving one’s neighbor in the writing process. BWS
* Define appropriate use of fragments.
* Evaluate use of fragments for appropriateness.
* Write with appropriate use of (a) fragment(s).
 |
| 8 | 26–30 | 26–30 | * Identify a comma splice.
* Identify a fused sentence.
* Correct comma splices and fused sentences using correct punctuation.
 |
| 9 | 31–33 | 31–33 | * Recall concepts and terms from Chapter 1.
 |
| 10 |  |  | * Demonstrate knowledge of concepts and terms from Chapter 1 by taking Test 1.
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| Lesson  | Teacher Edition | Worktext  | Objectives |
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| Chapter 2: Verbs |
| 11 | 34–37 | 34–37 | * Recall the definition of verbs.
* Identify action verbs in a sentence.
* Identify state-of-being verbs in a sentence.
* Complete a sentence using action or state-of-being verbs.
 |
| 12 | 38–39 | 38–39 | * Explain the importance of craft in communicating truth. BWS
* Analyze a mentor text for the strength of the action verbs.
* Craft writing that evidences strong action verbs.
 |
| 13 | 40–42 | 40–42 | * Define transitive and intransitive verbs.
* Identify intransitive verbs in a sentence.
* Associate transitive verbs with their direct and indirect objects in a sentence.
* Write sentences with intransitive verbs.
* Write sentences with transitive verbs.
 |
| 14 | 43–45 | 43–45 | * List linking verbs.
* Find linking verbs in a sentence.
* Label predicate nouns and predicate adjectives in sentences.
* Write sentences with linking verbs.
 |
| 15 | 46–49 | 46–49 | * Identify verbs used as either linking or action.
* Discern whether verbs are being used as action or linking verbs.
 |
| 16 | 50–51 | 50–51 | * Evaluate a false claim using a primary source. BWS
* Draft writing with sentence patterns in mind.
* Evaluate writing for appropriate variety in sentence patterns.
* Revise writing with little variety in sentence patterns.
* Produce writing that evidences a variety of sentence patterns.
 |
| 17 | 52–53 | 52–53 | * Give examples of helping verbs.
* Find helping verbs in a sentence.
* Write a sentence using helping verbs.
 |
| 18 | 54–57 | 54–57 | * List the principal parts of verbs.
* Use the correct principal part of a verb in a sentence.
* Evaluate writing with incorrect verb parts.
* Revise writing with incorrect verb parts.
 |
| 19 | 58–60 | 58–60 | * Use the principal parts of the verbs rise and raise correctly.
* Use the principal parts of the verbs sit and set correctly.
* Use the principal parts of the verbs lie and lay correctly.
 |
| 20 | 61–63 | 61–63 | * Express a verb in the three simple tenses.
* Correctly spell verbs in different simple tenses.
* Choose the right simple verb tense in a sentence.
* Evaluate writing with incorrect verb tenses.
* Revise writing with incorrect verb tenses.
 |
| 21 | 64–67 | 64–67 | * Express a verb in present and past perfect tenses.
* Choose the right perfect verb tense in a sentence.
* Evaluate writing with incorrect perfect verb tenses.
 |
| 22 | 68–71 | 68–71 | * Express a verb in future perfect tense.
* Choose the right perfect verb tense in a sentence.
* Write using the correct sequence of tenses.
 |
| 23 | 72–75 | 72–75 | * Recall concepts and terms from Chapter 2.
 |
| 24 |  |  | * Demonstrate knowledge of concepts and terms from Chapter 2 by taking Test 2.
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| Lesson  | Teacher Edition | Worktext  | Objectives |
| Chapter 3: Nouns |
| 25 | 76–80 | 76–80 | * Compare singular and plural nouns.
* Classify nouns as singular or plural.
* Write sentences using singular and plural nouns.
* Spell the plurals of nouns correctly.
 |
| 26 | 81–83 | 81–83 | * Convert a noun into its possessive form.
* Supply the correct form of a noun.
* Write sentences using singular and plural possessive nouns.
 |
| 27 | 84–87 | 84–87 | * Compare possessive and plural nouns.
* Classify nouns as plural or possessive.
* Write sentences using plural and possessive nouns.
 |
| 28 | 88–91 | 88–91 | * Recall nouns as common and proper.
* Define count and noncount nouns.
* Classify nouns as common, proper, count, and noncount.
* Capitalize proper nouns.
 |
| 29 | 92–95 | 92–95 | * Define compound, concrete, and abstract nouns.
* Classify nouns as compound, concrete, or abstract.
* Write sentences with concrete and abstract nouns.
 |
| 30 | 96–97 | 96–97 | * Relate imitating God to using craft in the writing process. BWS
* Analyze a mentor text for its use of vivid, specific nouns.
* Craft writing that evidences vivid, specific nouns to communicate.
 |
| 31 | 98–101 | 98–101 | * Recall concepts and terms from Chapter 3.
 |
| 32 |  |  | * Demonstrate knowledge of concepts and terms from Chapter 3 by taking Test 3.
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| Lesson  | Teacher Edition | Worktext  | Objectives |
| Chapter 4: Pronouns |
| 33 | 102–7 | 102–7 | * Identify pronouns in a sentence.
* Relate a pronoun in a sentence to its antecedent.
* Replace an antecedent with an appropriate demonstrative pronoun.
 |
| 34 | 108–11 | 108–11 | * List personal pronouns based on person, number, and gender.
* Replace an antecedent with an appropriate personal pronoun.
* Condense sentences with strategic pronoun use.
* Classify pronouns as personal, demonstrative, and interrogative.
 |
| 35 | 112–15 | 112–15 | * Classify pronouns as reflexive or intensive.
* Write sentences using intensive and reflexive pronouns.
 |
| 36 | 116–19 | 116–19 | * List indefinite pronouns.
* Identify indefinite pronouns in a sentence.
* Classify pronouns as personal, demonstrative, or indefinite.
 |
| 37 | 120–21 | 120–21 | * Analyze mentor texts for showing rather than telling.
* Craft writing that evidences showing, not telling, to communicate.
* Evaluate a text for effectiveness of description. BWS
 |
| 38 | 122–25 | 122–25 | * Recall concepts and terms from Chapter 4.
 |
| 39 |  |  | * Demonstrate knowledge of concepts and terms from Chapter 4 by taking Test 4.
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| Lesson | Teacher Edition | Worktext | Objectives |
| Chapter 5: Narrative Writing |
| 40–41 | 126–33 | 126–33 | * Identify elements of narrative writing.
* Analyze craft and point of view in a mentor text on narrative writing.
* Define setting, conflict, rising action, and resolution in a story plot.
* Identify setting, conflict, rising action, and resolution in a mentor text.
 |
| 42–43 | 134–39 | 134–39 | * Identify purpose and audience in a mentor narrative text.
 |
| 44–46 | 140–41 | 140–41 | * Draft a narrative.
 |
| 47–48 | 142–43 | 142–43 | * Compare the drafted narrative with the planned narrative.
* Evaluate the drafted narrative based on a rubric.
* Revise the drafted narrative based on evaluation.
* Review a peer’s narrative.
 |
| 49 | 144 | 144 | * Proofread a narrative draft.
* Incorporate revisions from proofreading into a final manuscript.
 |
| 50–51 | 145 | 145 | * Publish a narrative.
* Evaluate the choices made regarding audience and craft. BWS
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| Lesson  | Teacher Edition | Worktext  | Objectives |
| Chapter 6: Adjectives |
| 52 | 146–51 | 146–51 | * Identify adjectives in a sentence.
* Label the word an adjective modifies in a sentence.
* Write descriptive sentences using adjectives.
* Punctuate coordinate adjectives correctly.
 |
| 53 | 152–53 | 152–53 | * Analyze mentor texts with adjectives that vividly and beautifully communicate details.
* Relate vivid writing to the importance of accuracy in the writing process. BWS
* Craft text with adjectives that vividly and beautifully communicate details.
 |
| 54 | 154–56 | 154–56 | * Compare the forms of adjectives.
* Use the correct adjective form in a sentence.
 |
| 55 | 157–59 | 157–59 | * Discern whether words are nouns, pronouns, or adjectives, based on their function in a sentence.
* Write two sentences with a common word that acts as a noun or pronoun in one sentence and an adjective in another.
 |
| 56 | 160–63 | 160–63 | * Identify each article, possessive, and independent possessive in a sentence.
* Categorize words as articles, possessives, or independent possessives.
* Write original sentences using articles, possessives, and independent possessives.
 |
| 57 | 164–65 | 164–65 | * Identify common and proper adjectives in a sentence.
* Categorize adjectives as common or proper.
* Capitalize proper adjectives in a sentence.
* Relate proper and common adjectives to the words they modify in a sentence.
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| 58 | 166–69 | 166–69 | * Recall concepts and terms from Chapter 6.
 |
| 59 |  |  | * Demonstrate knowledge of concepts and terms from Chapter 6 by taking Test 6.
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| Lesson  | Teacher Edition | Worktext  | Objectives |
| Chapter 7: Adverbs |
| 60 | 170–73 | 170–73 | * Identify adverbs in sentences.
 |
| 61 | 174–77 | 174–77 | * Label the word an adverb modifies in a sentence.
* Compare the locations of adverbs in sentences.
* Complete a sentence using appropriate adverbs.
 |
| 62 | 178–81 | 178–81 | * Compare the forms of adverbs.
* Use the correct form of an adverb in a sentence.
* Complete sentences by using the correct form of adverbs or adjectives.
 |
| 63 | 182–86 | 182–86 | * Identify a modifier as an adjective or adverb based on its function.
* Compare the position of adjectives and adverbs.
* Compare the positive, comparative, and superlative forms of adjectives and adverbs.
* Write a sentence containing both an adjective and an adverb.
 |
| 64 | 187–91 | 187–91 | * Identify double negatives in writing.
* Use the correct form in comparison.
* Avoid double comparisons.
 |
| 65 | 192–93 | 192–93 | * Relate proper motivations for writing to caring for one’s neighbor. BWS
* Define rhythm in writing.
* Analyze rhythm in mentor texts.
* Write with an ear to rhythm.
 |
| 66 | 194–97 | 194–97 | * Recall concepts and terms from Chapter 7.
 |
| 67 |  |  | * Demonstrate knowledge of concepts and terms from Chapter 7 by taking Test 7.
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| Lesson  | Teacher Edition | Worktext  | Objectives |
| Chapter 8: Phrases |
| 68 | 198–203 | 198–203 | * Identify prepositions and prepositional phrases in sentences.
* Analyze a sentence to determine if a word is functioning as a preposition or as an adverb.
 |
| 69 | 204–7 | 204–7 | * Identify adjectival and adverbial phrases in sentences.
 |
| 70 | 208–9 | 208–9 | * Create descriptive sentences using adjectival and adverbial prepositional phrases.
* Explain negative effects of imprecise communication. BWS
 |
| 71 | 210–14 | 210–14 | * Analyze sentences for misplaced modifiers and correct them.
* Write an original sentence, exhibiting the correct placement of modifiers for clarity of meaning.
 |
| 72 | 215–19 | 215–19 | * Define an appositive and an appositive phrase.
* Distinguish restrictive from nonrestrictive appositives.
* Identify restrictive and nonrestrictive appositives.
* Punctuate nonrestrictive appositives correctly.
 |
| 73 | 220–21 | 220–21 | * Create sentences using appositives and appositive phrases for tighter writing.
* Formulate a particular belief using elements of craft. BWS
 |
| 74 | 222–25 | 222–25 | * Recall concepts and terms from Chapter 8.
 |
| 75 |  |  | * Demonstrate knowledge of concepts and terms from Chapter 8 by taking Test 8.
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| Lesson | Teacher Edition | Worktext | Objectives |
| Chapter 9: Informative Writing |
| 76 | 226–35 | 226–35 | * Identify elements of informative writing.
* Identify purpose and audience in an informative mentor text.
* Identify organizational strategies and informational support in an informative mentor text.
* Analyze an informative mentor text for truthfulness. BWS
 |
| 77–78 | 236–38 | 236–38 | * Choose a topic for an informational piece.
* Brainstorm related ideas for an informational piece.
* Organize ideas into a tentative outline for an informational piece.
 |
| 79 | 239 | 239 | * Identify characteristics of credible sources.
* Assess the credibility and accuracy of sources.
 |
| 80 | 240 | 240 | * Analyze the correct MLA form for citing sources within an informative piece.
* Analyze the correct works-cited form for listing sources in an informative piece.
* Create a works-cited entry using correct MLA form.
 |
| 81–82 | 241–42 | 240–41 | * Contrast paraphrasing and plagiarism.
* Quote the data or conclusions of others in a sentence.
* Paraphrase the data or conclusions of others.
 |
| 83–84 | 242–45 | 242–45 | * Draft an informative piece using organizational strategies and research support.
 |
| 85–86 | 246–47 | 246–47 | * Evaluate the informative draft using a rubric.
* Revise the informative draft.
 |
| 87 | 248 | 248–49 | * Proofread the informative draft using a checklist.
* Review a peer’s informative draft, and offer suggestions for improvement.
 |
| 88–90 | 249 | 249 | * Incorporate revisions from proofreading into a final manuscript.
* Evaluate the process and significance of writing the informative piece. BWS
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| Lesson  | Teacher Edition | Worktext  | Objectives |
| Chapter 10: Clauses |
| 91 | 250–54 | 250–54 | * Distinguish independent from dependent clauses.
 |
| 92 | 255–57 | 255–57 | * Distinguish between simple and compound sentences.
* Write simple and compound sentences, punctuating them correctly.
 |
| 93 | 258–60 | 258–60 | * Identify subordinating conjunctions in a sentence.
* Distinguish between words used as prepositions and words used as subordinating conjunctions in sentences.
 |
| 94 | 261–66 | 261–66 | * Classify sentences as simple, compound, or complex, using sentence patterns.
* Write a complex sentence using correct punctuation.
 |
| 95 | 267–69 | 267–69 | * Distinguish simple, compound, complex, and compound-complex sentences.
* Write a compound-complex sentence using correct punctuation.
 |
| 96 | 270–71 | 270–71 | * Analyze a mentor text for variety in sentence types.
* Create compound and complex sentences by combining sentences.
* Apply elements of balance to a paragraph. BWS
 |
| 97 | 272–75 | 272–75 | * Recall concepts and terms from Chapter 10.
 |
| 98 |  |  | * Demonstrate knowledge of concepts and terms from Chapter 10 by taking Test 10.
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| Lesson  | Teacher Edition | Worktext  | Objectives |
| Chapter 11: Verbals |
| 99 | 276–81 | 276–81 | * Define a verbal.
* Define a participle.
* Identify present and past participles based on their characteristics.
* Relate words functioning as present and past participles to the words they modify.
 |
| 100 | 282–85 | 282–85 | * Define a participial phrase.
* Identify correct placement and punctuation for participial phrases.
* Analyze sentences to determine present and past participial phrases and their modifiers.
* Combine sentences to create participles and participial phrases.
 |
| 101 | 286–87 | 286–87 | * Expand sentences with participial phrases to strengthen the sentences stylistically.
* Create original sentences with present and past participles and participial phrases.
* Formulate a strategy to make a message memorable. BWS
 |
| 102 | 288–90 | 288–90 | * Define a gerund.
* Analyze sentences to find gerunds and their functions.
 |
| 103 | 291–92 | 291–92 | * Define a gerund phrase.
* Analyze sentences to find gerund phrases.
 |
| 104 | 293–95 | 293–95 | * Define an infinitive and identify its various functions in sentences.
* Analyze sentences to recognize infinitives and to discern between infinitives and prepositional phrases.
 |
| 105 | 296–98 | 296–98 | * Define an infinitive phrase.
* Analyze sentences to find infinitive phrases.
 |
| 106 | 299–303 | 299–303 | * Define a dangling modifier.
* Distinguish a dangling modifier from a misplaced modifier.
* Use the two methods to correct a dangling modifier.
* Analyze sentences to identify misplaced and dangling modifiers and correct them, using correct punctuation.
* Create original sentences illustrating dangling modifiers for classmates to correct.
 |
| 107 | 304–7 | 304–7 | * Recall concepts and terms from Chapter 11.
 |
| 108 |  |  | * Demonstrate knowledge of concepts and terms from Chapter 11 by taking Test 11.
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| Lesson  | Teacher Edition | Worktext  | Objectives |
| Chapter 12: Subject-Verb Agreement |
| 109 | 308–12 | 308–12 | * Distinguish between singular/plural verbs and subjects.
* Identify the singular and plural forms of the verb be in present and past tense.
* Identify the verb form that agrees with the subject.
 |
| 110 | 313–15 | 313–15 | * Identify indefinite pronouns.
* Distinguish singular from plural indefinite pronouns.
* Choose the correct verb to agree with an indefinite pronoun as subject.
 |
| 111 | 316–19 | 316–19 | * Choose the correct singular or plural verb to agree with a compound subject.
 |
| 112 | 320–23 | 320–23 | * Identify subjects and verbs in sentences with a variety of sentence patterns.
* Correct subject-verb agreement problems.
 |
| 113 | 324–25 | 324–25 | * Analyze paragraph development and unity in a mentor text.
* Create a unified paragraph that exhibits a topic sentence, supporting sentences, and a concluding sentence.
* Formulate a biblical worldview of orderly writing. BWS
 |
| 114 | 326–27 | 326–27 | * Recall concepts and terms from Chapter 12.
 |
| 115 |  |  | * Demonstrate knowledge of concepts and terms from Chapter 12 by taking Test 12.
 |
| Chapter 13: Pronoun-Antecedent Agreement |
| 116 | 328–31 | 328–31 | * Choose personal pronouns that agree with their antecedents in both number and gender.
 |
| 117 | 332–35 | 332–35 | * Analyze sentences to make indefinite pronouns agree with their antecedents in number and gender based on context.
 |
| 118 | 336–37 | 336–37 | * Recognize perceived gender bias in pronoun usage in writing.
* Analyze the subtle effects of pronoun choices in writing.
* Recognize the shifting status of the pronoun they as a singular gender-neutral pronoun substitute.
* Evaluate various audiences regarding particular topics. BWS
 |
| 119 | 338–39 | 338–39 | * Recall concepts and terms from Chapter 13.
 |
| 120 |  |  | * Demonstrate knowledge of concepts and terms from Chapter 13 by taking Test 13.
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| Lesson | Teacher Edition | Worktext | Objectives |
| Chapter 14: Argumentative Writing |
| 121 | 340–47 | 340–47 | * Identify characteristics of argumentative writing.
* Identify purpose and audience in an argumentative mentor text.
* Identify the thesis, reasons, and evidence in an argumentative mentor text.
 |
| 122–23 | 340–49 | 340–49 | * Formulate an argumentative thesis on a given topic.
* Identify the counterargument.
* Identify reasons and evidence that support a thesis.
* Analyze an argumentative mentor text for truthfulness. BWS
 |
| 124–25 | 350 | 350 | * Choose a topic for an argumentative piece.
* Formulate a thesis for an argumentative piece.
 |
| 126–27 | 351 | 351 | * Create a list of reasons to support an argument.
* Formulate a strategy to organize reasons that support an argument.
* Organize reasons into a tentative outline for an argumentative piece.
 |
| 128–29  | 351–52 | 351 | * Recall characteristics of credible sources.
* Find credible sources to support an argument.
* Assess the credibility and accuracy of supporting sources.
* Prepare notes using the correct MLA form for citing sources within an argumentative piece.
* Prepare notes using the correct bibliographical form for listing sources in an argumentative piece.
 |
| 130–31 | 352–53 | 352 | * Analyze the effective use of quotations in a mentor text.
* Incorporate quotations into a sentence using correct capitalization and punctuation.
 |
| 132–34 | 353–54 | 353 | * Draft an argumentative piece using clear reasons and relevant evidence in a strategic order.
 |
| 135–36 | 354–55 | 354 | * Evaluate the argumentative draft using a rubric.
* Revise the argumentative draft.
 |
| 137 | 355–56 | 355–56 | * Proofread the argumentative draft using a checklist.
* Review a peer’s argumentative draft and offer suggestions for improvement.
 |
| 138–39 | 356–57 | 357 | * Incorporate revisions from proofreading into a final manuscript.
* Formulate argumentative strategies for various kinds of audiences. BWS
* Evaluate the process and significance of writing the argumentative piece. BWS
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| Lesson  | Teacher Edition | Worktext  | Objectives |
| Chapter 15: Pronoun Usage |
| 140 | 358–63 | 358–63 | * Use the subjective case for pronouns functioning as subjects or as predicate nouns.
* Use the objective case for pronouns functioning as direct objects, indirect objects, or objects of prepositions.
 |
| 141 | 364–65 | 364–65 | * Analyze sentences to choose correctly between **we** and **us** and between **who** and **whom**.
 |
| 142 | 366–69 | 366–69 | * Use possessive pronoun/contraction pairs correctly.
* Use correct personal pronoun courtesy order.
 |
| 143 | 370–71 | 370–71 | * Use reflexive and intensive pronouns correctly.
* Avoid using **hisself** and **theirselves**.
 |
| 144 | 372–75 | 372–75 | * Revise sentences to eliminate unclear pronoun reference.
 |
| 145 | 376–77 | 376–77 | * Analyze how different perspectives affect writing.
* Avoid hypercorrection in pronoun choice.
* Write original sentences using possessive personal pronouns and contraction homonym pairs correctly.
* Evaluate original sentences that use second-person pronouns. BWS
 |
| 146 | 378–81 | 378–81 | * Recall concepts and terms from Chapter 15.
 |
| 147 |  |  | * Demonstrate knowledge of concepts and terms from Chapter 15 by taking Test 15.
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| Lesson  | Teacher Edition | Worktext  | Objectives |
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| Chapter 16: Punctuation |
| 148 | 382–87 | 382–87 | * Choose the correct end mark for a sentence.
* Use periods correctly other than for end marks, including the formation of abbreviations, outlines, lists, and decimals.
* Write sentences using end marks.
 |
| 149 | 388–93 | 388–93 | * Recall that a comma is needed to separate the first independent clause from the conjunction in a compound sentence.
* Recall that a comma is needed to separate an introductory dependent clause from the independent clause in a complex sentence.
* Use a comma to separate three or more items in a series.
* Determine whether a comma is needed to separate two adjectives that modify the same noun in a sentence.
* Use a comma to separate introductory words or interjections from the rest of the sentence.
* Use a comma or a pair of commas properly to separate a noun of direct address or an interrupting phrase.
* Combine sentences using commas correctly.
 |
| 150 | 394–96 | 394–96 | * Use a comma to separate a direct quotation from the rest of the sentence and to separate the day from the year.
* Use commas properly with quotations, dates, and addresses.
* Use commas correctly in letters.
 |
| 151 | 397–400 | 397–400 | * Use a semicolon to separate two independent clauses in a compound sentence.
* Use a colon to separate the chapter from the verse in a Bible reference and the hour from the minutes in a statement of time.
* Use a colon after an independent clause that introduces a list and after the greeting of a business letter.
* Combine sentences using a comma and conjunction, a semicolon, or a colon.
 |
| 152 | 401–2 | 401–2 | * Recall that quotation marks are needed to show words have been taken from another source and to show the words of the speakers in a dialogue.
* Recall correct punctuation of quotation marks with commas, periods, question marks, or exclamation points.
* Recall that quotation marks are placed around certain kinds of titles.
 |
| 153 | 403–5 | 403–5 | * Italicize or underline words and letters being discussed, names of large vehicles, titles of long works, and names of works of art.
 |
| 154 | 406–7 | 406–7 | * Use an apostrophe to show the omission of letters or numbers, to show the plurals of letters being discussed, and to form the possessive of nouns.
 |
| 155 | 408–9 | 408–9 | * Use a hyphen to divide words correctly at the end of a line and to show the omission of a connecting word.
* Use a hyphen between the words of multiword numbers up to ninety-nine and between the two parts of a fraction that is written out.
 |
| 156 | 410–11 | 410–11 | * Analyze a mentor text’s effective use of punctuation for style, tone, and clarity.
* Create a correctly punctuated paragraph.
* Apply biblical principles to texting or social media. BWS
 |
| 157 | 412–13 | 412–13 | * Recall concepts and terms from Chapter 16.
 |
| 158 |  |  | * Demonstrate knowledge of concepts from Chapter 16 by taking Test 16.
 |
| Chapter 17: Capitalization |
| 159 | 414–18 | 414–18 | * Capitalize proper nouns naming people and places.
 |
| 160 | 419–22 | 419–22 | * Identify capitalization errors and proper capitalization of religious terms, large constructions, organizations and businesses, nationalities, ethnic groups, languages, and flags.
 |
| 161 | 423–25 | 423–25 | * Differentiate between capitalization errors and proper capitalization of titles, calendar items, and historical terms.
 |
| 162 | 426–31 | 426–31 | * Identify capitalization errors and proper capitalization of proper adjectives, the word I, first words, and certain parts of a letter.
* Avoid capitalizing common nouns.
 |
| 163 | 432–33 | 432–33 | * Define figurative language, metaphor, and simile.
* Write sentences containing either original metaphors or similes.
* Write sentences containing clichés.
* Revise sentences containing clichés.
* Analyze the use of clichés regarding God. BWS
 |
| 164 | 434–37 | 434–37 | * Recall concepts and terms from Chapter 17.
 |
| 165 |  |  | * Demonstrate knowledge of concepts and terms from Chapter 17 by taking Test 17.
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| Lesson | Teacher Edition | Worktext | Objectives |
| Chapter 18: Writing Project: Creating an Article |
| 166 | 438–43 | 438–43 | * Identify the purpose and audience of a magazine article.
* Analyze a mentor text to determine the components of a magazine article.
* Analyze a mentor text for evidence of research and the effective use of quotations.
* Compare the steps of the writing process to the real-world tasks necessary to publish an article.
 |
| 167–69 | 444–46 | 444–46 | * Assume at least one role within the team and work to create a magazine article.
* Identify the purpose and audience of the magazine article to be created.
* Choose a topic for the magazine article after investigating various ideas for feasibility.
* Research the chosen topic.
 |
| 170–71 | 446–47 | 446–47 | * Create a layout and design for the article.
* Select, crop, and edit photos.
 |
| 172–74 | 448–49 | 448–49 | * Draft the article.
 |
| 175–78 | 450–51 | 450–51 | * Collaborate to revise—edit—the article.
* Proofread—copyedit—the article and incorporate corrections.
* Evaluate the article based on a rubric.
* Execute final checks and publish the article.
* Submit final project and share published article.
* Reflect on the process and significance of creating a magazine article. BWS
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| 179–80 |  |  | * Recall concepts and terms from all grammar chapters.
* Demonstrate knowledge of concepts and terms from all grammar chapters on a final exam.
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