

English 3 Third Edition

Lesson Plan Overview

Lesson	Teacher Edition	Worktext	Objectives
Chapter 1: Sentences			
1	2–5	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Distinguish the subject of a sentence from the predicate. • Identify subjects that can be combined. • Write a sentence with combined subjects using the conjunction <i>and</i>. • Identify predicates that can be combined. • Write a sentence with combined predicates using the conjunction <i>and</i>.
5	12–13	11–12	<ul style="list-style-type: none"> • 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 <i>and, but, or or</i>.
6	14–15	13–14	<ul style="list-style-type: none"> • 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 <i>and, but, or or</i>. • Write a sentence using correct capitalization and end punctuation.

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7	16–17	15–16	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 <i>and</i>. • Identify the individual sentences in a run-on sentence. • Combine two simple sentences using a comma and the conjunction <i>and, but, or or</i>. • Identify the four types of sentences. • Punctuate the four types of sentences correctly. • Write a sentence with correct capitalization and end punctuation.
12	25		<ul style="list-style-type: none"> • Demonstrate knowledge of concepts from Chapter 1 by taking the test.
13	26–27	25	<ul style="list-style-type: none"> • Write two encouraging or helpful sentences in a journal entry. BWS

Lesson	Teacher Edition	Worktext	Objectives
Chapter 2: Writing a Sound Poem			
14	28–31	27–30	<ul style="list-style-type: none"> • Identify literary devices. • Relate 1 Timothy 6:17 to the enjoyment of a sound poem. BWS
15	32–33	31–32	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Compose a sound poem using sentences in the Draft step.
19	40–41	37–38	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Identify the function of a thesaurus. • Find exact or interesting words in a thesaurus to improve writing.
21	44–45	38, 41–42	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Produce a final copy of the sound poem in the Publish step. • Create an audio or video recording. • Illustrate the poem.

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24	50–51	47, 49–50	<ul style="list-style-type: none"> • 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 <i>and</i>. • Combine two simple sentences using a comma and the conjunction <i>and</i> or <i>but</i>. • Distinguish a correct sentence from a run-on sentence. • Write the correct end punctuation for a sentence.

Lesson	Teacher Edition	Worktext	Objectives
Chapter 3: Nouns			
25	52–53	51–52	<ul style="list-style-type: none"> • Recall the origin of naming words. BWS • Identify nouns in context.
26	54–55	53–54	<ul style="list-style-type: none"> • Identify nouns in sentences. • Write a sentence using a noun.
27	56–57	55–56	<ul style="list-style-type: none"> • Distinguish singular nouns from plural nouns. • Choose the suffix <i>-s</i> or <i>-es</i> to form a plural noun. • Write the plural form of a noun using the suffix <i>-s</i> or <i>-es</i>. • Use the plural form of a given noun in a sentence.
28	58–59	57–58	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Identify nouns in a series. • Use commas to punctuate nouns in a series. • Combine sentences using nouns in a series.

Lesson	Teacher Edition	Worktext	Objectives
34	70–71	69–70	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • Demonstrate knowledge of concepts from Chapter 3 by taking the test.
37	74–75	73, 75–76	<ul style="list-style-type: none"> • 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.

Lesson	Teacher Edition	Worktext	Objectives
Chapter 4: Action Verbs			
38	76–77	77–78	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Define <i>action verb</i>. • Explain what an action verb shows or tells. • Identify an action verb in the predicate. • Define <i>simple subject</i>. • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Distinguish past-tense action verbs from present-tense action verbs. • Use the suffix <i>-ed</i> 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Identify the complete verb in a sentence. • Distinguish the helping verb from the main verb in a complete verb. • Use <i>has</i> or <i>have</i> as a helping verb to show subject-verb agreement. • Use a complete verb in a sentence.
45	90–91	91–92	<ul style="list-style-type: none"> • 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.

Lesson	Teacher Edition	Worktext	Objectives
46	92–93	93–94	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • Demonstrate knowledge of concepts from Chapter 4 by taking the test.
50	98–99	99, 101–2	<ul style="list-style-type: none"> • 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.

Lesson	Teacher Edition	Worktext	Objectives
Chapter 5: Writing Game Instructions			
51	100–103	103–6	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Use exact words from a thesaurus to improve writing.
54	108–9		<ul style="list-style-type: none"> • Identify game materials and steps in the Plan step of a shared writing activity.
55	110–11		<ul style="list-style-type: none"> • Describe game instructions during the shared writing of a paragraph in the Draft step.
56	112–13		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Analyze a model of a planning chart. • Identify game materials and steps in the Plan step.
58–59	116–17	112–16	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Produce a final copy of the game instructions paragraph in the Publish step.

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65	124–25	125, 127–28	<ul style="list-style-type: none">• 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.

Lesson	Teacher Edition	Worktext	Objectives
Chapter 6: Pronouns			
66	126–27	129–30	<ul style="list-style-type: none"> List principles about showing respect in communication from a biblical perspective. BWS
67	128–29	131–32	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Distinguish between singular and plural pronouns. Choose verbs that agree with subject pronouns.
69	132–33	135–36	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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>I</i> and <i>me</i>. Use <i>I</i> and <i>me</i> correctly in sentences.
71	136–37	139–40	<ul style="list-style-type: none"> 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>I</i> and <i>me</i> correctly in sentences. Use courtesy order to organize pronouns in a sentence. Write a sentence using a given pronoun.
72	138–39	141–42	<ul style="list-style-type: none"> Find plural possessive nouns in sentences. Make a plural noun that ends in <i>s</i> possessive by adding an apostrophe to the end of the noun. Make a plural noun that does not end in <i>s</i> possessive by adding an apostrophe and an <i>s</i> 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	<ul style="list-style-type: none"> 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.

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74	142–43	145–46	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Distinguish between correct and incorrect use of subject and object pronouns. • Replace subjects with subject pronouns. • Replace objects with object pronouns. • Use <i>I</i> and <i>me</i> 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		<ul style="list-style-type: none"> • Demonstrate knowledge of concepts from Chapter 6 by taking the test.
78	148–149	151, 153–54	<ul style="list-style-type: none"> • 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.

Lesson	Teacher Edition	Worktext	Objectives
Chapter 7: Adjectives and Adverbs			
79	150–51	155–56	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Define <i>adjective</i>. 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	<ul style="list-style-type: none"> Distinguish adjectives that compare two nouns using <i>-er</i> from adjectives that compare more than two nouns using <i>-est</i>. Choose the adjective that best completes a sentence.
82	156–57	161–62	<ul style="list-style-type: none"> Distinguish adjectives that use <i>more</i> from adjectives that use <i>most</i>. Choose <i>more</i> or <i>most</i> when comparing nouns in a sentence. Distinguish adjectives that use <i>more</i> and <i>most</i> from adjectives that use <i>-er</i> and <i>-est</i>.
83	158–59	163–64	<ul style="list-style-type: none"> Recall that <i>a</i>, <i>an</i>, and <i>the</i> 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	<ul style="list-style-type: none"> Write an expanded sentence using adjectives.
85	162–63	167–68	<ul style="list-style-type: none"> Distinguish adjectives that tell what kind from adjectives that tell how many. Distinguish adjectives that compare two nouns using <i>-er</i> from adjectives that compare more than two nouns using <i>-est</i>. Distinguish adjectives that use <i>more</i> from adjectives that use <i>most</i>. Distinguish adjectives that use <i>more</i> and <i>most</i> from adjectives that use <i>-er</i> and <i>-est</i>. 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	<ul style="list-style-type: none"> Define <i>adverb</i>. 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	<ul style="list-style-type: none"> Identify the adverb that tells where in a sentence. Distinguish among adverbs telling how, when, or where.

Lesson	Teacher Edition	Worktext	Objectives
88	168–69	173–74	<ul style="list-style-type: none"> • Write an expanded sentence using adjectives and adverbs.
89	170–71	175–76	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Distinguish adjectives that tell what kind from adjectives that tell how many. • Distinguish adjectives that compare two nouns using <i>-er</i> from adjectives compare more than two nouns using <i>-est</i>. • Distinguish adjectives that use <i>more</i> from adjectives that use <i>most</i>. • Distinguish adjectives that use <i>more</i> and <i>most</i> from adjectives that use <i>-er</i> and <i>-est</i>. • 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		<ul style="list-style-type: none"> • Demonstrate knowledge of concepts from Chapter 7 by taking the test.
92	174–75	179, 181–82	<ul style="list-style-type: none"> • 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.

Lesson	Teacher Edition	Worktext	Objectives
Chapter 8: Writing a Book Review			
93	176–79	183–85	<ul style="list-style-type: none"> • Distinguish a fact from an opinion. • Identify reasons that support an opinion. • Write an opinion sentence using <i>because</i> to connect an opinion and a reason. • Identify a character’s opinions from a read-aloud passage. BWS
94	180–81	187–88	<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • Create sentences during the shared writing of a summary paragraph and an opinion paragraph in the Draft step.
97	186–87		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Lesson	Teacher Edition	Worktext	Objectives
102	196–97	195–200	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Lesson	Teacher Edition	Worktext	Objectives
Chapter 9: Prepositions and Verbs			
108	206–7	209–10	<ul style="list-style-type: none"> • Explain the importance of small words in clear communication. BWS
109	208–9	211–12	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Form contractions with verbs. • Use a contraction in a sentence.
113	216–17	219–20	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Lesson	Teacher Edition	Worktext	Objectives
117	224–25	227–28	<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • Demonstrate knowledge of concepts from Chapter 9 by taking the test.
119	226–27	229, 231–32	<ul style="list-style-type: none"> • 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.

Lesson	Teacher Edition	Worktext	Objectives
Chapter 10: Writing a Persuasive Essay			
120	228–31	233–36	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Write a title for the persuasive essay. • Complete the first paragraph in the Draft step.
126	242–43	242–46	<ul style="list-style-type: none"> • Write the second paragraph in the Draft step.
127	244–45	245–50	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Evaluate the persuasive essay for errors in capitalization, punctuation, and spelling in the Proofread step. • Use proofreading marks to indicate corrections.

Lesson	Teacher Edition	Worktext	Objectives
130–31	250–51	249–50, 252–54	<ul style="list-style-type: none"> • Write the final copy of the persuasive essay in the Publish step. • Present the essay to an audience.
132	252–53	255, 275– 58	<ul style="list-style-type: none"> • 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
Chapter 11: More Sentences			
133	254–57	259–62	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Combine two simple sentences to form a compound sentence using the conjunction <i>and</i>, <i>or</i>, or <i>but</i>. • 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	<ul style="list-style-type: none"> • 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.

Lesson	Teacher Edition	Worktext	Objectives
140	270–71	275–76	<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • Demonstrate knowledge of concepts from Chapter 11 by taking the test.
142	272–73	277, 279–80	<ul style="list-style-type: none"> • 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
Chapter 12: Writing a Friendly Letter			
143	274–77	281–84	<ul style="list-style-type: none"> • Define <i>personal narrative</i>. • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Analyze a model of a friendly letter draft. • Compose a friendly letter in the Draft step.
149–50	286–87	293–98	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Produce a final copy of the friendly letter in the Publish step. • Mail the letter.

Lesson	Teacher Edition	Worktext	Objectives
155	294–95	307, 309–10	<ul style="list-style-type: none">• 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
Chapter 13: Study and Research Skills			
156	296–99	311–14	<ul style="list-style-type: none"> • Identify several research sources. • Define <i>research</i>. • Explain how searching for answers is work. BWS
157	300–301	312, 315–16	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Use a keyword search. • Identify the title, URL, and description on a website results page. • Define <i>website</i>. • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Lesson	Teacher Edition	Worktext	Objectives
163	312–13	327–28	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • Demonstrate knowledge of concepts from Chapter 13 by taking the test.
166	316–19	331–34	<ul style="list-style-type: none"> • 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.

Lesson	Teacher Edition	Worktext	Objectives
Chapter 14: Writing a Research Report			
167	320–23	335–38	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Produce a final copy of the research report in the Publish step. • Present a research report orally.
180	338–39	359, 361– 62	<ul style="list-style-type: none"> • 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.