Writing & Grammar 10, 5th Edition • Lesson Plan Overview

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| CR Concept Reinforcements | DI Differentiated Instruction | EV ExamView |
| G/E Games/Enrichment | IA Instructional Aid | SE Supplemental Exercise |

Chapter 1: Creating Inside the Box: The Formal Essay

| Page3s | Objectives | Resources & Materials | Assessments |
| --- | --- | --- | --- |
| Lesson 1 Introducing the Essay |
| 2–15 |  1.1 Define the essence of an essay. 1.2 Identify the structure of a five-paragraph essay. 1.3 List the six traits of writing. 1.4 List the biblical worldview themes for the textbook. BWS Identity, Logic, Integrity, Judgment (recall) |  |  |
| Lesson 2 Planning the Essay |
| 16–19 |  2.1 Plan a five-paragraph essay. BWS Logic (explain) 2.2 Craft an effective thesis for the essay. 2.3 Identify arguments against the thesis. BWS Integrity (explain) 2.4 Formulate three points to support the thesis. | Teacher Edition* IA 1: Tentative Outline
* IA 2: Topic and Sentence Outlines
* IA 3: Topic Outline

BJU Press Trove\** IA 1: Tentative Outline
* IA 2: Topic and Sentence Outlines
* IA 3: Topic Outline
* Video: “Essay”
 |  |
| Lessons 3–4 Drafting the Essay |
| 20–22 |  3–4.1 Draft an introductory paragraph to the essay. 3–4.2 Draft a body to the essay. 3–4.3 Draft a concluding paragraph to the essay. |  |  |
| Lesson 5 Revising the Essay |
| 23–24 |  5.1 Evaluate the drafted essay according to a rubric. 5.2 Evaluate a peer’s drafted essay according to a checklist. 5.3 Revise the drafted five-paragraph essay based on evaluations. BWS Judgment (apply) | Teacher Edition* IA 4: Five-Paragraph Essay Rubric

BJU Press Trove* IA 4: Five-Paragraph Essay Rubric

Materials* Sets of cards naming areas to consider when revising
* Sets of cards naming actions to take
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\*Digital resources for homeschool users are available on Homeschool Hub.

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| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 6 Proofreading the Essay |
| 25 |  6.1 Proofread the five-paragraph essay by following a checklist. 6.2 Correct the five-paragraph essay as needed. | Teacher Edition* IA 5: Proofreading Checklist

BJU Press Trove* IA 5: Proofreading Checklist

Materials* Photos of real-life punctuation mistakes
 |  |
| Lesson 7 Publishing the Essay |
| 26–27 |  7.1 Publish the five-paragraph essay. 7.2 Propose answers to the Essential Question. BWS Logic (explain) 7.3 Explain ways in which writing a paper is like creating a masterpiece. | Materials* A copy of each student’s essay
 |  |
| Lessons 8–9 Writing an Essay Answer |
| 27–28 |  8–9.1 Identify the characteristics of an essay answer. 8–9.2 Plan an essay answer. 8–9.3 Craft an essay answer under time constraints. | Teacher Edition* IA 6: How to Answer Essay Questions

BJU Press Trove* IA 6: How to Answer Essay Questions
 |  |
| Lesson 10 Truth and Validity |
| 29–31 |  10.1 Explain the difference between truth and validity in an argument. BWS Logic (explain) 10.2 Identify the components of a valid argument.  10.3 Evaluate the truth and validity of arguments. BWS Logic (evaluate) 10.4 Develop a true and valid argument about a controversial issue. BWS Logic (apply) | BJU Press Trove* Video: “Truth and Validity”
 | Student Edition* Apply the Logic (pp. 30–31)
* Use the Logic (p. 31)
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| CR Concept Reinforcements | DI Differentiated Instruction | EV ExamView |
| G/E Games/Enrichment | IA Instructional Aid | SE Supplemental Exercise |

Chapter 2: Every Idle Word: Parts of Speech

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| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 11 Nouns and Pronouns |
| 32–39 |  11.1 Explain the significance and effects of word choice. BWS Identity (explain) 11.2 Identify nouns and pronouns in sentences. 11.3 Distinguish pronouns according to type. 11.4 Write sentences with different types of pronouns. | AfterSchoolHelp.com* Nouns
* Pronouns
 | Student Edition* Practice the Skill (pp. 38–39)
* Use the Skill (p. 39)

Assessments* Chapter 2 Preassessment
* CR 1

BJU Press Trove* Chapter 2 Preassessment
* CR 1
 |
| Lesson 12 Verbs |
| 40–43 |  12.1 Identify verbs in sentences as action or state of being. 12.2 Write sentences demonstrating varied uses of verbs. | Teacher Edition* IA 7: Helping Verbs
* IA 8: Principal Parts

BJU Press Trove\** IA 7: Helping Verbs
* IA 8: Principal Parts

AfterSchoolHelp.com* Verbs
* Principal Parts
 | Student Edition* Practice the Skill (p. 43)
* Use the Skill (p. 43)

Assessments* CR 2

BJU Press Trove* CR 2
 |
| Lesson 13 Verb Tenses |
| 44–47 |  13.1 Identify verb tenses in sentences. 13.2 Use progressive forms of verbs in sentences. 13.3 Use appropriate verb tenses in sentences. | BJU Press Trove* Link: A video about the Berlin Wall
* DI 1: Tense Check

AfterSchoolHelp.com* Tense
 | Student Edition* Practice the Skill (pp. 46–47)
* Use the Skill (p. 47)
* SE: Verb Tenses (p. 469)

Assessments* CR 3

BJU Press Trove* CR 3
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\*Digital resources for homeschool users are available on Homeschool Hub.

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| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 14: Active and Passive Voice |
| 48–51 |  14.1 Distinguish between active and passive voice. 14.2 Change sentences with passive-voice verbs to sentences with active-voice verbs. 14.3 Write sentences demonstrating an appropriate use of active and passive voice. | BJU Press Trove* Video: “Active and Passive Voice”

AfterSchoolHelp.com* Voice
 | Student Edition* Practice the Skill (pp. 50–51)
* Use the Skill (p. 51)
 |
| Lesson 15: Verb Mood |
| 52–54 |  15.1 Distinguish among indicative, imperative, and subjunctive mood. 15.2 Write sentences in indicative, imperative, and subjunctive mood. | BJU Press Trove* Video: “Verb Mood”

AfterSchoolHelp.com* Mood
 | Student Edition* Practice the Skill (p. 53)
* Use the Skill (pp. 53–54)

Assessments* CR 4

BJU Press Trove* CR 4
 |
| Lesson 16: Adjectives and Adverbs |
| 55–59 |  16.1 Identify the functions and possible positions of adjectives and adverbs. 16.2 Analyze sentences to locate adjectives and adverbs and the words they modify. 16.3 Write sentences containing vivid adjectives and adverbs. | Teacher Edition* IA 9: Adjective and Adverb Graphic Organizer

BJU Press Trove* IA 9: Adjective and Adverb Graphic Organizer
* DI 2: Article Usage
* DI 3: Defining and Using Determiners
* DI 4: Positions of Adjectives
* DI 5: Adverb Placement

AfterSchoolHelp.com* Adjectives
* Adverbs
 | Student Edition* Practice the Skill (p. 59)
* Use the Skill (p. 59)
* SE: Adjectives and Adverbs (p. 470)
 |
| Lessons 17–18: Writing Studio—Adjectives: Leading and Lagging |
| 60–61 |  17–18.1 Analyze mentor texts for the effective use of adjectives in different positions. 17–18.2 Write sentences using adjectives in leading and lagging positions. | BJU Press Trove* Video: “Adjectives”

Materials* Easel
* Canvas
* Paint
* Brushes
* Visual of a painter’s studio
* A basket
* Ten envelopes
* Twenty cards
 | Student Edition* Create (p. 61)
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| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 19: Prepositions, Conjunctions, and Interjections |
| 62–65 |  19.1 Distinguish among prepositions, conjunctions, and interjections in sentences. 19.2 Differentiate between coordinating and correlative conjunctions. | Teacher Edition* IA 10: Commonly Used Prepositions

BJU Press Trove* IA 10: Commonly Used Prepositions

AfterSchoolHelp.com* Prepositions, Conjunctions, and Interjections

Materials* Scrabble game(s)
 | Student Edition* Practice the Skill (p. 65)
* SE: Prepositions, Conjunctions, and Interjections (p. 471)
 |
| Lesson 20: Chapter 2 Review |
| 66–69 |  20.1 Recall concepts and terms from Chapter 2. |  | Student Edition* Chapter 2 Review (pp. 66–69)
 |
| Lesson 21: Chapter 2 Test |
|  |  21.1 Demonstrate knowledge of concepts from Chapter 2 by taking the test. |  | Assessments* Chapter 2 Test

BJU Press Trove* EV: Chapter 2 Test Bank
 |

Chapter 3: Needles in the Haystack: Research Skills

| Pages | Objectives | Resources & Materials | Assessments |
| --- | --- | --- | --- |
| Lesson 22 Conducting Research |
| 70–80 |  22.1 Propose answers to the Essential Question. BWS Judgment (explain) 22.2 Analyze a model text for research support. 22.3 Formulate a research question. BWS Judgment (formulate) 22.4 Locate sources, using library and electronic search tools, to answer the research question. |  | Student Edition* Practice the Skill (p. 73)
* Practice the Skill (p. 78)
* Practice the Skill (p. 80)
 |
| Lesson 23 Evaluating Sources |
| 81–83 |  23.1 Define characteristics of credible sources. 23.2 Distinguish between fact and opinion in writing. 23.3 Evaluate the credibility of sources. BWS Integrity (evaluate) 23.4 Define common-knowledge information related to the research topic. | BJU Press Trove\** Link: A video teaching how to assess the reliability of sources

Materials* Book, periodical, and journal for modeling activities
* A 3 x 5 card for each student
 | Student Edition* Practice the Skill (p. 83)
 |
| Lesson 24 Lessons in Logic—Inductive and Deductive Reasoning |
| 84–85 |  24.1 Identify the elements of inductive and deductive reasoning. 24.2 Discern the difference between inductive and deductive reasoning. BWS Logic (explain) 24.3 Compose arguments using inductive and deductive reasoning. | BJU Press Trove* Video: “Inductive and Deductive Reasoning”

Materials* Poster boards
* Sticky notes
 | Student Edition* Apply the Logic (p. 85)
* Use the Logic (p. 85)
 |
| Lesson 25 Integrating Research and Citing Sources |
| 86–90 |  25.1 Identify ways to avoid plagiarism. BWS Integrity (explain) 25.2 Demonstrate in-text citations with MLA formatting. 25.3 Analyze MLA format for citing sources. 25.4 Develop a works-cited page. | Teacher Edition* IA 11: In-Text Citation (MLA)
* IA 12: Works-Cited Sample Page (MLA)

BJU Press Trove* IA 11: In-Text Citation (MLA)
* IA 12: Works-Cited Sample Page (MLA)

Materials* Books, periodicals, internet articles, and index cards for source note activity
 | Student Edition* Practice the Skill (p. 89)
* Practice the Skill (p. 90)
 |

\*Digital resources for homeschool users are available on Homeschool Hub.

| Pages | Objectives | Resources & Materials | Assessments |
| --- | --- | --- | --- |
| Lessons 26–27 Writing Studio—Integrating Quotations into Writing |
| 91–93 |  26–27.1 Analyze mentor texts for the smooth and accurate integration of quoted material. 26–27.2. Integrate quoted material into writing, avoiding plagiarism. | BJU Press Trove* Video: “Integrating Quotations”

Materials* Clip of your choosing of a race car roaring around a track
 | Student Edition* Create (p. 93)
 |

Chapter 4: Writing for the World: The Internet Article

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| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 28 Being Persuasive |
| 94–107 |  28.1 Analyze the writing craft modeled in the mentor text. 28.2 Identify the characteristics of persuasive writing. 28.3 Identify the benefits and problems that result from becoming notable by publishing information on the internet. BWS Judgment (evaluate) |  | Student Edition* Practice the Skill (p. 107)
 |
| Lesson 29 Lessons in Logic—Ethos, Pathos, and Logos |
| 108–09 |  29.1 Identify examples of ethos, pathos, and logos. 29.2 Use ethos, pathos, and logos in an argument. BWS Logic (explain) | BJU Press Trove\** Video: “Ethos, Pathos, and Logos”
 | Student Edition* Apply the Logic (p. 109)
* Use the Logic (p. 109)
 |
| Lessons 30–31 Planning the Article |
| 110–11 |  30–31.1 List ideas for an internet article. 30–31.2. Plan persuasive techniques to incorporate into the article. BWS Judgment (formulate) 30–31.3. Organize ideas into an outline. | Teacher Edition* IA 13: Researching a Controversial Issue

BJU Press Trove* IA 13: Researching a Controversial Issue
* Video: “Internet Article”
 |  |
| Lessons 32–33 Drafting the Article |
| 112–13 |  32–33.1 Compose a draft of the internet article. |  |  |
| Lesson 34 Revising the Article |
| 113–14 |  34.1 Compare the plan with the drafted internet article. 34.2 Evaluate the drafted internet article according to a rubric.  BWS Judgment (evaluate) 34.3 Evaluate a peer’s drafted internet article. BWS Judgment (evaluate) 34.4 Revise the drafted internet article based on evaluations. |  |  |

\*Digital resources for homeschool users are available on Homeschool Hub.

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| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 35 Proofreading the Article |
| 114 |  35.1 Proofread the internet article by following a checklist. 35.2 Correct the internet article as needed. |  |  |
| Lessons 36–37 Publishing the Article |
| 114–15 |  36–37.1 Create a podcast conveying the argument presented in the internet article. 36–37.2 Evaluate the effectiveness of the internet article and podcast. BWS Judgment (evaluate) | Teacher Edition* IA 14: Online Article Rubric

BJU Press Trove* IA 14: Online Article Rubric
* Links: Public domain websites for media
 | Student Edition* Reflection (p. 115)
 |
| Lesson 38 Brush-Ups—Conciseness |
| 116–19 |  38.1 Explain the importance of writing concisely. 38.2 Evaluate previously written compositions to identify instances of wordiness or redundancy. BWS Logic (evaluate) 38.3 Revise previously written compositions for conciseness. | BJU Press Trove* Video: “Writing Concisely”
 | Student Edition* Practice the Skill (pp. 118–19)
* Use the Skill (p. 119)
 |

Chapter 5: Stringing Words Together: Sentences

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| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 39 Sentence Patterns, Part 1 |
| 120–27 |  39.1 Explain the importance of using effective sentences.  BWS Identity (explain) 39.2 Distinguish among transitive, intransitive, and linking verbs. 39.3 Identify words in sentences as direct objects, indirect objects, predicate nouns, or predicate adjectives. 39.4 Write sentences containing each of the sentence patterns. | Teacher Edition* IA 17: Mastering the Mountain

BJU Press Trove\** IA 17: Mastering the Mountain
* DI 6: Inverted Subject and Predicate
* DI 7: Exercise in Inverted Subject and Predicate

AfterSchoolHelp.com* Subjects and Predicates

Materials* Game piece for Mastering the Mountain
* Sentences for Mastering the Mountain
 | Student Edition* Practice the Skill (pp. 126–27)
* Reflection (p. 127)
* SE: Sentence Patterns, Part 1 (p. 472)

Assessments* Chapter 5 Preassessment

BJU Press Trove* Chapter 5 Preassessment
 |
| Lesson 40 Sentence Patterns, Part 2 |
| 128–29 |  40.1 Identify words in sentences as objective complements or adverbials. 40.2 Write sentences containing objective complements and adverbials. | Teacher Edition* IA 15: Sentence Patterns

BJU Press Trove* IA 15: Sentence Patterns

AfterSchoolHelp.com* Analyzing Sentence Patterns

Materials* A set of sentence patterns made of posterboard or cardstock for every student
 | Student Edition* Practice the Skill (p. 129)
* Use the Skill (p. 129)
* SE: Sentence Patterns, Part 2 (p. 473)

Assessments* CR 5

BJU Press Trove* CR 5
 |
| Lesson 41 Sentence Errors |
| 130–33 |  41.1 Identify fragments, comma splices, and fused sentences. 41.2 Correct sentence errors. | Teacher Edition* IA 16: Sentence Errors

BJU Press Trove* IA 16: Sentence Errors

AfterSchoolHelp.com* Avoiding Errors

Materials* Seventeen 8 ½” x 11” white sheets of paper
 | Student Edition* Practice the Skill (p. 132)
* Review the Skill (pp. 132–33)
 |
| Lessons 42–43 Writing Studio—Writing a Cumulative Sentence |
| 134–37 |  42–43.1 Analyze mentor texts for the effective use of cumulative sentences. 42–43.2 Write effective cumulative sentences. 42–43.3. Craft a product or restaurant review, incorporating cumulative sentences.  BWS Identity (apply) | BJU Press Trove* Video: “Cumulative Sentences”
 | Student Edition* Create (p. 137)
* Create (p. 137)
* Create (p. 137)
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\*Digital resources for homeschool users are available on Homeschool Hub.

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| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 44 Chapter 5 Review |
| 138–39 |  44.1 Recall concepts and terms from Chapter 5. |  | Student Edition* Chapter 5 Review (pp. 138–39)
 |
| Lesson 45 Chapter 5 Test |
|  |  45.1 Demonstrate knowledge of concepts from Chapter 5 by taking the test. |  | Assessments* Chapter 5 Test

BJU Press Trove* EV: Chapter 5 Test Bank
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Chapter 6: Painting a Picture for the Mind: The Descriptive Essay

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| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 46 Being Descriptive |
| 140–47 |  46.1 Identify the elements of a descriptive essay. 46.2 Analyze a mentor text that models techniques for a descriptive essay. BWS Identity (explain) | Teacher Edition* IA 18: Sensory Images

BJU Press Trove\** IA 18: Sensory Images

Materials* Photos of recent Olympic stars, Olympic stars from decades ago, notorious criminals, a student’s grandparent, Tom Smith, and Seabiscuit
 |  |
| Lesson 47 Planning the Descriptive Essay |
| 147–48 |  47.1 List ideas for a descriptive essay. 47.2 Formulate the main idea for a descriptive essay. | Teacher Edition* IA 19: Brainstorming: Person A, B, or C
* IA 20: Tentative Outline

BJU Press Trove* IA 19: Brainstorming: Person A, B, or C
* IA 20: Tentative Outline
* Video: “Descriptive Essay”
 |  |
| Lessons 48–49 Drafting the Descriptive Essay |
| 149–50 |  48–49.1 Draft a descriptive essay, emphasizing imagery. | Teacher Edition* IA 21: Descriptive Essay Rubric

BJU Press Trove* IA 21: Descriptive Essay Rubric
 |  |
| Lesson 50 Revising the Descriptive Essay |
| 151–52 |  50.1 Evaluate the drafted essay according to a rubric. BWS Identity (evaluate) 50.2 Evaluate a peer’s drafted essay according to a rubric. BWS Identity (evaluate) 50.3 Revise the drafted descriptive essay based on evaluations. | Teacher Edition* IA 21: Descriptive Essay Rubric

BJU Press Trove* IA 21: Descriptive Essay Rubric

Materials* Large sunglasses or other glasses
 |  |
| Lesson 51 Proofreading the Descriptive Essay |
| 153 |  51.1 Proofread the descriptive essay by following a checklist. 51.2 Correct the descriptive essay as needed. | Teacher Edition* IA 21: Descriptive Essay Rubric

BJU Press Trove* IA 21: Descriptive Essay Rubric
 |  |

\*Digital resources for homeschool users are available on Homeschool Hub.

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| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 52 Publishing the Descriptive Essay |
| 154 |  52.1 Publish the descriptive essay. 52.2 Evaluate the effectiveness of the description. BWS Identity (evaluate) 52.3 Explain how effective description can make writing more notable. | Materials* Student essays and related photographs
 | Student Edition* Reflection (p. 154)
 |
| Lesson 53 Brush–Ups: Sensory Language |
| 155–59 |  53.1 Analyze mentor texts for the effective use of sensory detail. 53.2 Revise previously written compositions to incorporate more sensory language. | BJU Press Trove* Video: “Sensory Language”
 | Student Edition* Practice the Skill (pp. 157–59)
* Use the Skill (p. 159)
 |

Chapter 7: Funny but True: The Satirical Article

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| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 54 Satire and Its Effects |
| 162–69 |  54.1 List ways in which a writer could use humor to communicate truth. 54.2 Analyze the writing craft modeled in the mentor text. 54.3 Evaluate the effectiveness of the mentor text’s message. 54.4 Infer techniques from the mentor text for crafting a satirical article. BWS Judgment (evaluate) | Teacher Edition* IA 22: Anticipation Guide

BJU Press Trove\** IA 22: Anticipation Guide
 | Student Edition* Practice the Skill (p. 169)
 |
| Lesson 55 Lessons in Logic—Assumptions |
| 170–71 |  55.1 Explain the importance of identifying the underlying assumptions in an argument. BWS Logic (explain) 55.2 Identify the underlying assumptions in arguments. | BJU Press Trove* Video: “Assumptions”
 | Student Edition* Apply the Logic (p. 171)
* Use the Logic (p. 171)
 |
| Lesson 56 Planning the Satirical Article |
| 172 |  56.1 List ideas for a satirical article. 56.2 Formulate the message of the satirical article. BWS Integrity (formulate) 56.3 Organize ideas into a tentative structure for the satirical article. | Teacher Edition* IA 23: Inverted Pyramid Template

BJU Press Trove* IA 23: Inverted Pyramid Template
* Video: “Satirical Article”
 |  |
| Lessons 57–58 Drafting the Satirical Article |
| 173–74 |  57–58.1 Compose a draft of the satirical article. | Materials* Satirical video
 |  |
| Lesson 59 Revising the Satirical Article |
| 174 |  59.1 Compare the plan with the drafted satirical article. 59.2 Evaluate the drafted satirical article according to a rubric. BWS Judgment (evaluate) 59.3 Evaluate a peer’s drafted satirical article according to a rubric. BWS Judgment (evaluate) 59.4 Revise the drafted satirical article based on evaluations. |  |  |

\*Digital resources for homeschool users are available on Homeschool Hub.

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| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 60 Proofreading the Satirical Article |
| 175 |  60.1 Proofread the satirical article by following a checklist. 60.2 Correct the satirical article as needed. |  |  |
| Lesson 61 Publishing the Satirical Article |
| 176 |  61.1 Publish the satirical article. 61.2 Create an editorial cartoon related to the satirical article.  61.3 Explain appropriate ways to use satire. BWS Judgment (apply) | Teacher Edition* IA 22: Anticipation Guide
* IA 24: Satirical Article Rubric

BJU Press Trove* IA 22: Anticipation Guide
* IA 24: Satirical Article Rubric
* Link: History of Editorial Cartoons

Materials* Sample editorial cartoons
 | Student Edition* Reflection (p. 176)
 |
| Lesson 62 Brush-Ups—Denotation vs. Connotation |
| 177–79 |  62.1 Define denotation and connotation. 62.2 Discern between denotative and connotative words. BWS Identity (explain) 62.3 Analyze mentor texts for the effective use of connotative language. 62.4 Create a list of positive and negative connotative words. 62.5 Revise previously written compositions to include effective connotation. | BJU Press Trove* Video: “Denotation vs. Connotation”
 | Student Edition* Practice the Skill (p. 179)
* Use the Skill (p. 179)
 |

Chapter 8: Waxing Eloquent: Phrases

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| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 63 Prepositions and Prepositional Phrases |
| 181–85 |  63.1 Identify prepositional phrases and their objects in sentences. 63.2 Differentiate between adjectival and adverbial prepositional phrases. 63.3 Locate and correct misplaced prepositional phrases. | BJU Press Trove\** Link: JFK’s delivery of his inaugural address (1:35–2:25)

AfterSchoolHelp.com* Misplaced Prepositional Phrases

Materials* A picture of a place filled with many objects (e.g., a garage or a toy store)
 | Student Edition* Practice the Skill (pp. 184–85)
* SE: Prepositions and Prepositional Phrases (pp. 474–75)

Assessments* Chapter 8 Preassessment
* CR 6

BJU Press Trove* Chapter 8 Preassessment
* CR 6
 |
| Lesson 64 Appositives and Appositive Phrases |
| 186–87 |  64.1 Identify appositives and the words they rename in sentences. 64.2 Write sentences containing appositives. | AfterSchoolHelp.com* Appositive Phrases
 | Student Edition* Practice the Skill (p. 187)
* Use the Skill (p. 187)
* SE: Appositives and Appositive Phrases (p. 476)
 |
| Lesson 65 Participles and Participial Phrases |
| 188–90 |  65.1 Identify participles and participial phrases and the words they modify. 65.2 Label participles as present or past. 65.3 Write sentences using participles and participial phrases. | Materials* Books and magazines that are replete with examples of participles and participial phrases
* Sticky notes (one pad per team)
 | Student Edition* Practice the Skill (p. 190)
* Use the Skill (p. 190)
* SE: Participles and Parti­cipial Phrases (p. 477)

Assessments* CR 7

BJU Press Trove* CR 7
 |
| Lesson 66 Misplaced and Dangling Participles |
| 191–93 |  66.1 Identify misplaced and dangling participles. BWS Logic (explain) 66.2 Correct misplaced and dangling participles. | Teacher Edition* IA 25: Misplaced and Dangling Participial Phrases

BJU Press Trove* IA 25: Misplaced and Dangling Participial Phrases
 | Student Edition* Practice the Skill (pp. 192–93)
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\*Digital resources for homeschool users are available on Homeschool Hub.

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| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 67 Gerunds and Gerund Phrases |
| 194–97 |  67.1 Identify gerunds and gerund phrases and their functions in sentences. 67.2 Label gerunds as present or perfect. 67.3 Write sentences containing gerunds and gerund phrases. | Teacher Edition* IA 26: The Gerund: Answer-to-Advance Board Game

BJU Press Trove* IA 26: The Gerund: Answer-to-Advance Board Game
* G/E: The Gerund: Answer-to-Advance Board Game
 | Student Edition* Practice the Skill (pp. 196–97)
* Use the Skill (p. 197)
* SE: Gerunds and Gerund Phrases (p. 478)

Assessments* CR 8

BJU Press Trove* CR 8
 |
| Lesson 68 Infinitives and Infinitive Phrases |
| 198–201 |  68.1 Identify infinitives and infinitive phrases. 68.2 Differentiate among noun, adjective, and adverb infinitives and infinitive phrases. 68.3 Distinguish between simple and passive infinitives. | BJU Press Trove* Video: “Verbal Phrases”

AfterSchoolHelp.com* Verbal Phrases
 | Student Edition* Practice the Skill (p. 200)
* SE: Infinitives and Infinitive Phrases (p. 479)

Assessments* CR 9

BJU Press Trove* CR 9
 |
| Lesson 69 Absolute Phrases |
| 201–3 |  69.1 Identify absolute phrases in sentences. 69.2 Combine sentences to create a sentence with absolute phrase(s). |  | Student Edition* Practice the Skill (pp. 202–3)
* SE: Absolute Phrases (p. 480)

Assessments* CR 10

BJU Press Trove* CR 10
 |
| Lessons 70–71 Writing Studio—Expanding with Absolute Phrases |
| 204–7 |  70–71.1 Analyze mentor texts for the effective use of absolute phrases. 70–71.2 Craft sentences using absolute phrases. BWS Identity (formulate) | Teacher Edition* IA 27: Rubric for Writing Studio—Descriptive Paragraph(s)

BJU Press Trove* IA 27: Rubric for Writing Studio—Descriptive Paragraph(s)
* Link: Photograph of ROV Hercules
* Video: “Absolute Phrases”

Materials* Colorized photograph of Major General Tojo showing his chest of medals
* Photograph of Seabiscuit racing
 | Student Edition* Create (p. 207)
* Formulate (p. 207)
 |

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| --- | --- | --- | --- |
| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 72 Chapter 8 Review |
| 208–11 |  72.1 Recall concepts and terms from Chapter 8. |  | Student Edition* Chapter 8 Review
 |
| Lesson 73 Chapter 8 Test |
|  |  73.1 Demonstrate knowledge of concepts from Chapter 8 by taking the test. |  | Assessments* Chapter 8 Test

BJU Press Trove* EV: Chapter 8 Test Bank
 |

Chapter 9: Do I Make Myself Clear?: The Explanatory Essay

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| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 74 Introducing the Explanatory Essay |
| 212–20 |  74.1 Analyze the writing craft modeled in the mentor text. 74.2 Evaluate the effectiveness of the mentor text’s message. BWS Integrity (evaluate) 74.3 Infer techniques from the mentor text for crafting an explanatory essay. |  |  |
| Lessons 75–76 Planning the Explanatory Essay |
| 220 |  75–76.1 List ideas for an explanatory essay. 75–76.2. Research a topic using credible sources.  BWS Integrity (explain) 75–76.3. Organize ideas into a tentative outline for the explanatory essay. | BJU Press Trove\** Video: “Explanatory Essay”
 |  |
| Lesson 77 Lessons in Logic—Ad Hominem Arguments |
| 221–22 |  77.1 Explain the consequences of using ad hominem arguments. BWS Integrity (explain) 77.2 Identify different types of ad hominem arguments. 77.3 Identify and evaluate ad hominem arguments in ads, speeches, and statements. BWS Integrity (evaluate) | BJU Press Trove* Video: “Ad Hominem Arguments”
 | Student Edition* Apply the Logic (p. 222)
* Use the Logic (p. 222)
 |
| Lessons 78–79 Drafting the Explanatory Essay |
| 223 |  78–79.1 Compose a draft of the explanatory essay. |  |  |

\*Digital resources for homeschool users are available on Homeschool Hub.

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| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 80 Revising the Explanatory Essay |
| 224 |  80.1 Compare the plan with the drafted explanatory essay. 80.2 Evaluate the drafted explanatory essay according to a rubric. BWS Integrity (evaluate) 80.3 Evaluate a peer’s drafted explanatory essay according to a rubric.  BWS Integrity (evaluate) 80.4 Revise the drafted explanatory essay based on evaluations. |  |  |
| Lesson 81 Proofreading the Explanatory Essay |
| 224 |  81.1 Proofread the explanatory essay by following a checklist. 81.2 Correct the explanatory essay as needed. |  |  |
| Lesson 82 Publishing the Explanatory Essay |
| 225–26 |  82.1 Create an instructional video related to the explanatory essay. 82.2 Explain lessons learned from the instructional video assignment. BWS Integrity (apply) | Teacher Edition* IA 28: Script Template
* IA 29: Explanatory Essay Rubric

BJU Press Trove* IA 28: Script Template
* IA 29: Explanatory Essay Rubric

Materials* Video editing tools
 | Student Edition* Reflection (p. 226)
 |
| Lesson 83 Brush-Ups—Effective Paragraph Transitions |
| 227–29 |  83.1 Evaluate the use of paragraph transitions in previously written compositions. 83.2 Revise previously written compositions to incorporate more effective paragraph transitions. | BJU Press Trove* Video: “Paragraph Transitions”

Materials* Magazine articles
 | Student Edition* Practice the Skill (p. 229)
 |

Chapter 10: That Old Tale: The Narrative

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| --- | --- | --- | --- |
| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 84 Introducing the Narrative Essay |
| 230–44 |  84.1 Explain the value of storytelling. BWS Judgment (explain) 84.2 Analyze the writing craft modeled in the mentor text. 84.3 Evaluate the effectiveness of the mentor text’s message. 84.4 Infer techniques from the mentor text for crafting a narrative essay. | Teacher Edition* IA 30: Techniques for Crafting a Narrative Essay

BJU Press Trove\** IA 30: Techniques for Crafting a Narrative Essay

Materials* A fool’s cap and costume to display or a picture of a court jester
 |  |
| Lessons 85–86 Planning the Narrative Essay |
| 244–45 |  85–86.1 List ideas for a narrative essay. 85–86.2. Craft a tentative thesis for the essay. BWS Judgment (formulate) | Teacher Edition* IA 31: Planning a Narrative Essay

BJU Press Trove* IA 31: Planning a Narrative Essay
* Video: “Narrative Essay”
 |  |
| Lessons 87–88 Drafting the Narrative Essay |
| 246–47 |  87–88.1 Draft a narrative essay, using the writing process. | Teacher Edition* IA 32: Narrative Essay Rubric

BJU Press Trove* IA 32: Narrative Essay Rubric

Materials* “How to Get Things Done” by Robert Benchley
* “A Miserable Merry Christmas” by Lincoln Steffens (optional)
* “An Old-Fashioned Iowa Christmas” by Paul Engle (optional)
* “Why the Leaves Turn Color in the Fall” by Diane Ackerman (optional)
 |  |
| Lesson 89 Revising the Narrative Essay |
| 248–49 |  89.1 Evaluate the drafted narrative essay according to a rubric. BWS Judgment (evaluate) 89.2 Evaluate a peer’s drafted narrative essay according to a rubric. BWS Judgment (evaluate) 89.3 Revise the drafted narrative essay based on evaluations. | Teacher Edition* IA 32: Narrative Essay Rubric

BJU Press Trove* IA 32: Narrative Essay Rubric
 |  |

\*Digital resources for homeschool users are available on Homeschool Hub.

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| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 90 Proofreading the Narrative Essay |
| 250 |  90.1 Proofread the narrative essay by following a checklist. 90.2 Correct the narrative essay as needed. | Teacher Edition* Instructional Aid 33: from “The Author to Her Book”
* IA 32: Narrative Essay Rubric

BJU Press Trove* Instructional Aid 33: from “The Author to Her Book”
* IA 32: Narrative Essay Rubric
 |  |
| Lesson 91 Publishing the Narrative Essay |
| 250 |  91.1 Publish the narrative essay. 91.2 Evaluate the entertainment value of the narrative. | Teacher Edition* IA 32: Narrative Essay Rubric

BJU Press Trove* IA 32: Narrative Essay Rubric
 | Student Edition* Reflection (p. 250)
 |
| Lesson 92 Brush-Ups: Metaphors in Writing |
| 251–55 |  92.1 Analyze mentor texts for the effective use of metaphors. 92.2 Revise previously written compositions to include effective metaphors. BWS Identity (apply) | BJU Press Trove* Video: “Metaphors”

Materials* Photographs of an hourglass containing sand and of a dead fish floating on the water’s surface
 | Student Edition* Practice the Skill (pp. 252–54)
* Practice the Skill (p. 254)
* Use the Skill (p. 254)
 |

Chapter 11: Spicing Up Sentences: Clauses

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| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 93 Independent and Dependent Clauses |
| 256–59 |  93.1 Propose ways that writing is interesting. BWS Identity (explain) 93.2 Distinguish between independent and dependent clauses. 93.3 Write sentences containing independent and dependent clauses. |  | Student Edition* Practice the Skill (p. 259)
* Use the Skill (p. 259)
* SE: Independent and Dependent Clauses (p. 481)

Assessments* Chapter 11 Preassessment

BJU Press Trove* Chapter 11 Preassessment
 |
| Lesson 94 Adjective Clauses |
| 260–63 |  94.1 Identify adjective clauses and the words they modify. 94.2 Write sentences containing adjective clauses. |  | Student Edition* Practice the Skill (pp. 262–63)
* Use the Skill (p. 263)
* SE: Adjective Clauses (p. 482)
 |
| Lesson 95 Adverb Clauses |
| 264–65 |  95.1 Identify adverb clauses and the words they modify. 95.2 Identify subordinating conjunctions in sentences. 95.3 Write sentences containing adverb clauses. | Teacher Edition* IA 34: Subordinating Conjunctions

BJU Press Trove\** IA 34: Subordinating Conjunctions
* Link: Hindenburg footage

AfterSchoolHelp.com* Adjective and Adverb Clauses
 | Student Edition* Practice the Skill (p. 265)
* Use the Skill (p. 265)
* SE: Adverb Clauses (p. 483)

Assessments* CR 11

BJU Press Trove* CR 11
 |
| Lesson 96 Noun Clauses |
| 266–69 |  96.1 Identify noun clauses and their functions within sentences. 96.2 Write sentences containing noun clauses. | BJU Press Trove* Video: “Types of Clauses”

AfterSchoolHelp.com* Noun Clauses

Materials* Precut slips of paper
 | Student Edition* Practice the Skill (p. 268)
* Use the Skill (pp. 268–69)
* SE: Noun Clauses (p. 484)

Assessments* CR 12

BJU Press Trove* CR 12
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\*Digital resources for homeschool users are available on Homeschool Hub.

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| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 97 Using Independent and Dependent Clauses |
| 270–71 |  97.1 Identify simple, compound, complex, and compound-complex sentences. 97.2 Write an anecdote using a variety of simple, compound, complex, and compound-complex sentences. | Teacher Edition* IA 35: Sentence Variety

BJU Press Trove* IA 35: Sentence Variety

AfterSchoolHelp.com* Using Independent and Dependent Clauses
 | Student Edition* Practice the Skill (p. 271)
* Use the Skill (p. 271)
* SE: Using Independent and Dependent Clauses (p. 485)

Assessments* CR 13

BJU Press Trove* CR 13
 |
| Lessons 98–99 Writing Studio—Using Sound Devices |
| 272–74 |  98–99.1 Identify alliteration and onomatopoeia in writing. 98–99.2. Craft a composition, using sound devices effectively. BWS Identity (formulate) | BJU Press Trove* Video: “Sound Devices”
 | Student Edition* Create (p. 274)
* Formulate (p. 274)
 |
| Lesson 100 Chapter 11 Review |
| 275–77 |  100.1 Recall concepts and terms from Chapter 11. |  | Student Edition* Chapter 11 Review (pp. 275–77)
 |
| Lesson 101 Chapter 11 Test |
|  |  101.1 Demonstrate knowledge of concepts from Chapter 11 by taking the test. |  | Assessments* Chapter 11 Test

BJU Press Trove* EV: Chapter 11 Test Bank
 |

Chapter 12: Avoiding Discord: Agreement

| Pages | Objectives | Resources & Materials | Assessments |
| --- | --- | --- | --- |
| Lesson 102 Introducing Subject-Verb Agreement |
| 278–81 |  102.1 Choose verb forms that agree in number with their subjects. | Teacher Edition* IA 36: Conventional Crisscross

BJU Press Trove\** IA 36: Conventional Crisscross

AfterSchoolHelp.com* Subject-Verb Agreement

Materials* Online example of a violinist’s hitting discordant notes
 | Student Edition* Practice the Skill (p. 281)
* SE: Introducing Subject-Verb Agreement (p. 486)

Assessments* Chapter 12 Preassessment

BJU Press Trove* Chapter 12 Preassessment
 |
| Lesson 103 Ensuring Subject-Verb Agreement |
| 282–91 |  103.1 Choose the correct verb in sentences containing compound subjects, intervening phrases, or predicate nouns. 103.2 Choose the correct verb in sentences with inverted order. 103.3 Choose the correct verb form for subjects that appear in a plural form; as a collective noun; or as a title, a quotation, or an amount. 103.4 Choose the correct verb to agree with the antecedent of a relative pronoun functioning as a subject. | Teacher Edition* IA 37: Agreement with Relative Pronouns

BJU Press Trove* IA 37: Agreement with Relative Pronouns

AfterSchoolHelp.com* Problems with Subject Identification
 | Student Edition* Practice the Skill (pp. 287–90)
* Use the Skill (pp. 290–91)
* SE: Ensuring Subject-Verb Agreement (pp. 487–88)

Assessments* CR 14

BJU Press Trove* CR 14
 |
| Lesson 104 Ensuring Subject-Verb Agreement with Indefinite Pronouns |
| 292–93 |  104.1 Select verbs that agree with indefinite pronouns in sentences. | BJU Press Trove* G/E: Spreadsheet of Indefinite Pronoun Game questions

AfterSchoolHelp.com* Pronoun-Antecedent Agreement
 | Student Edition* Practice the Skill (p. 293)
* SE: Ensuring Subject-Verb Agreement with Indefinite Pronouns (p. 489)
 |
| Lesson 105 Lessons in Logic—The Straw-Man Fallacy |
| 294–96 |  105.1 Explain the problems that result from using straw-man arguments. BWS Integrity (explain) 105.2 Identify the straw-man fallacy in arguments. 105.3 Change straw-man arguments into steel-man arguments. BWS Integrity (formulate) | BJU Press Trove* Video: “Straw-Man Fallacy”
 | Student Edition* Apply the Logic (p. 296)
* Use the Logic (p. 296)
 |
| Lesson 106 Ensuring Pronoun-Antecedent Agreement, Part 1 |
| 297–99 |  106.1 Select a pronoun that agrees with the antecedent in a sentence. 106.2 Supply pronouns that agree with their antecedents. | AfterSchoolHelp.com* Pronoun-Antecedent Agreement

Materials* Several photographs of people, places, or things (e.g., a firefighter, the Australian Outback, two computers)
 | Student Edition* Practice the Skill (p. 299)
* Use the Skill (p. 299)
* SE: Ensuring Pronoun-Antecedent Agreement, Part 1 (p. 490)
 |
| Lesson 107 Ensuring Pronoun-Antecedent Agreement, Part 2 |
| 300–301 |  107.1 Select pronouns that agree with their indefinite pronoun antecedents. | BJU Press Trove* G/E: Spreadsheet of Indefinite Pronoun Game questions

AfterSchoolHelp.com* Pronoun-Antecedent Agreement
 | Student Edition* Practice the Skill (p. 301)
* SE: Ensuring Pronoun-Antecedent Agreement, Part 2 (p. 491)

Assessments* CR 15

BJU Press Trove* CR 15
 |
| Lesson 108 Brush-Ups—Using Dialogue in Writing |
| 302–4 |  108.1 Analyze mentor texts for the effective use of dialogue, noting conventional punctuation. 108.2 Analyze dialogue in previously written compositions and strengthen as necessary. | BJU Press Trove* Video: “Dialogue”
 | Student Edition* Use the Skill (p. 304)
 |
| Lesson 109 Chapter 12 Review |
| 305–7 |  109.1 Recall concepts and terms from Chapter 12. |  | Student Edition* Chapter 12 Review (pp. 305–7)
 |
| Lesson 110 Chapter 12 Test |
|  |  110.1 Demonstrate knowledge of concepts from Chapter 12 by taking the test. |  | Assessments* Chapter 12 Test

BJU Press Trove* EV: Chapter 12 Test Bank
 |

\*Digital resources for homeschool users are available on Homeschool Hub.

Chapter 13: Going on a Quest: The Research Essay

| Pages | Objectives | Resources & Materials | Assessments |
| --- | --- | --- | --- |
| Lesson 111 Introducing the Research Essay |
| 308–18 |  111.1 Identify the elements of a research essay. 111.2 Analyze a mentor text that models techniques for crafting a research essay. 111.3 Assess the quality of research in a research essay. BWS Logic, Integrity (evaluate) |  |  |
| Lesson 112 Lessons in Logic—Begging the Question |
| 319–20 |  112.1 Explain how the fallacy of begging the question is used in various scenarios. 112.2 Suggest ways to restate an argument to avoid the fallacy of begging the question. BWS Logic (apply) | BJU Press Trove\** Video: “Begging the Question”
 | Student Edition* Apply the Logic (p. 320)
* Use the Logic (p. 320)
 |
| Lessons 113–15 Planning the Research Essay |
| 321–22 |  113–15.1. List personal skills and interests. 113–15.2. Determine a potential ministry opportunity. 113–15.3. Research sources to locate support for a research essay. 113–15.4. Assess the credibility and accuracy of sources. BWS Integrity (evaluate) 113–15.5. Organize ideas into a tentative outline for a research essay. BWS Logic (formulate) | BJU Press Trove* Video: “Research Essay”
 |  |
| Lessons 116–18 Drafting the Research Essay |
| 323–24 |  116–18.1. Compose a draft of the research essay, using organizational strategies and research support. 116–18.2. Create bibliographic entries using MLA format. 116–18.3. Quote the data or conclusions of others in a research essay. 116–18.4. Paraphrase the data or conclusions of others in a research essay. |  |  |

\*Digital resources for homeschool users are available on Homeschool Hub.

| Pages | Objectives | Resources & Materials | Assessments |
| --- | --- | --- | --- |
| Lessons 119–20 Revising the Research Essay |
| 325 |  119–20.1. Compare the plan with the drafted essay. 119–20.2. Evaluate the drafted essay according to a rubric. BWS Logic, Integrity (evaluate) 119–20.3. Evaluate a peer’s drafted essay according to a rubric. BWS Logic, Integrity (evaluate) 119–20.4. Revise the drafted essay based on evaluations. |  |  |
| Lesson 121 Proofreading the Research Essay |
| 326 |  121.1 Proofread the research essay by following a checklist. 121.2 Correct the research essay as needed. |  |  |
| Lesson 122–23 Publishing the Research Essay |
| 326–27 |  122–23.1. Publish the research essay. 122–23.2. Explain lessons learned concerning ministry from the assignment. | Teacher Edition* IA 38: Research Essay Rubric

BJU Press Trove* IA 38: Research Essay Rubric
 | Student Edition* Reflection (p. 326)
 |

\*Digital resources for homeschool users are available on Homeschool Hub.

Chapter 14: Giving a Good Impression: Mechanics

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| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 124 Commas, Part 1 |
| 328–34 |  124.1 Describe ways in which incor-rect punctuation could lead to confusion. BWS Logic (explain) 124.2 Insert commas into a series of three or more items, between coordinate adjectives in a series, and between two or more independent clauses. 124.3 Use commas after introductory elements. | Teacher Edition* IA 39: Cumulative and Coordinate Adjectives
* IA 40: Exercise in Cumulative and Coordinate Adjectives

BJU Press Trove\** IA 39: Cumulative and Coordinate Adjectives
* IA 40: Exercise in Cumulative and Coordinate Adjectives

AfterSchoolHelp.com* Commas to Separate
 | Student Edition* Practice the Skill (p. 334)
* SE: Commas, Part 1 (p. 492)

Assessments* Chapter 14 Preassessment

BJU Press Trove* Chapter 14 Preassessment
 |
| Lesson 125 Commas, Part 2 |
| 335–41 |  125.1 Use commas to separate nouns of direct address, parenthetical expressions, interjections, phrases that show contrast, adjectives after a noun, tag questions, conjunctive adverbs, nonrestrictive appositives, and other nonrestrictive elements. 125.2 Use commas in letters and with quotations, dates, and addresses. 125.3 Identify comma errors in sentences. | Teacher Edition* IA 41: Where-and-Why Comma Game

BJU Press Trove* IA 41: Where-and-Why Comma Game
* G/E: PowerPoint presentation: Where-and-Why Comma Game

AfterSchoolHelp.com* Commas
* Restrictive vs. Nonrestrictive
* Incorrect Commas
 | Student Edition* Practice the Skill (pp. 340–41)
* SE: Commas, Part 2 (pp. 493–94)
 |
| Lesson 126 Colons and Semicolons |
| 342–45 |  126.1 Insert semicolons between two independent clauses, before a conjunction in a compound sentence containing commas, and between word groups containing commas. 126.2 Insert colons in Bible references, expressions of time, and letters; before a series at the end of a sentence; before a long or formal direct quotation; and between a book’s title and subtitle. 126.3 Write sentences using semi­colons and colons correctly. | Teacher Edition* IA 42: Emoticons

BJU Press Trove* IA 42: Emoticons
* G/E: PowerPoint presentation: Commas, Semicolons, and Colons

AfterSchoolHelp.com* Semicolon and Colon
 | Student Edition* Practice the Skill (p. 345)
* Use the Skill (p. 345)
* SE: Colons and Semicolons (p. 495)

Assessments* CR 16
* CR 17

BJU Press Trove* CR 16
* CR 17
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\*Digital resources for homeschool users are available on Homeschool Hub.

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| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 127 Quotation Marks and Ellipses |
| 346–51 |  127.1 Use quotation marks with direct quotations, dialogue, titles of short works, quotation marks within quotation marks, and with other punctuation. 127.2 Distinguish between correct and incorrect uses of ellipses. 127.3 Write sentences using quotation marks and ellipses correctly. | Materials* Books and magazines containing the correct use of quotation marks and ellipses
* Sticky notes (one pad per team)
 | Student Edition* Practice the Skill (pp. 350–51)
* Use the Skill (p. 351)
* SE: Quotation Marks and Ellipses (pp. 496–97)
 |
| Lesson 128 Italics |
| 352–53 |  128.1 Use italics for long works; works of art; large vehicles; words, letters, and numerals being discussed; and foreign words and phrases. 128.2 Write sentences using italics correctly. | Teacher Edition* IA 43: Twenty Questions Game

BJU Press Trove* IA 43: Twenty Questions Game
* G/E: PowerPoint presentation: Twenty Questions Game
 | Student Edition* Practice the Skill (p. 353)
* Use the Skill (p. 353)
* SE: Italics (p. 498)

Assessments* CR 18

BJU Press Trove* CR 18
 |
| Lesson 129 Apostrophes and Hyphens |
| 354–57 |  129.1 Insert apostrophes for omissions, possessives, and special plurals. 129.2 Insert hyphens in word divisions, numbers and fractions, compounds, multiword modifiers, and in phrases where connecting words are omitted.  129.3 Write sentences using apostrophes and hyphens correctly. | AfterSchoolHelp.com* Apostrophe
* Hyphen
 | Student Edition* Practice the Skill (p. 357)
* Use the Skill (p. 357)
* SE: Apostrophes and Hyphens (p. 499)

Assessments* CR 19

BJU Press Trove* CR 19
 |
| Lesson 130 Dashes, Parentheses, and Brackets |
| 358–61 |  130.1 Insert dashes to interrupt phrases or clauses or to set off a summarizing statement after an introductory list. 130.2 Insert parentheses to enclose supplementary elements or numbers and letters that identify divisions within a sentence. 130.3 Use brackets to indicate an editorial insertion. | Teacher Edition* IA 44: Comparing and Contrasting Marks of Punctuation

BJU Press Trove* IA 44: Comparing and Contrasting Marks of Punctuation
* G/E: PowerPoint presentation: Punctuation Marks: Comparing and Contrasting

AfterSchoolHelp.com* Parentheses
* Dashes
 | Student Edition* Practice the Skill (p. 361)
* Practice the Skill (p. 361)
* SE: Dashes, Parentheses, and Brackets (pp. 500–501)

Assessments* CR 20

BJU Press Trove* CR 20
 |

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| Pages | Objectives | Resources & Materials | Assessments |
| Lessons 131–32 Writing Studio—Writing with a Variety of Punctuation |
| 362–65 |  131–32.1 Analyze mentor texts for the effective use of colons, semicolons, parentheses, and dashes. 131–32.2. Write effective sentences using colons, semicolons, parentheses, and dashes. BWS Logic (formulate) | BJU Press Trove* Video: “Punctuation Variety”
 | Student Edition* Create (p. 365)
* Formulate (p. 365)
 |
| Lesson 133 Chapter 14 Review |
| 366–69 |  133.1 Recall concepts and terms from Chapter 14. | AfterSchoolHelp.com* Punctuation Review
 | Student Edition* Chapter 14 Review (pp. 366–69)
 |
| Lesson 134 Chapter 14 Test |
|  |  134.1 Demonstrate knowledge of concepts from Chapter 14 by taking the test. |  | Assessments* Chapter 14 Test

BJU Press Trove* EV: Chapter 14 Test Bank
 |

Chapter 15: Explaining the Results: The Cause-and-Effect Essay

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| --- | --- | --- | --- |
| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 135 Introducing the Cause-and-Effect Essay |
| 370–78 |  135.1 Analyze the writing craft modeled in the mentor text. 135.2 Infer the writing craft of a cause-and-effect essay from the chapter mentor text. | BJU Press Trove\** Link: Video discussing correlation and causation

Materials* Posterboards
 |  |
| Lesson 136 Lessons in Logic—Slippery Slope |
| 379–80 |  136.1 Contrast the slippery slope fallacy with warning others of potential consequences. BWS Judgment (evaluate) 136.2 Identify the slippery slope fallacy in various scenarios. 136.3 Suggest ways to restate an argument to avoid the slippery slope fallacy. BWS Logic (apply) | BJU Press Trove* Video: “Slippery Slope”
 | Student Edition* Apply the Logic (p. 380)
* Use the Logic (p. 380)
 |
| Lessons 137–38 Planning the Cause-and-Effect Essay |
| 381 |  137–38.1 List ideas for a cause-and-effect essay. 137–38.2. Research sources to locate support for a cause-and-effect essay.137–38.3. Organize ideas into a tentative outline. BWS Logic (formulate) | Teacher Edition* IA 45: Planning Sheet

BJU Press Trove* IA 45: Planning Sheet
* Video: “Cause-and-Effect Essay”
 |  |
| Lessons 139–41 Drafting the Cause-and-Effect Essay |
| 382–83 |  139–41.1. Compose a draft of the cause-and-effect essay, using organizational strategies and research support. 139–41.2. Create a bibliographic entry, using MLA format. 139–41.3. Quote the data or conclusions of others in an essay. 139–41.4. Paraphrase the data or conclusions of others in an essay. |  |  |

\*Digital resources for homeschool users are available on Homeschool Hub.

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| Pages | Objectives | Resources & Materials | Assessments |
| Lessons 142–43 Revising the Cause-and-Effect Essay |
| 384 |  142–43.1. Compare the plan with the drafted essay. 142–43.2. Evaluate the drafted essay according to a rubric. 142–43.3. Evaluate a peer’s drafted essay according to a rubric. 142–43.4. Revise the drafted essay based on evaluations. |  |  |
| Lesson 144 Proofreading the Cause-and-Effect Essay |
| 384 |  144.1 Proofread the cause-and-effect essay by following a checklist. 144.2 Correct the cause-and-effect essay as needed. | Materials* Photos of punctuation mistakes
 |  |
| Lesson 145 Publishing the Cause-and-Effect Essay |
| 385 |  145.1 Publish the cause-and-effect essay. 145.2 Propose answers to the Essential Question. | Teacher Edition* IA 46: Cause-and-Effect Essay Rubric

BJU Press Trove* IA 46: Cause-and-Effect Essay Rubric
 | Student Edition* Reflection (p. 385)
 |
| Lesson 146 Brush-Ups—Parallelism |
| 386–87 |  146.1 Identify parallelism in writing. 146.2 Revise previously written compositions to create effective parallelism. | Teacher Edition* IA 47: Parallelism

BJU Press Trove* IA 47: Parallelism
* Video: “Parallelism”
 | Student Edition* Use the Skill (p. 387)
 |

Chapter 16: Speaking UP: The Persuasive Speech

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 147 The Importance of Public Speaking |
| 388–98 |  147.1 Analyze the writing craft modeled in the mentor text. 147.2 Infer the writing craft of a persuasive speech from the chapter mentor text. BWS Identity, Integrity (evaluate) | BJU Press Trove\** Link: Wikipedia article on Fred Rogers
* Link: Mr. Rogers speaking before the US Senate Subcommittee on Communications

Materials* Any video segment of Mister Rogers’ Neighborhood with Mr. Rogers singing “It’s a Beautiful Day in the Neighborhood”
 |  |
| Lesson 148 Lessons in Logic—False Appeals |
| 399–400 |  148.1 Identify the following fallacies: appeal to ignorance, appeal to authority, appeal to popular opinion, and appeal to emotion. BWS Logic (explain) 148.2 Suggest ways to correct arguments that contain the following fallacies: appeal to ignorance, appeal to authority, appeal to popular opinion, and appeal to emotion. | BJU Press Trove* Video: “False Appeals”

Materials* Examples of arguments containing false appeals
 | Student Edition* Apply the Logic (p. 400)
* Use the Logic (p. 400)
 |
| Lesson 149 Planning the Persuasive Speech |
| 401 |  149.1 List workable persuasive speech topics. 149.2 Draft a tentative thesis and outline. | Teacher Edition* IA 20: Tentative Outline

BJU Press Trove* IA 20: Tentative Outline
* Video: “Persuasive Speech”
 |  |

\*Digital resources for homeschool users are available on Homeschool Hub.

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| --- | --- | --- | --- |
| Pages | Objectives | Resources & Materials | Assessments |
| Lessons 150–51 Researching the Persuasive Speech |
| 402–4 |  150–51.1 Locate potential sources to support the thesis, assessing their credibility and accuracy. 150–51.2. Research the topic, documenting support for the thesis. 150–51.3. Outline the body of the persuasive speech, using argumentation backed by research and incorporating legitimate persuasive elements. BWS Identity, Integrity (formulate) 150–51.4. Draft an effective introduction and conclusion. | Teacher Edition* IA 48: Persuasive Speech Rubric

BJU Press Trove* IA 48: Persuasive Speech Rubric
 |  |
| Lesson 152 Practicing the Persuasive Speech |
| 404 |  152.1 Practice delivering the speech, using effective speaking skills. | BJU Press Trove* Link: A video on overcoming the fear of public speaking
 |  |
| Lessons 153–54 Delivering the Persuasive Speech |
| 405 |  153–54.1. Deliver the speech, using effective speaking skills. 153–54.2. Analyze the benefits and challenges of motivating others to help their community. | Teacher Edition* IA 48: Persuasive Speech Rubric

BJU Press Trove* IA 48: Persuasive Speech Rubric
 | Student Edition* Reflection (p. 405)
 |

Chapter 17: Applying Grammar: Usage

|  |  |  |  |
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| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 155 Ambiguous and Remote Reference |
| 406–10 |  155.1 Explain how writers can use their knowledge of grammar to become better writers. BWS Identity (explain) 155.2 Rewrite sentences to correct ambiguous and remote pronoun references. | Teacher Edition* IA 49: Pronoun Reference 1

BJU Press Trove\** IA 49: Pronoun Reference 1

AfterSchoolHelp.com* Ambiguous and Remote Reference
 | Student Edition* Practice the Skill (pp. 409–10)
* SE: Ambiguous and Remote Reference (pp. 502–3)
 |
| Lesson 156 Reference to an Implied Noun/Reference to a Noun That Is a Modifier |
| 411–13 |  156.1 Rewrite sentences to correct references to implied nouns or nouns that are modifiers. | AfterSchoolHelp.com* Reference to an Implied Noun or Noun Modifier
 | Student Edition* Practice the Skill (pp. 412–13)
* SE: Reference to an Implied Noun/Reference to a Noun That Is a Modifier (p. 504)

Assessments* CR 21

BJU Press Trove* CR 21
 |
| Lesson 157 Indefinite Reference of Personal Pronouns/Reference to a Broad Idea |
| 414–15 |  157.1 Rewrite sentences to correct indefinite references of personal pronouns and references to broad ideas. | Teacher Edition* IA 50: Pronoun Reference 2

BJU Press Trove* IA 50: Pronoun Reference 2

AfterSchoolHelp.com* Indefinite Reference of Personal Pronouns
* Reference to a Broad Idea
 | Student Edition* Practice the Skill (p. 415)
* SE: Indefinite Reference of Personal Pronouns/Reference to a Broad Idea (p. 505)

Assessments* CR 22

BJU Press Trove* CR 22
 |
| Lesson 158 Correct Use of Pronoun Case |
| 416–17 |  158.1 Identify subjective-, objective-, and possessive-case pronouns correctly. 158.2 Differentiate between a possessive pronoun and an independent possessive. | AfterSchoolHelp.com* Correct Use of Pronoun Case
 | Student Edition* Practice the Skill (p. 417)
* SE: Correct Use of Pronoun Case (p. 506)

Assessments* CR 23

BJU Press Trove* CR 23
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\*Digital resources for homeschool users are available on Homeschool Hub.

| Pages | Objectives | Resources & Materials | Assessments |
| --- | --- | --- | --- |
| Lesson 159 Compound Constructions, Appositives, and Comparisons Using Than or As |
| 418–19 |  159.1 Use pronouns in compound constructions. 159.2 Choose the correct case for appositives. 159.3 Identify the correct pronoun in a construction using than or as. | Teacher Edition* IA 51: Compound Constructions

BJU Press Trove* IA 51: Compound Constructions
 | Student Edition* Practice the Skill (p. 419)
* SE: Compound Constructions, Appositives, and Comparisons Using Than or As (p. 507)

Assessments* CR 24

BJU Press Trove* CR 24
 |
| Lesson 160 Using Who and Whom |
| 420 |  160.1 Correctly choose between who and whom in sentences. | AfterSchoolHelp.com* Using Who and Whom
 | Student Edition* Practice the Skill (p. 420)
* SE: Using Who and Whom (p. 508)
 |
| Lesson 161 Courtesy Order/Correct Use of Reflexive and Intensive |
| 421–23 |  161.1 Identify the correct reflexive or intensive pronoun. 161.2 Correct sentences with reflexive or intensive pronoun errors. 161.3 Use courtesy order in sentences. | AfterSchoolHelp.com* Courtesy Order
* Correct Use of Reflexive and Intensive Pronouns
 | Student Edition* Practice the Skill (pp. 422–23)
* SE: Courtesy Order/Correct Use of Reflexive and Intensive (p. 509)

Assessments* CR 25

BJU Press Trove* CR 25
 |
| Lesson 162 Showing Comparison with Modifiers |
| 424–25 |  162.1 Choose correct comparative and superlative adjectives to express absolute comparisons. | AfterSchoolHelp.com* Showing Comparison with Modifiers
 | Student Edition* Practice the Skill (p. 425)
* SE: Showing Comparison with Modifiers (p. 510)

Assessments* CR 26

BJU Press Trove* CR 26
 |
| Lesson 163 Regular Comparison of Adverbs/Irregular Comparison of Adjectives and Adverbs |
| 426–27 |  163.1 Identify the correct use of comparative and superlative adjectives and adverbs. |  | Student Edition* Practice the Skill (p. 427)
* SE: Regular Comparison of Adverbs/Irregular Comparison of Adjectives and Adverbs (p. 511)
 |
| Lesson 164 Problems with Modifiers |
| 428–29 |  164.1 Choose between words to avoid making double comparisons. 164.2 Choose between words to avoid using double negatives. 164.3 Distinguish between adverbs and predicate adjectives. | AfterSchoolHelp.com* Problems with Modifiers
 | Student Edition* Practice the Skill (p. 429)
* SE: Problems with Modifiers (p. 512)

Assessments* CR 27

BJU Press Trove* CR 27
 |
| Lesson 165 Placement of Modifiers |
| 430–33 |  165.1 Revise sentences to correct modifier problems. | AfterSchoolHelp.com* Placement of Modifiers
 | Student Edition* Practice the Skill (pp. 432–33)
* SE: Placement of Modifiers (p. 513)

Assessments* CR 28

BJU Press Trove* CR 28
 |
| Lessons 166–67 Writing Studio—Achieving Emphasis with Periodic Sentences |
| 434–37 |  166–67.1. Analyze mentor texts for the effective use of emphasis. 166–67.2. Create sentences illustrating effective emphasis. BWS Integrity (apply) | Teacher Edition* IA 52: Optical Illusion

BJU Press Trove* Video: “Periodic Sentences”
* IA 52: Optical Illusion

Materials* Picture of a solid black dress with vertical lines
 | Student Edition* Create (p. 437)
* Create (p. 437)
 |
| Lesson 168 Chapter 17 Review |
| 438–43 |  168.1 Recall concepts and terms from Chapter 17. |  | Student Edition* Chapter 17 Review
 |
| Lesson 169 Chapter 17 Test |
|  |  169.1 Demonstrate knowledge of concepts from Chapter 17 by taking the test. |  | Assessments* Chapter 17 Test

BJU Press Trove* EV: Chapter 17 Test Bank
 |

Chapter 18: With Your Own Two Eyes: The Eyewitness Report

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| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 170 Introducing the Eyewitness Report |
| 444–52 |  170.1 Identify the elements of an eyewitness report. BWS Integrity, Judgment (explain) 170.2 Analyze the writing craft modeled in the mentor text. | BJU Press Trove\** Link: Eyewitness report of the first Thanksgiving
* Link: Eyewitness accounts of the Gospels
 |  |
| Lesson 171 Planning the Eyewitness Report |
| 453 |  171.1 List ideas for an eyewitness report. 171.2 Organize ideas into a tentative outline. | Teacher Edition* IA 53: Eyewitness Report Planning Sheet

BJU Press Trove* IA 53: Eyewitness Report Planning Sheet
* Video: “Eyewitness Report”
 |  |
| Lesson 172–73 Drafting the Eyewitness Report |
| 454–55 |  172–73.1. Draft the eyewitness report. |  |  |
| Lesson 174 Revising the Eyewitness Report |
| 456 |  174.1 Compare the plan with the drafted essay. 174.2 Evaluate the drafted essay according to a rubric. BWS Integrity, Judgment (evaluate) 174.3 Evaluate a peer’s drafted essay according to a rubric. BWS Integrity, Judgment (evaluate) 174.4 Revise the drafted essay based on evaluations. |  |  |
| Lesson 175 Proofreading the Eyewitness Report |
| 456 |  175.1 Proofread the eyewitness report by following a checklist. 175.2 Correct the eyewitness report as needed. | Materials* Memes about punctuation
 |  |

\*Digital resources for homeschool users are available on Homeschool Hub.

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| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 176–77 Publishing the Eyewitness Report |
| 457 |  176–77.1. Create visual aids to accompany the eyewitness report. 176–77.2. Present the report as a speech. 176–77.3. Connect principles learned as an eyewitness to other areas of life. BWS Integrity, Judgment (apply) | Teacher Edition* IA 54: Eyewitness Report Rubric

BJU Press Trove* IA 54: Eyewitness Report Rubric
* Link: Tips for overcoming fear of public speaking
 | Student Edition* Reflection (p. 457)
 |
| Lesson 178 Brush-Ups—Blending It All Together |
| 458–61 |  178.1 Analyze mentor texts that combine writing techniques taught in previous lessons. 178.2 Revise previously written compositions to incorporate combined writing techniques. | BJU Press Trove* Video: “Blending”
 | Student Edition* Practice the Skill (p. 459)
* Practice the Skill (p. 460)
* Practice the Skill (p. 460–61)
* Use the Skill (p. 461)
 |
| Lesson 179 Review for Final Exam |
|  |  179.1 Recall concepts and terms from all grammar chapters. | Teacher Edition* IA 55: Review for Final Exam
 |  |
| Lesson 180 Final Exam |
|  |  180.1 Demonstrate knowledge of concepts and terms by taking the final exam. |  | Assessments* Final Exam
 |