

English



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OUR VISION

To equip students to master foundational grammar and writing skills to craft effective written and oral communication that serves others.

GOALS

- To foster an appreciation of language as a gift from God
- To develop a foundational knowledge of English grammar and mechanics
- To develop study and reference skills
- To teach the writing process for narrative, informative, opinion, and expository writing
- To encourage clear and effective writing through mentor text analysis and regular practice of writing in real-world contexts
- To develop technological literacy through publishing
- To guide the development of collaboration, listening, speaking, and viewing skills
- To provide space for reflection on communication that serves others



PROGRAM APPROACH

The BJU Press elementary English program weaves together the many elements needed to understand and communicate clearly in the English language. Writing, grammar, mechanics, listening, speaking, and viewing (visual literacy) all come together to provide students with a solid English language arts foundation so they can enjoy and effectively use God's gift of language. To achieve this vision, students learn parts of speech sequentially as they master English conventions through spiral review and ample practice. Proofreading activities give students practice in analyzing sentences, identifying grammatical errors, and correcting errors in writing. Students follow the writing process to write in numerous genres and formats including opinion pieces, informational texts, and narratives. Students develop their craft through teacher modeling and student collaboration as they write for real-world contexts.

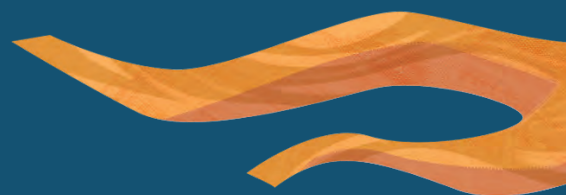


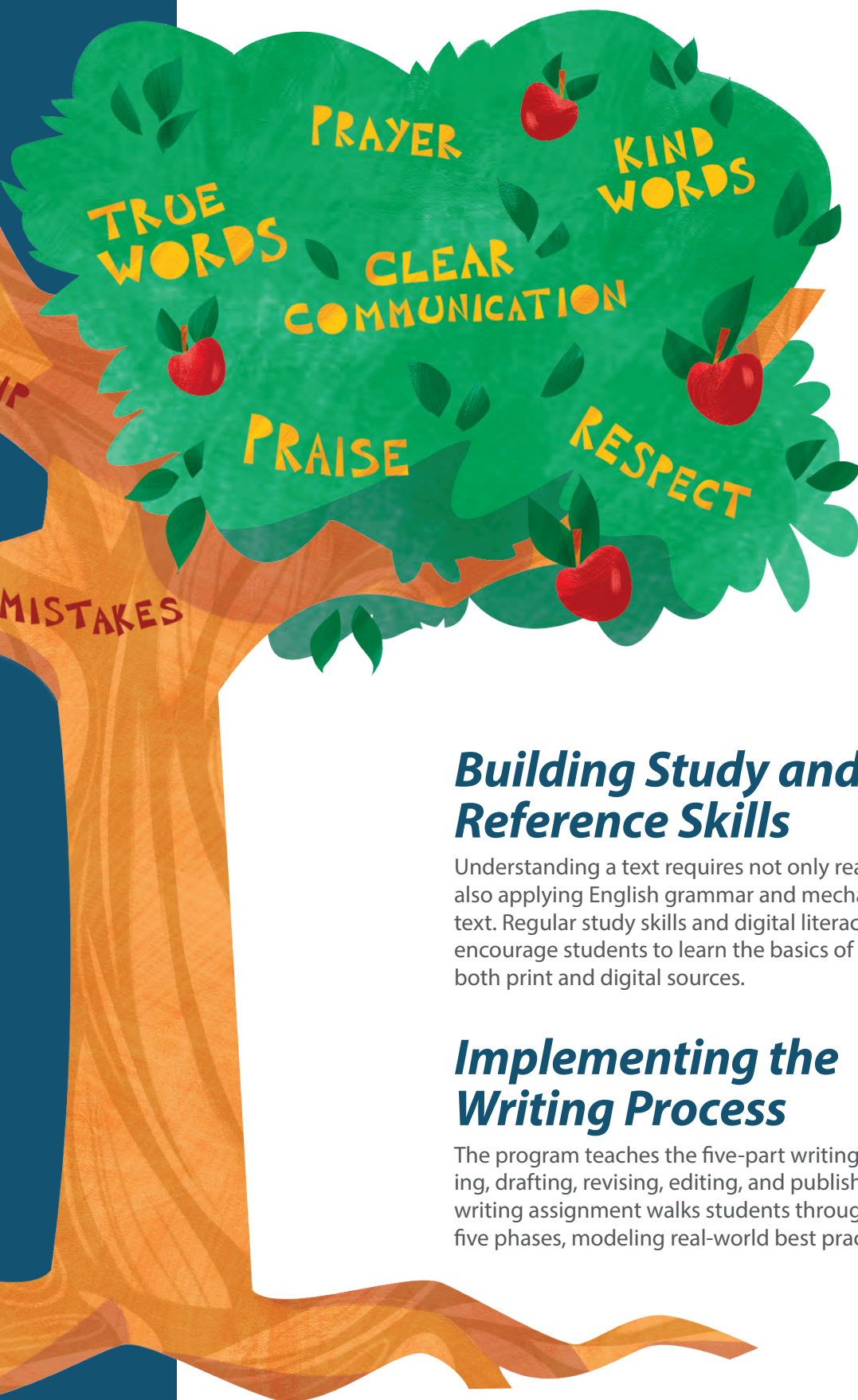
Appreciating God's Gift of Language

God gave us language as a gift, one that Christians should appreciate: through language we communicate with one another, develop relationships, describe needs, understand our world, and—most importantly—learn about the God who created this world. Throughout this program students will see language as a gift from our good and gracious God (not as something that evolved on its own). Biblical worldview themes throughout help students understand the connection between mastering the English language and loving and serving others.

Developing English Grammar and Mechanics

Complex languages require detailed study. The BJU Press elementary English product line systematically teaches English grammar and mechanics, introducing parts of speech and other grammar concepts sequentially and using a spiral review to reinforce learning throughout the elementary years.





Building Study and Reference Skills

Understanding a text requires not only reading fluency but also applying English grammar and mechanics skills to that text. Regular study skills and digital literacy skills features encourage students to learn the basics of research using both print and digital sources.

Implementing the Writing Process

The program teaches the five-part writing process: prewriting, drafting, revising, editing, and publishing. Nearly every writing assignment walks students through each of these five phases, modeling real-world best practices.

Encouraging Clear and Effective Writing

Using mentor text analysis, modeling, and regular writing practice (including writing in real-world contexts) students will grow in their understanding of how to write with clarity and effectiveness in many genres.

Developing Technological Literacy

Every writing chapter ends with a publishing lesson where students are guided in creating a polished final copy of their work and then publishing it. Whether as a formatted printed paper (5th grade expects typed final drafts), an audio recording, or a blog post, these published projects help students develop digital literacy skills, aligning with both state and national standards.



Building 21st-Century Skills

Students are provided with numerous opportunities to build 21st-century skills such as collaboration, listening, speaking, and viewing (visual literacy). Students collaborate frequently in editing, modeling, and completing grammar assignments. Publishing lessons include numerous opportunities for both listening and speaking, and visual analysis activities are included throughout the product line, promoting critical thinking and active engagement.

Serving Others through Communication

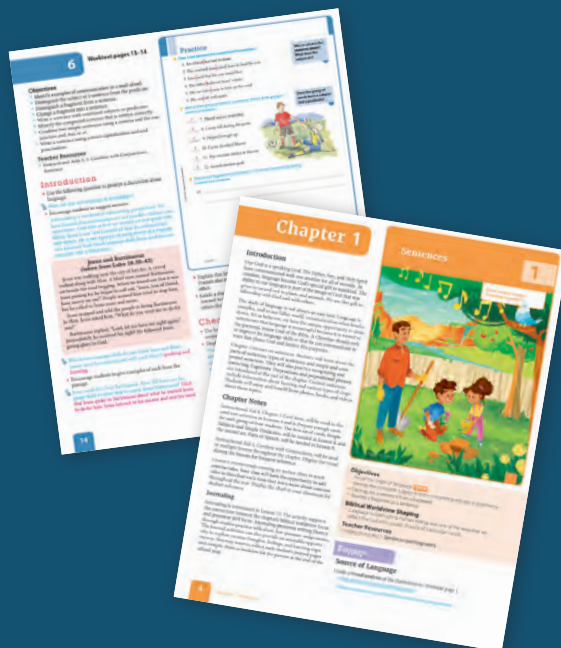
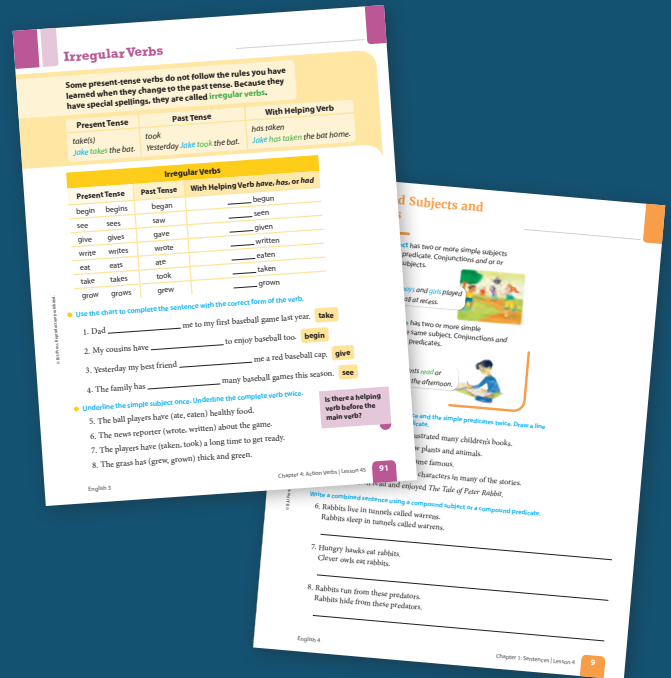
God's gift of language allows students to serve others through communication that is clear, helpful, and aware of both self and others. Beginning in grade 2, students end each chapter with either a journaling or reflection lesson where they reflect on the skills learned, apply the biblical worldview shaping theme, and track their progress. Optional follow-up class discussions also contribute to building 21st-century skills.



MATERIALS

Student Worktext

The worktexts teach traditional grammar through teacher and mentor text modeling as well as independent practice. Students learn writing skills across many genres (including opinion, informational, and narrative texts) through the five steps of the writing process, including proofreading activities that improve critical thinking and self-evaluation. Teacher modeling, student collaboration, and mentor texts all inform writing instruction. Chapter reviews and cumulative reviews provide a spiral review of skills. Each worktext also contains a writing handbook with a thesaurus, charts for student reference, and more.



Teacher Edition

The teacher editions present English instruction thoroughly with a careful balance of grammar study and writing practice. These editions provide easy instructions for teaching grammar and writing using the writing process. Suggestions for working with ELL students appear throughout the material. Discussions and activities develop students' critical thinking and biblical worldview.

Assessments

Assessment packets include age-appropriate and grade-level summative assessments of grammar concepts. Each assessment aligns with the objective stated in the teacher edition. Rubrics for writing assignments are available on Trove and with the Instructional Aids in the teacher edition.



All materials are available as eTexts in BJU Press Trove.



THE FEATURES Page Examples

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Worktext pages 227–28

Objectives

- Identify adverbs.
- Diagram sentences with adverbs.
- Use adverbs in sentences.
- Explain how adverbs make sentences more enjoyable. **BWS**

Biblical Worldview Shaping

- Vividly describing an action pulls readers into a story, and therefore should be done with wisdom so that the appropriate emotional response is elicited. (Craft: explain)

Teacher Resources

- Instructional Aids 62, 63: *Order of Adjectives, Adverbs*

Materials and Preparation

- Two index cards for each student

Engage

Order of Adjectives Review

Objectives lists the educational outcomes for each lesson and often include a Biblical Worldview Shaping (BWS) objective.

adjectives.

Why do we add descriptive words like adjectives to our sentences? They make our writing more interesting and exciting for the reader.

Instruct

Adverbs

Display **Instructional Aid 63, *Adverbs***. Read the statements and example sentences from the teaching box. Point out the way that each example sentence is an example of one of the adverb questions. Explain that just like adjectives on a sentence diagram go on a slanted line under the nouns they describe, adverbs go on a slanted line under the verbs they describe.

Model identifying adverbs. Display numbers 1–7 from the Instructional Aid. Think aloud as you underline each verb twice. Circle the adverb that describes the verb. Write *how*, *when*, or *where* in the blank to tell which question the adverb answers.

Model diagramming adjectives and adverbs in a sentence. Display numbers 8–9 from the Instructional Aid. Think aloud as you diagram the sentences.

Adverbs

Teacher Resources lists the materials that correspond to each lesson.

Adverbs describe the verb that it describes.

When? My class visited the library yesterday.
Where? The happy children went inside.
How? Each student quietly chose a book.

Diagram an adverb on a line that slants below the verb that it describes.

children | went
The happy | inside

Underline the verb twice. Circle the adverb. Write *how*, *when*, or *where* to tell which question the adverb answers.

- how* 1. The roadrunner quickly caught the rattlesnake.
- when* 2. Gila monsters often live under rocks.
- where* 3. The vulture swooped down from the sky.
- how* 4. The great jerboa sleeps quietly in the daytime.
- when* 5. Tonight the great jerboa will hunt for food.
- how* 6. The small rodent digs busily in the sand.
- how* 7. It searches eagerly for seeds and insects.

Diagram the simple subject, verb, and all the adjectives and adverbs in the sentence.

8. The small jerboa hops gracefully.

jerboa | hops
The small | gracefully

9. The sun rose slowly.

sun | rose
The | slowly

English 4

Chapter 9: Adjectives and Adverbs | Lesson 110

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Chapter 9: Adjectives and Adverbs

English 4

Guided practice activities bridge the gap between teacher modeling and independent practice.

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Apply

Worktext

Provide **guided practice** using Worktext page 227, numbers 1–9.

Direct a **Write-Pair-Share** to complete Worktext page 228, numbers 10–13. Allow the students to complete the sentences independently and then to share their answers with a partner. Call on volunteers to share their answers with the class.

Assign as **independent practice** numbers 14–22.

Collaborative activities give the students the opportunity to exercise teamwork, sharpen critical-thinking skills, and practice speaking and listening.

verbs and add vivid details to a sentence that help the reader to picture the action.

Assess **Worktext pages 227–28**. Ensure that each student can identify, diagram, and use adverbs.

For additional practice, assign the Review for this lesson.

Differentiated Instruction

Enrichment

Play a game of charades for additional practice with adverbs. Make word cards with adverbs such as *slowly* and *quietly* written on them. Invite volunteers to take a card and role play an action, using the adverb. Instruct the class to use an adverb to construct a sentence describing the action.

To build vocabulary, make two lists of adverbs for students to use as reference. One list should include time-order words used in writing (e.g., *first*, *next*, *then*). The other list should include words that tell how frequently something occurs. List the words *always*, *usually*, *often*, *sometimes*, and *never* in order to emphasize their relationships. Explain that words that answer the question *how often?* are also adverbs. They are similar to the words that tell *when* because they both deal with time.

Advanced Students

To extend this lesson, teach or review the *helping verb + adverb + main verb* pattern. Use the following example sentences to illustrate the concept. Invite the students to write additional examples.

1. The teacher will briefly review before the test.
2. Jose has cheerfully sharpened all the pencils.
3. We should carefully read all the directions.

Write an adverb that completes the sentence by answering the question in bold.

Answers will vary, but adverbs must answer the question correctly.

When? 10. His birthday party is today, tomorrow, soon.

Where? 11. Games will be played inside, outside, here, there.

How? 12. I wrapped his present neatly, carefully, quickly.

Write a sentence about a birthday party. Use an adverb in your sentence.

13. _____

Underline the verb twice. Circle the adverb that describes the verb. Write *how*, *when*, or *where* to tell which question the adverb answers.

when 14. Dingoes usually behave like dogs.

how 15. The dingo howls loudly in the Australian desert.

where 16. It chases sheep and rabbits there.

how 17. The fur on its back stands straight in times of fear or anger.

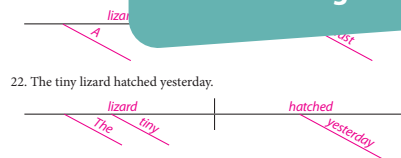
how 18. The _____

where 19. This _____

when 20. (Some _____

Diagram the simple subject and predicate.

21. A lizard runs fast.



22. The tiny lizard hatched yesterday.



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Chapter 9: Adjectives and Adverbs | Lesson 110

English 4

Differentiated Instruction reinforces concepts, helps struggling students, gives support for English language learners, or challenges advanced students with alternative activities.

Lesson 110

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Teaching boxes provide terms, definitions, rules for instruction, and example sentences for student reference.

Internet Research

A **web browser** is a computer program that allows you to access the internet.

The **URL**, or web address, is the information at the top of a website that tells where the website can be found on the internet.

A **search engine** will help you locate websites about topics that interest you.

A **keyword search** tells the search engine what kind of information you want to find.



Think of a keyword search that you could use to help you find the answer to the research question. Write your keywords in the blank.

1. What is the traditional clothing of India?

Search:

2. What languages are spoken in India?

Search:

3. What mountains are in India?

Search:

4. What is the climate of India like?

Search:

5. Who is the missionary who said, "I can plod"?

Search:

Write your own research question about a person or place you would like to learn more about. Think of a keyword search that you could use to help you find the answer. Write your keywords in the blank.

6. _____?

Search:

Independent practice activities provide practice and the opportunity to assess student understanding.

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Writing activities give opportunities to apply grammar skills to writing.

Lesson 158

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English 5

QR codes link students in grades 4–5 to [AfterSchoolHelp.com](https://www.AfterSchoolHelp.com) for additional review and practice.

Subordinating Conjunctions

A clause is a group of words that has a subject and a verb. An **independent clause** has a complete thought, so it can stand alone as a sentence.

We will go outside.

A **dependent clause** does not have a complete thought, so it cannot stand alone as a sentence.

When it is time for recess.

A **subordinating conjunction** joins a dependent clause to an independent clause to make a complete sentence.

A dependent clause can come at the beginning or the end of a sentence. Use a comma after a dependent clause if it is at the beginning of the sentence.

*We will go outside **when** it is time for recess.*

***When** it is time for recess, we will go outside.*

Common Subordinating Conjunctions

| | | | | |
|----------|---------|--------|----------|----------|
| after | because | since | until | where |
| although | before | though | when | wherever |
| as | if | unless | whenever | while |

AfterSchoolHelp



Subordinating Conjunctions

Guides and checklists serve as tools for self-monitoring for the drafting, revising, and proofreading steps.

function in the sentence. Write / if the underlined clause is dependent.

_____ Mahal seems like a palace, it is a great tomb.

_____ Shah Jahan's wife died, he built a magnificent building for her tomb.

_____ 3. She was buried in a nearby garden until the tomb was completed twenty-two years later.

Use a subordinating conjunction to combine the sentences where they are needed.

4. The tomb was being built. Twenty thousand people

Student writing models scaffold instruction with grade-level examples.

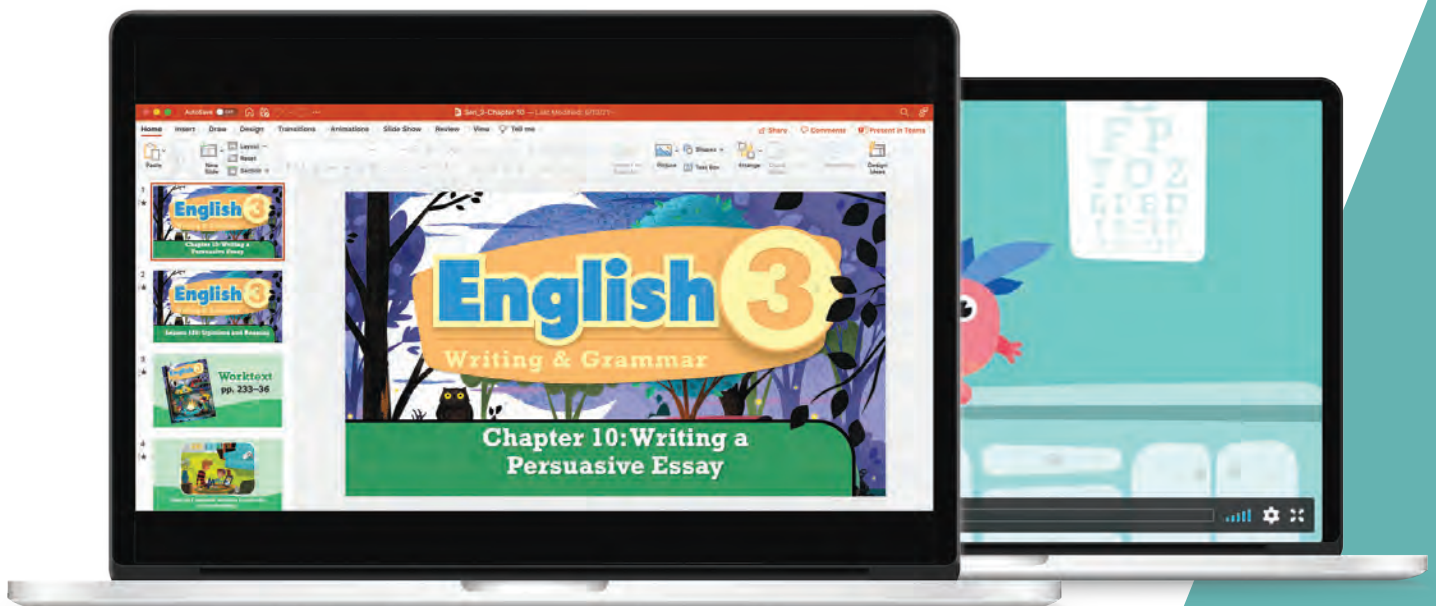
TECHNOLOGY RESOURCES

BJU Press Trove™

bjupress.com/technology/trove

Teach writing and grammar with a wealth of age-appropriate resources to engage students.

- Video segments introduce grammar concepts and rules, teach and review phonics skills (*Phonics & English 1*), and introduce writing assignments.
- Editable Microsoft PowerPoint presentations walk through grammar concepts, activities, and the writing process, supporting you in providing teacher demonstrations and exploring mentor texts.
- The Trove assessment builder allows you to create customized quizzes and tests. In addition, test banks are available for English 4 and 5 through a Trove teacher subscription.

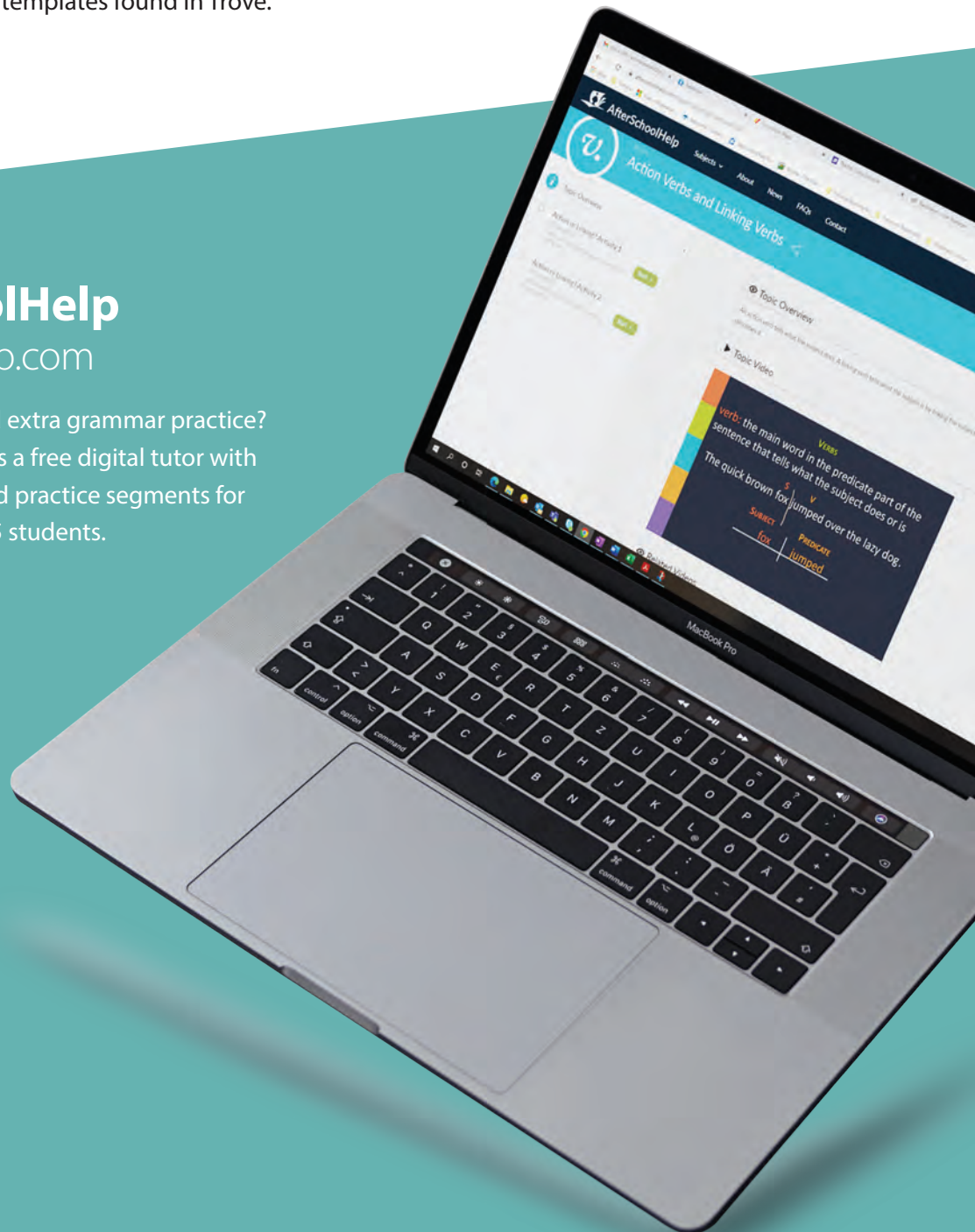


Be CyberSmart!

Be CyberSmart! teaches biblical digital citizenship alongside the BJU Press English curriculum. Be CyberSmart! encourages students to apply a biblical worldview to technology, to discern truth from falsehood, to demonstrate digital skill and wisdom, and to reflect Christ in their digital footprint. Each grade includes five mini-lessons with videos, slides, worksheets, and email templates found in Trove.

AfterSchoolHelp afterschoolhelp.com

Do your students need extra grammar practice? AfterSchoolHelp.com is a free digital tutor with short video lessons and practice segments for English 4 and English 5 students.





Elementary English materials are available for grades 1–5.
For more information, contact your Precept Sales Representative at
preceptmarketing.com/rep or visit bjupress.com/elementary-english.

