English 3 Third Edition  
Lesson Plan Overview

| Lesson | Teacher Edition | Worktext | Objectives |
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| Chapter 1: Sentences | | | |
| 1 | 2–5 | 1–4 | * Explain how God uses language to communicate. BWS * Recall that God has given people the ability to use language to communicate. BWS * Explain how people use language. BWS * Arrange a group of words in sentence order. * Write a sentence with correct capitalization and punctuation. |
| 2 | 6–7 | 5–6 | * Explain what the subject of a sentence tells. * Explain what the predicate of a sentence tells. * Identify the subject or predicate that completes a sentence. * Distinguish the subject of a sentence from the predicate. * Write a sentence using correct capitalization and end punctuation. |
| 3 | 8–9 | 7–8 | * Distinguish the subject of a sentence from the predicate. * Distinguish a fragment from a sentence. * Change a fragment into a sentence. * Write a sentence using correct capitalization and end punctuation. |
| 4 | 10–11 | 9–10 | * Distinguish the subject of a sentence from the predicate. * Identify subjects that can be combined. * Write a sentence with combined subjects using the conjunction and. * Identify predicates that can be combined. * Write a sentence with combined predicates using the conjunction and. |
| 5 | 12–13 | 11–12 | * Identify the conjunction in a compound sentence. * Identify the two simple sentences in a compound sentence. * Identify the compound sentence that is written correctly. * Combine two simple sentences using a comma and the conjunction and, but, or or. |
| 6 | 14–15 | 13–14 | * Identify examples of communication in a read-aloud. * Distinguish the subject of a sentence from the predicate. * Distinguish a fragment from a sentence. * Change a fragment into a sentence. * Write a sentence with combined subjects or predicates. * Identify the compound sentence that is written correctly. * Combine two simple sentences using a comma and the conjunction and, but, or or. * Write a sentence using correct capitalization and end punctuation. |
| 7 | 16–17 | 15–16 | * Identify the individual sentences in a run-on sentence. * Use proofreading marks to indicate corrections for a run-on sentence. * Divide a run-on sentence into individual sentences using correct capitalization and punctuation. |
| 8 | 18–19 | 17–18 | * Distinguish a declarative sentence from an interrogative sentence. * Punctuate a declarative sentence and an interrogative sentence correctly. * Write a given type of sentence using correct capitalization and end punctuation. |
| 9 | 20–21 | 19–20 | * Distinguish an imperative sentence from an exclamatory sentence. * Identify the four types of sentences. * Punctuate the four types of sentences correctly. * Write a given type of sentence with correct capitalization and end punctuation. |
| 10 | 22–23 | 21–22 | * Identify the individual sentences in a run-on sentence. * Divide a run-on sentence into individual sentences using correct capitalization and punctuation. * Identify the four types of sentences. * Punctuate the four types of sentences correctly. * Write a given type of sentence using correct capitalization and end punctuation. |
| 11 | 24–25 | 23–24 | * Distinguish the subject from the predicate of a sentence. * Distinguish a fragment from a sentence. * Produce sentences with combined subjects or predicates using the conjunction and. * Identify the individual sentences in a run-on sentence. * Combine two simple sentences using a comma and the conjunction and, but, or or. * Identify the four types of sentences. * Punctuate the four types of sentences correctly. * Write a sentence with correct capitalization and end punctuation. |
| 12 | 25 |  | * Demonstrate knowledge of concepts from Chapter 1 by taking the test. |
| 13 | 26–27 | 25 | * Write two encouraging or helpful sentences in a journal entry. BWS |

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| Chapter 2: Writing a Sound Poem | | | |
| 14 | 28–31 | 27–30 | * Identify literary devices. * Relate 1 Timothy 6:17 to the enjoyment of a sound poem. BWS |
| 15 | 32–33 | 31–32 | * Identify rhyme, alliteration, and onomatopoeia in a poem. * Write a sentence using a sound device to celebrate sound words. BWS * Read aloud a sentence to celebrate sound words. |
| 16 | 34–35 | 33–34 | * Recall the purpose of each of the five steps of the Writing Process. * Create shared writing of a sound poem using the five steps of the Writing Process. * Read the final poem aloud with expression. |
| 17 | 36–37 | 35–36 | * Choose a topic for an original poem in the Plan step. * Compose a list of words for each topic for a sound poem. * Choose sound devices to be used in a sound poem. * Identify the purpose and audience of a sound poem. BWS |
| 18 | 38–39 | 28, 36–37 | * Compose a sound poem using sentences in the Draft step. |
| 19 | 40–41 | 37–38 | * Identify the sound devices in the poem draft. * Complete the poem draft with two sound devices. * Demonstrate enjoyment of God’s creation with sound words. BWS |
| 20 | 42–43 | 28, 39–40 | * Identify the function of a thesaurus. * Find exact or interesting words in a thesaurus to improve writing. |
| 21 | 44–45 | 38, 41–42 | * Participate in a writing conference. * Make improvements to the poem based on a writing conference. * Evaluate the sound poem to improve the text in the Revise step. * Revise words to achieve exact meaning. * Use proofreading marks to indicate revisions to the text. |
| 22 | 46–47 | 42–43 | * Evaluate the sound poem for capitalization, punctuation, and spelling errors in the Proofread step. * Use proofreading marks to indicate corrections to the text. |
| 23 | 48–49 | 45–46 | * Produce a final copy of the sound poem in the Publish step. * Create an audio or video recording. * Illustrate the poem. |
| 24 | 50–51 | 47, 49–50 | * Identify parts of God’s creation that are celebrated in an illustration. BWS * Explain how an original poem celebrates God’s creation. BWS * Distinguish the subject from the predicate of a sentence. * Distinguish a fragment from a sentence. * Identify sentences with combined subjects or predicates using the conjunction and. * Combine two simple sentences using a comma and the conjunction and or but. * Distinguish a correct sentence from a run-on sentence. * Write the correct end punctuation for a sentence. |

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| Chapter 3: Nouns | | | |
| 25 | 52–53 | 51–52 | * Recall the origin of naming words. BWS * Identify nouns in context. |
| 26 | 54–55 | 53–54 | * Identify nouns in sentences. * Write a sentence using a noun. |
| 27 | 56–57 | 55–56 | * Distinguish singular nouns from plural nouns. * Choose the suffix -s or -es to form a plural noun. * Write the plural form of a noun using the suffix -s or -es. * Use the plural form of a given noun in a sentence. |
| 28 | 58–59 | 57–58 | * Distinguish singular nouns from plural nouns. * Identify the correct spelling pattern for plural nouns that change their spellings. * Write the plural form of a noun that changes spelling. * Use the plural form of a given noun in a sentence. |
| 29 | 60–61 | 59–60 | * Identify possessive nouns in context. * Punctuate a singular possessive noun correctly. * Use a singular possessive noun in a phrase. * Use a singular possessive noun in a sentence. |
| 30 | 62–63 | 61–62 | * Identify nouns in context. * Distinguish a singular noun from a plural noun. * Choose the correct spelling pattern to form a plural noun. * Write the plural form of a singular noun. * Punctuate a singular possessive noun correctly. * Use a singular possessive noun in a phrase. * Write a sentence using a given noun. |
| 31 | 64–65 | 63–64 | * Distinguish common nouns from proper nouns. * Replace a given common noun with a proper noun. * Replace a given proper noun with a common noun. * Capitalize proper nouns correctly. * Use a proper noun in a sentence. |
| 32 | 66–67 | 65–66 | * Write the abbreviation for a given proper noun with correct capitalization and punctuation. * Proofread for correct capitalization and punctuation of abbreviations in dates, addresses, and sentences. |
| 33 | 68–69 | 67–68 | * Identify nouns in a series. * Use commas to punctuate nouns in a series. * Combine sentences using nouns in a series. |
| 34 | 70–71 | 69–70 | * Distinguish between common and proper nouns. * Proofread for correct capitalization of proper nouns. * Proofread for correct capitalization and punctuation of abbreviations. * Use commas to punctuate nouns in a series. * Combine sentences using nouns in a series. |
| 35 | 72–73 | 71–72 | * Identify a noun in context. * Distinguish between singular and plural nouns. * Use the plural forms of regular and irregular nouns. * Punctuate a singular possessive noun correctly. * Use a singular possessive noun in a sentence. * Use correct capitalization and punctuation for proper nouns and their abbreviations. * Use commas to punctuate nouns in a series. * Write a sentence using a given noun. |
| 36 | 73 |  | * Demonstrate knowledge of concepts from Chapter 3 by taking the test. |
| 37 | 74–75 | 73, 75–76 | * Use language to thank God for material blessings. BWS * Use correct end punctuation for declarative, interrogative, imperative, and exclamatory sentences. * Combine subjects and predicates. * Distinguish sentences from fragments. * Identify rhyming words. * Distinguish between stages of the Writing Process. |

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| Chapter 4: Action Verbs | | | |
| 38 | 76–77 | 77–78 | * Identify action words in a poem. * Identify respectful and disrespectful responses to authority in a poem. BWS * Demonstrate the meaning of action words in a poem. |
| 39 | 78–79 | 79–80 | * Define action verb. * Explain what an action verb shows or tells. * Identify an action verb in the predicate. * Define simple subject. * Identify the simple subject of a sentence. * Choose action verbs showing respect in context sentences. BWS * Write an original sentence using an action verb. |
| 40 | 80–81 | 81–82 | * Explain what an action verb shows or tells. * Choose the present-tense action verb that agrees with the subject. * Evaluate verb tense within a paragraph. |
| 41 | 82–83 | 83–84 | * Distinguish past-tense action verbs from present-tense action verbs. * Use the suffix -ed to form a past-tense verb. * Identify the action verb that completes a sentence. * Use a past-tense verb in a sentence. * Choose past-tense verbs that show respect for authority to fit the sentence context. BWS |
| 42 | 84–85 | 85–86 | * Distinguish among present-, past-, and future-tense action verbs. * Identify the action verb that completes a sentence. * Use a future-tense verb in a sentence. |
| 43 | 86–87 | 87–88 | * Distinguish among present-, past-, and future-tense action verbs. * Choose the present-tense action verb that agrees with the subject. * Identify the action verb that completes a sentence. * Write a sentence using a present-, past-, or future-tense action verb, identifying the tense. |
| 44 | 88–89 | 89–90 | * Identify the complete verb in a sentence. * Distinguish the helping verb from the main verb in a complete verb. * Use has or have as a helping verb to show subject-verb agreement. * Use a complete verb in a sentence. |
| 45 | 90–91 | 91–92 | * Distinguish regular verbs from irregular verbs. * Use the correct form of an irregular verb to show present or past tense. * Identify the form of an irregular verb that completes a sentence. * Use an irregular verb in a sentence. |
| 46 | 92–93 | 93–94 | * Distinguish regular verbs from irregular verbs. * Use the correct form of an irregular verb to show present or past tense. * Identify the form of an irregular verb that completes a sentence. * Use an irregular verb in a sentence. |
| 47 | 94–95 | 95–96 | * Identify the complete verb in a sentence. * Distinguish the helping verb from the main verb in a complete verb. * Use a helping verb to show subject-verb agreement. * Use a complete verb in a sentence. * Use the past-tense form of an irregular verb. * Identify the form of an irregular verb that completes a sentence. * Use an irregular verb in a sentence. |
| 48 | 96–97 | 97–98 | * Identify the verb that shows subject-verb agreement. * Distinguish among present-, past-, and future-tense action verbs. * Distinguish the helping verb from the main verb in a complete verb. * Identify the form of an irregular verb that completes a sentence. * Use an action verb in a sentence. |
| 49 | 97 |  | * Demonstrate knowledge of concepts from Chapter 4 by taking the test. |
| 50 | 98–99 | 99, 101–2 | * Use language to express right attitudes toward authority. BWS * Identify the sentence with correct capitalization and end punctuation. * Choose the correct plural form of a noun. * Use a thesaurus to find exact words. * Choose the best combined sentence. |

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| Chapter 5: Writing Game Instructions | | | |
| 51 | 100–103 | 103–6 | * Explain why writing clear game instructions is important. BWS * Identify the topic, materials, and steps of game instructions. * Identify time-order words used in game instructions. * Identify the purpose and audience of game instructions. * Choose time-order words for a given game instructions paragraph. |
| 52 | 104–5 | 107–8 | * Identify the title, topic sentence, materials, steps, and conclusion in a game instructions paragraph. * Identify the best materials sentence for a given game instructions paragraph. * Identify the best conclusion for a given game instructions paragraph. |
| 53 | 106–7 | 109–10 | * Use exact words from a thesaurus to improve writing. |
| 54 | 108–9 |  | * Identify game materials and steps in the Plan step of a shared writing activity. |
| 55 | 110–11 |  | * Describe game instructions during the shared writing of a paragraph in the Draft step. |
| 56 | 112–13 |  | * Evaluate a paragraph for clarity and accuracy in the Revise step. * Evaluate a paragraph for errors in capitalization, punctuation, and spelling in the Proofread step. |
| 57 | 114–15 | 111–12 | * Analyze a model of a planning chart. * Identify game materials and steps in the Plan step. |
| 58–59 | 116–17 | 112–16 | * Evaluate whether game instructions are explained in an understandable and friendly way. BWS * Compare a model of a planning chart with a model of a draft. * Compose a game instructions paragraph in the Draft step. |
| 60–61 | 118–19 | 115–20 | * Explain the importance of revising. BWS * Analyze a model of a revised game instructions paragraph. * Evaluate a paragraph for clarity and accuracy in the Revise step. * Use proofreading marks to indicate revisions. * Participate in a peer conference. |
| 62 | 120–21 | 119–21 | * Explain the importance of proofreading. BWS * Analyze a model of a proofread book review. * Evaluate a paragraph for errors in capitalization, punctuation, and spelling in the Proofread step. * Use proofreading marks to indicate corrections. |
| 63–64 | 122–23 | 119–20, 122–24 | * Produce a final copy of the game instructions paragraph in the Publish step. |
| 65 | 124–25 | 125, 127–28 | * Describe teaching a game in an understandable and encouraging way. BWS * Choose the present-tense action verb that agrees with the subject. * Identify the compound sentence that is written correctly. * Identify the abbreviation that is written correctly. * Identify the sentence in which nouns in a series are written correctly. * Identify the sentence in which the proper nouns are written correctly. |

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| Chapter 6: Pronouns | | | |
| 66 | 126–27 | 129–30 | * List principles about showing respect in communication from a biblical perspective. BWS |
| 67 | 128–29 | 131–32 | * Evaluate the attitude of a statement that includes a subject pronoun. BWS * Replace subjects with subject pronouns. * Write a sentence using a subject pronoun. |
| 68 | 130–31 | 133–34 | * Distinguish between singular and plural pronouns. * Choose verbs that agree with subject pronouns. |
| 69 | 132–33 | 135–36 | * Evaluate the attitude of a statement that includes an object pronoun. BWS * Distinguish between correct and incorrect use of object pronouns. * Replace objects with object pronouns. * Write a sentence using an object pronoun. |
| 70 | 134–35 | 137–38 | * Evaluate the difference in attitude between a sentence that uses courtesy order and one that does not use courtesy order. BWS * Explain how courtesy order reflects biblical teaching of kindness to others. BWS * Use courtesy order to organize pronouns in a sentence. * Distinguish between correct and incorrect use of I and me. * Use I and me correctly in sentences. |
| 71 | 136–37 | 139–40 | * Distinguish between correct and incorrect use of subject and object pronouns. * Replace subjects and objects with appropriate pronouns. * Choose verbs that agree with subject pronouns. * Use I and me correctly in sentences. * Use courtesy order to organize pronouns in a sentence. * Write a sentence using a given pronoun. |
| 72 | 138–39 | 141–42 | * Find plural possessive nouns in sentences. * Make a plural noun that ends in s possessive by adding an apostrophe to the end of the noun. * Make a plural noun that does not end in s possessive by adding an apostrophe and an s to the end of the noun. * Distinguish between correct and incorrect use of an apostrophe in plural possessive nouns. * Write a sentence using a plural possessive noun. |
| 73 | 140–41 | 143–44 | * Evaluate the attitude of a statement that includes a possessive pronoun. BWS * Find possessive pronouns in sentences. * Replace possessive nouns with possessive pronouns. * Write a sentence using a possessive pronoun. |
| 74 | 142–43 | 145–46 | * Evaluate the attitude of a statement that includes a possessive pronoun. BWS * Use possessive nouns in sentences. * Use possessive pronouns in sentences. |
| 75 | 144–45 | 147–48 | * Find possessive pronouns in sentences. * Use singular and plural possessive nouns in sentences. * Distinguish between correct and incorrect use of an apostrophe in singular and plural possessive nouns. * Replace possessive nouns with possessive pronouns. * Write a sentence using a possessive pronoun. |
| 76 | 146–47 | 149–50 | * Distinguish between correct and incorrect use of subject and object pronouns. * Replace subjects with subject pronouns. * Replace objects with object pronouns. * Use I and me correctly in sentences. * Use courtesy order to organize pronouns in a sentence. * Choose verbs that agree with subject pronouns. * Distinguish between correct and incorrect use of an apostrophe in singular and plural possessive nouns. * Replace possessive nouns with possessive pronouns. * Write a sentence using a given pronoun. |
| 77 | 147 |  | * Demonstrate knowledge of concepts from Chapter 6 by taking the test. |
| 78 | 148–149 | 151, 153–54 | * Use language that is kind and respectful of others. BWS * Distinguish a correct sentence from a run-on sentence. * Use correct punctuation in a compound sentence. * Distinguish among past-, present-, and future-tense verbs. * Use irregular verbs in sentences. * Choose time-order words to use in a list of instructions. |

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| Chapter 7: Adjectives and Adverbs | | | |
| 79 | 150–51 | 155–56 | * Identify descriptive words in a poem. * Find examples of word pictures in a poem that celebrate things that we enjoy. BWS |
| 80 | 152–53 | 157–58 | * Define adjective. * Identify the adjective that modifies a noun in a sentence. * Distinguish adjectives that tell what kind from adjectives that tell how many. * Write an original sentence using an adjective. |
| 81 | 154–55 | 159–60 | * Distinguish adjectives that compare two nouns using -er from adjectives that compare more than two nouns using -est. * Choose the adjective that best completes a sentence. |
| 82 | 156–57 | 161–62 | * Distinguish adjectives that use more from adjectives that use most. * Choose more or most when comparing nouns in a sentence. * Distinguish adjectives that use more and most from adjectives that use -er and -est. |
| 83 | 158–59 | 163–64 | * Recall that a, an, and the are adjectives called articles. * Determine the correct article for a given word. * Identify commas used correctly to punctuate adjectives in a series. * Write an original sentence using an article. |
| 84 | 160–61 | 165–66 | * Write an expanded sentence using adjectives. |
| 85 | 162–63 | 167–68 | * Distinguish adjectives that tell what kind from adjectives that tell how many. * Distinguish adjectives that compare two nouns using -er from adjectives that compare more than two nouns using -est. * Distinguish adjectives that use more from adjectives that use most. * Distinguish adjectives that use more and most from adjectives that use -er and -est. * Choose the adjective that best completes the sentence. * Determine the correct article for a given word. * Identify commas used correctly to punctuate adjectives in a series. * Write an expanded sentence using adjectives. * Write an original sentence using an adjective. |
| 86 | 164–65 | 169–70 | * Define adverb. * Explain what an adverb describes. * Identify the adverb that modifies the verb in a sentence. * Identify the adverb that tells how or when in a sentence. * Write an original sentence using an adverb telling how. |
| 87 | 166–67 | 171–72 | * Identify the adverb that tells where in a sentence. * Distinguish among adverbs telling how, when, or where. |
| 88 | 168–69 | 173–74 | * Write an expanded sentence using adjectives and adverbs. |
| 89 | 170–71 | 175–76 | * Identify the adverb in a sentence. * Distinguish among adverbs telling how, when, or where. * Expand sentences using adjectives and adverbs. |
| 90 | 172–73 | 177–78 | * Distinguish adjectives that tell what kind from adjectives that tell how many. * Distinguish adjectives that compare two nouns using -er from adjectives compare more than two nouns using -est. * Distinguish adjectives that use more from adjectives that use most. * Distinguish adjectives that use more and most from adjectives that use -er and -est. * Determine the correct article for a given word. * Distinguish among adverbs telling how, when, or where. * Write an expanded sentence using adjectives and adverbs. |
| 91 | 173 |  | * Demonstrate knowledge of concepts from Chapter 7 by taking the test. |
| 92 | 174–75 | 179, 181–82 | * Use adjectives to express celebration. BWS * Combine two simple sentences using a comma and a conjunction. * Identify correct capitalization and punctuation for proper nouns and their abbreviations. * Use courtesy order to organize pronouns in a sentence. * Identify plural possessive nouns in a sentence. * Identify the correct form of an irregular verb that completes a sentence. * Identify the correct main verb in a sentence. * Choose verbs that show subject-verb agreement. |

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| Chapter 8: Writing a Book Review | | | |
| 93 | 176–79 | 183–85 | * Distinguish a fact from an opinion. * Identify reasons that support an opinion. * Write an opinion sentence using because to connect an opinion and a reason. * Identify a character’s opinions from a read-aloud passage. BWS |
| 94 | 180–81 | 187–88 | * Describe changes in a character’s opinions expressed in a read-aloud passage. BWS * Identify the parts of a summary paragraph. * Identify the parts of an opinion paragraph. * Write a book title and an author’s name with correct capitalization and punctuation. |
| 95 | 182–83 |  | * Identify transition words in a book review. * Identify opinion words in a book review. * Identify the main idea and important details for a summary paragraph in the Plan step of a shared writing activity. * Select an opinion and supporting reasons for an opinion paragraph in the Plan step of a shared writing activity. |
| 96 | 184–85 |  | * Create sentences during the shared writing of a summary paragraph and an opinion paragraph in the Draft step. |
| 97 | 186–87 |  | * Evaluate paragraphs for clarity and accuracy in the Revise step. * Evaluate paragraphs for errors in capitalization, punctuation, and spelling in the Proofread step. |
| 98 | 188–89 | 189–92 | * Identify the audience and purpose of a book review. * Analyze a model of a planning chart. * Select the main idea and important details for a summary paragraph in the Plan step. * Choose transition words for a summary paragraph in the Plan step. |
| 99 | 190–91 | 189–92 | * Evaluate opinions expressed in a read-aloud passage. BWS * Analyze a model of a planning chart. * Select an opinion and supporting reasons for an opinion paragraph in the Plan step. * Choose opinion words and transition words for an opinion paragraph in the Plan step. |
| 100 | 192–93 | 191–96 | * Compare a model of a planning chart with a model of a draft. * Compose the summary paragraph of a book review in the Draft step. |
| 101 | 194–95 | 191–96 | * Evaluate opinions expressed in a read-aloud passage. BWS * Compare a model of a planning chart with a model of a draft. * Compose the opinion paragraph of a book review in the Draft step. |
| 102 | 196–97 | 195–200 | * Analyze a model of a revised book review. * Evaluate the summary paragraph of a book review for clarity in the Revise step. * Use proofreading marks to indicate revisions. * Participate in a peer conference. |
| 103 | 198–99 | 195–200 | * Analyze a model of a revised book review. * Evaluate the opinion paragraph of a book review for clarity in the Revise step. * Use proofreading marks to indicate revisions. * Participate in a peer conference. |
| 104 | 200–201 | 199–201 | * Analyze a model of a proofread book review. * Evaluate a book review for errors in capitalization, punctuation, and spelling in the Proofread step. * Use proofreading marks to indicate corrections. * Make corrections based on a writing conference. |
| 105–6 | 202–3 | 199–200, 202–4 | * Evaluate opinions expressed in a read-aloud passage. BWS * Explain how Luke 6:31 should affect one’s opinions. BWS * Write the final copy of a book review in the Publish step. * Present a book review to an audience, including a visual display. |
| 107 | 204–5 | 205, 207–8 | * Evaluate opinions expressed in a read-aloud passage. BWS * Apply Psalm 19:14 to thinking about and telling opinions about people. BWS * Identify the two nouns in a sentence. * Identify the verb in a sentence. * Distinguish present-tense verbs from past-tense verbs. * Identify the complete verb in a sentence. * Identify the helping verb in a complete verb. * Identify an adjective and the noun it modifies. * Identify the sentence that shows pronoun-verb agreement. |

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| Chapter 9: Prepositions and Verbs | | | |
| 108 | 206–7 | 209–10 | * Explain the importance of small words in clear communication. BWS |
| 109 | 208–9 | 211–12 | * Distinguish linking verbs from action verbs. * Identify the word in the predicate that is linked to the subject. * Write a sentence using a linking verb. * Explain the importance of linking verbs in clear communication. BWS |
| 110 | 210–11 | 213–14 | * Distinguish linking verbs from helping verbs. * Choose the present-tense linking verb that agrees with the subject. * Write a sentence using a present-tense linking verb. |
| 111 | 212–13 | 215–16 | * Choose the past-tense verb that agrees with the subject. * Identify the word in the predicate that is linked to the subject. * Write a sentence using a past-tense linking verb. |
| 112 | 214–15 | 217–18 | * Form contractions with verbs. * Use a contraction in a sentence. |
| 113 | 216–17 | 219–20 | * Distinguish linking verbs from action verbs. * Identify the word in the predicate that is linked to the subject. * Distinguish linking verbs from helping verbs. * Choose the past- or present-tense linking verb that agrees with the subject. * Form contractions with verbs. * Write a sentence using a linking verb. |
| 114 | 218–19 | 221–22 | * Explain what a preposition does. * Find prepositions in sentences. * Choose the preposition that completes a sentence. * Find prepositional phrases in sentences. * Add a prepositional phrase to a sentence. |
| 115 | 220–21 | 223–24 | * Distinguish prepositional phrases that tell where from prepositional phrases that tell when. * Choose the preposition that completes a sentence. * Use prepositional phrases in sentences to clarify where and when relationships. |
| 116 | 222–23 | 225–26 | * Explain the importance of prepositions in clear communication. BWS * Find prepositions in sentences. * Choose the preposition that completes a sentence. * Find prepositional phrases in sentences. * Distinguish prepositional phrases that tell where from prepositional phrases that tell when. * Use a prepositional phrase in a sentence. |
| 117 | 224–25 | 227–28 | * Choose the preposition that completes a sentence. * Distinguish linking verbs from action verbs. * Identify the word in the predicate that is linked to the subject. * Distinguish linking verbs from helping verbs. * Choose the past- or present-tense linking verb that agrees with the subject. * Form contractions with verbs. * Write a sentence using a linking verb. |
| 118 | 225 |  | * Demonstrate knowledge of concepts from Chapter 9 by taking the test. |
| 119 | 226–27 | 229, 231–32 | * Use linking verbs and prepositions to communicate accurate and clear descriptions. BWS * Use comparative and superlative adjectives in sentences. * Use subject and object pronouns correctly. * Use irregular verbs in sentences. * Capitalize proper nouns. * Distinguish statements of fact from statements of opinion. |

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| Chapter 10: Writing a Persuasive Essay | | | |
| 120 | 228–31 | 233–36 | * Distinguish a fact from an opinion in a book excerpt. * Identify reasons that support an opinion. * Copy a quotation with correct capitalization and punctuation. * Explain how words in a text have been stated respectfully. BWS |
| 121 | 232–33 | 237–38 | * Explain what it means to persuade. * Distinguish strong reasons from weak reasons when trying to persuade. * Write facts and details to support reasons. |
| 122 | 234–25 | 239–40 | * Identify the parts of a persuasive essay. * Identify persuasive words. * Evaluate a persuasive essay for clarity, accuracy, strong reasons, facts, and details. |
| 123 | 236–37 | 241–42 | * Choose a topic for the persuasive essay. * Identify the audience and purpose of a persuasive essay. * Write an opinion sentence that tells the topic. * Complete the planning chart for the first reason of the persuasive essay in the Plan step. |
| 124 | 238–39 | 241–42 | * Complete the planning chart for the second reason of the persuasive essay in the Plan step. * Write a concluding sentence using persuasive words. |
| 125 | 240–41 | 242–46 | * Write a title for the persuasive essay. * Complete the first paragraph in the Draft step. |
| 126 | 242–43 | 242–46 | * Write the second paragraph in the Draft step. |
| 127 | 244–45 | 245–50 | * Evaluate sentences for respectful language. BWS * Evaluate the persuasive essay for clarity, strong reasons, facts, and details in the Revise step. * Use proofreading marks to indicate revisions. |
| 128 | 246–47 | 245–50 | * Compose requests to an authority using respectful language. BWS * Evaluate reasons for persuasive language. * Evaluate the persuasive essay for clarity, strong reasons, facts, and details in the Revise step. * Use proofreading marks to indicate revisions. * Participate in a writing conference. * Make improvements to the essay based on a writing conference. |
| 129 | 248–49 | 249–51 | * Evaluate the persuasive essay for errors in capitalization, punctuation, and spelling in the Proofread step. * Use proofreading marks to indicate corrections. |
| 130–31 | 250–51 | 249–50, 252–54 | * Write the final copy of the persuasive essay in the Publish step. * Present the essay to an audience. |
| 132 | 252–53 | 255, 275–58 | * Write several sentences using respectful language. BWS * Identify a book title with correct capitalization and punctuation. * Identify proper nouns that are written correctly. * Identify a sentence with correct capitalization and punctuation. * Distinguish a fragment from a sentence. * Identify a sentence that is written correctly using a comma and a conjunction. * Identify subject-verb agreement. * Identify parts of speech in a sentence. |

| Lesson | Teacher Edition | Worktext | Objectives |
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| Chapter 11: More Sentences | | | |
| 133 | 254–57 | 259–62 | * Describe how sentences might be used to meet the needs of others in the community. BWS * Identify the subject and the predicate of a sentence. * Write a subject or a predicate to complete a sentence. * Write an original sentence. |
| 134 | 258–59 | 263–64 | * Explain how one’s abilities can be used to show love to others. BWS * Identify the simple subject and the simple predicate of a sentence. * Identify the subject and the predicate of a sentence. * Write an original sentence using a given simple subject and simple predicate. |
| 135 | 260–61 | 265–66 | * Explain the effect of an act of love and service on the giver and the receiver. BWS * Identify the simple subject and the simple predicate of a sentence. * Identify the subject and the predicate of a sentence. * Diagram the simple subject and the simple predicate of a sentence. * Write an original sentence. |
| 136 | 262–63 | 267–68 | * Describe how language skills can be used to love and serve others. BWS * Identify the simple subject and the simple predicate of a sentence. * Identify the subject and the predicate of a sentence. * Diagram the simple subject and the simple predicate of a sentence. * Write an original sentence. |
| 137 | 264–65 | 269–70 | * Write a sentence with combined predicates. * Write a sentence with combined simple predicates. * Identify the sentence that is combined correctly. |
| 138 | 266–67 | 271–72 | * Combine two simple sentences to form a compound sentence using the conjunction and, or, or but. * Replace the subject of a sentence with a pronoun. * Combine two simple sentences with the same subject to form a compound sentence by using a conjunction and replacing the second subject with a pronoun. * Identify the compound sentence that is written correctly. |
| 139 | 268–69 | 273–74 | * Explain the motivation for serving others using a biblical account. BWS * Identify the simple subject and the simple predicate of a sentence. * Identify the subject and the predicate of a sentence. * Diagram the simple subject and the simple predicate of a sentence. * Write a sentence with combined predicates. * Write a sentence with combined simple predicates. * Combine two simple sentences with the same subject to form a compound sentence by using a conjunction and replacing the second subject with a pronoun. |
| 140 | 270–71 | 275–76 | * Identify the simple subject and the simple predicate of a sentence. * Identify the subject and the predicate of a sentence. * Identify the diagram that matches a given sentence. * Diagram the simple subject and the simple predicate of a sentence. * Identify the sentence that is combined correctly. * Write a sentence with combined predicates. * Write a sentence with combined simple predicates. * Combine two simple sentences with the same subject to form a compound sentence by using a conjunction and replacing the second subject with a pronoun. |
| 141 | 271 |  | * Demonstrate knowledge of concepts from Chapter 11 by taking the test. |
| 142 | 272–73 | 277, 279–80 | * Describe how language skills were used to help meet the needs of others in the community. BWS * Explain a lesson learned about loving and serving others during the community project. BWS * Punctuate the four types of sentences correctly. * Identify the abbreviation that is written correctly. * Use a singular possessive noun in a phrase. * Identify the adverb in a sentence. * Determine whether an adverb tells how, when, or where. * Identify the preposition that completes a sentence. |

| Lesson | Teacher Edition | Worktext | Objectives |
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| Chapter 12: Writing a Friendly Letter | | | |
| 143 | 274–77 | 281–84 | * Define personal narrative. * State the topic of a personal narrative. * Identify the characters and the setting of a personal narrative. * Divide a narrative into its beginning, middle, and end. * Evaluate characteristics of a personal narrative. BWS |
| 144 | 278–79 | 285–86 | * Identify the five parts of a friendly letter. * Distinguish the main ideas of a story from the supporting details. * Use correct capitalization in a friendly letter. * Use commas in a friendly letter. |
| 145 | 280–81 | 287–88 | * Choose a topic for a friendly letter in the Plan step. * Choose an audience for a friendly letter in the Plan step. * Write a purpose statement for a friendly letter. BWS * Use a planning chart to plan the characters, setting, topic, and conclusion of a friendly letter. |
| 146 | 282–83 | 289–90 | * Use a story planning chart to choose the main ideas and details of a personal narrative in the Plan step. * Participate in a writing conference. |
| 147–48 | 284–85 | 288, 290–94 | * Analyze a model of a friendly letter draft. * Compose a friendly letter in the Draft step. |
| 149–50 | 286–87 | 293–98 | * Analyze a model of a revised friendly letter. * Express good qualities of friendship through a personal narrative in a friendly letter. BWS * Evaluate the friendly letter to improve the text in the Revise step. * Use proofreading marks to indicate revisions. * Participate in a peer conference. |
| 151 | 288–89 | 297–300 | * Analyze a model of a proofread friendly letter. * Evaluate the friendly letter for errors in punctuation, capitalization, and spelling in the Proofread step. * Use proofreading marks to indicate corrections. |
| 152 | 290–91 | 301–2 | * Distinguish the return address from the mailing address on an envelope. * Use abbreviations and punctuation correctly in an address. * Write a return address and a mailing address on an envelope. * Use a postage stamp correctly. |
| 153–54 | 292–93 | 297–98, 302–3,  305–6 | * Produce a final copy of the friendly letter in the Publish step. * Mail the letter. |
| 155 | 294–95 | 307, 309–10 | * Self-evaluate qualities of friendship demonstrated in the friendly letter. BWS * Choose the present-tense linking verb that agrees with the subject. * Choose the correct article to complete a sentence. * Distinguish linking verbs from action verbs. * Choose the correct conjunction to complete a compound sentence. * Write sentences with combined subjects or predicates. |

| Lesson | Teacher Edition | Worktext | Objectives |
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| Chapter 13: Study and Research Skills | | | |
| 156 | 296–99 | 311–14 | * Identify several research sources. * Define research. * Explain how searching for answers is work. BWS |
| 157 | 300–301 | 312, 315–16 | * Identify types of sources in a library. * Identify sources in the reference section of a library. * Distinguish among nonfiction, biography, and reference books. |
| 158 | 302–3 | 317–18 | * Use an electronic library catalog to locate sources. * Identify ways to search an electronic catalog. * Choose keywords for finding information. * Identify steps to finding a source in the library. * Identify library terminology. |
| 159 | 304–5 | 319–20 | * Identify the title page and the title, author, publisher, and location of the publisher. * Identify the copyright page and the date of publication. * Locate the contents page, glossary, and index in a book. * Use the contents page to locate the glossary and the index. |
| 160 | 306–7 | 321–22 | * Use a keyword search. * Identify the title, URL, and description on a website results page. * Define website. * Identify the title, URL, and links on a website. * Identify the steps in an internet search. * Identify information needed to quote the internet source. * Identify digital sources used in research. |
| 161 | 308–9 | 323–24 | * Use a child-friendly search engine to locate sources for a research project. * Identify the best website to use in a research project. * Recall principles of internet safety. * Explain why we must be careful and discerning when using the internet. BWS |
| 162 | 310–11 | 325–26 | * Identify the steps to find a reliable website. * Distinguish reliable internet sources from unreliable internet sources. * Explain why it is important to evaluate internet sources. BWS |
| 163 | 312–13 | 327–28 | * Identify ways to search an electronic catalog. * Choose keywords for finding information in print or digital sources. * Identify types of sources in a library. * Use the contents page, glossary, and index to locate information in a book. * Identify the title, URL, and links on a website. * Distinguish reliable internet sources from unreliable internet sources. BWS * Recall principles of internet safety. |
| 164 | 314–15 | 329–330 | * Identify ways to search an electronic catalog. * Identify types of sources in a library. * Distinguish among nonfiction, biography, and reference books. * Use the contents page, glossary, and index to locate information in a book. * Identify a keyword search and a website. * Identify the title, URL, and links on a website. * Distinguish reliable internet sources from unreliable internet sources. BWS |
| 165 | 315 |  | * Demonstrate knowledge of concepts from Chapter 13 by taking the test. |
| 166 | 316–19 | 331–34 | * Explain why working hard to produce reliable and truthful research pleases God and brings personal satisfaction. BWS * Identify the parts of a letter. * Identify the pronoun that completes a sentence correctly. * Identify a sentence that is combined correctly. * Distinguish between an opinion and a fact. * Identify the adjective that completes a sentence correctly. * Identify the adverb that completes a sentence correctly. * Identify an adjective in a sentence. * Identify an adverb in a sentence. |

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| Lesson | Teacher Edition | Worktext | Objectives |
| Chapter 14: Writing a Research Report | | | |
| 167 | 320–23 | 335–38 | * Recall the definition of a biography. * Choose a topic for a research report. * Evaluate examples of people whose words had a good or a bad influence. BWS |
| 168 | 324–25 | 339–40 | * Evaluate the way that Noah Webster’s words changed America. BWS * Find the main idea in a paragraph. * Distinguish main ideas from supporting details. * Identify the purpose and audience of a research report. |
| 169–71 | 326–29 | 341–44 | * Analyze a model of notes taken from a nonfiction source. * Take notes from nonfiction sources. * Analyze the role of words in a famous person’s life. BWS |
| 172–74 | 330–31 | 342–48 | * Analyze a model of a research report draft. * Write a draft of a research report in the Draft step. * Participate in a writing conference. |
| 175–76 | 332–33 | 347–52 | * Analyze a model of a revised research report. * Evaluate the research report to improve the text in the Revise step. * Use proofreading marks to indicate revisions. * Make improvements to the revision based on a peer conference. |
| 177 | 334–35 | 351–54 | * Analyze a model of a proofread research report. * Evaluate the research report for errors in punctuation, capitalization, and spelling in the Proofread step. * Use proofreading marks to indicate corrections. |
| 178–79 | 336–37 | 351–52, 355, 357–58 | * Produce a final copy of the research report in the Publish step. * Present a research report orally. |
| 180 | 338–39 | 359, 361–62 | * Evaluate the use of words in a famous person’s life. BWS * Develop a personal plan for using words in a positive way. BWS * Use subject and object pronouns correctly. * Distinguish helping verbs from linking verbs. * Use the contents page, index, title page, copyright page, and glossary to locate information. * Identify types of sources in a library. |