

## Chapter 1: Sentences

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
1	Sentences & Fragments	4–6, S68	1–2	1	<ul style="list-style-type: none"> <li>• Six sentence strips</li> <li>• Six resealable bags or envelopes</li> </ul>	<i>sentence</i> <i>fragment</i>	<ul style="list-style-type: none"> <li>• Distinguish between complete sentences and fragments</li> <li>• Change fragments to complete sentences</li> <li>• Identify declarative, interrogative, imperative, and exclamatory sentences</li> <li>• Use correct end punctuation for declarative, imperative, interrogative, and exclamatory sentences</li> <li>• Write declarative, imperative, interrogative, and exclamatory sentences</li> <li>• Rewrite declarative sentences as interrogative sentences</li> <li>• Rewrite interrogative sentences as declarative sentences</li> <li>• Identify the complete subject and simple subject in a sentence</li> <li>• Identify the complete predicate and simple predicate in a sentence</li> <li>• Diagram simple subjects and simple predicates</li> <li>• Identify compound subjects and compound predicates</li> <li>• Combine sentences to make compound subjects or compound predicates</li> <li>• Diagram compound subjects and compound predicates</li> <li>• Combine simple sentences to make compound sentences</li> <li>• Distinguish between simple sentences and compound sentences</li> </ul>
2	Declarative & Interrogative Sentences	6–7	3–4	2		<i>complete</i> <i>subject</i>	
3	Imperative & Exclamatory Sentences	8–9	5–6	3	<ul style="list-style-type: none"> <li>• Ten index cards</li> </ul>	<i>complete</i> <i>predicate</i> <i>simple subject</i>	
4	Four Types of Sentences	10–11	7–8	4	<ul style="list-style-type: none"> <li>• Three index cards for each student</li> </ul>	<i>simple</i> <i>predicate</i>	
5	Simple Subjects	12–13	9–10	5		<i>compound</i>	
6	Simple Predicates	14–15	11–12	6	<ul style="list-style-type: none"> <li>• Fifteen index cards</li> </ul>	<i>subject</i>	
7	Diagramming Subjects & Predicates	16–17	13–14	7		<i>compound predicate</i>	
8	Compound Subjects & Predicates	18–19, S69–S70	15–16	8		<i>declarative</i> <i>sentence</i>	
9	Compound Sentences	20–21, S71	17–18	9	<ul style="list-style-type: none"> <li>• Four index cards</li> <li>• Three sentence strips</li> </ul>	<i>interrogative</i> <i>sentence</i>	
10	Chapter 1 Review	22–23	19–20	10–11	<ul style="list-style-type: none"> <li>• Brown paper lunch bag containing four crayons—blue, red, green, and orange</li> <li>• Bite-sized pieces of a variety of vegetables (optional)</li> </ul>	<i>imperative</i> <i>sentence</i> <i>exclamatory</i> <i>sentence</i> <i>diagramming</i> <i>simple</i>	
	Bridge: Growing Grain		21			<i>sentence</i> <i>compound</i> <i>sentence</i>	

## Chapter 2: Writing a Personal Narrative

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing		22			<i>thesaurus</i> <i>synonym</i> <i>antonym</i> <i>narrative</i> <i>writing</i> <i>personal narrative</i> <i>audience</i> <i>time-order words</i> <i>Writing Process</i> <i>planning</i> <i>drafting</i> <i>revising</i> <i>proofreading</i> <i>publishing</i>	<ul style="list-style-type: none"> <li>• Use the thesaurus to find descriptive words</li> <li>• Draft a class narrative paragraph together</li> <li>• Choose a topic for a personal narrative</li> <li>• Plan events and details to include in a personal narrative</li> <li>• Plan an opening sentence and a closing sentence for a personal narrative</li> <li>• Use time-order words to make the order of events clear</li> <li>• Write dialogue for a personal narrative</li> <li>• Participate in a writing conference</li> <li>• Draft, revise, proofread, and publish a personal narrative</li> <li>• Practice good listening skills</li> <li>• Identify and practice good speaking skills</li> <li>• Present a personal narrative to a group</li> <li>• Recognize sentences that use more exact descriptive words</li> <li>• Match terms of narrative writing with their definitions</li> <li>• Identify the best ending for a sentence</li> <li>• Sequence the stages of the Writing Process correctly</li> <li>• Identify mistakes in a narrative paragraph</li> <li>• Use proofreading marks to mark mistakes</li> <li>• Identify elements of good listening and good speaking</li> </ul>
11	Using the Thesaurus	28–29	23–24		<ul style="list-style-type: none"> <li>• Thesaurus, published as a separate volume</li> </ul>		
12	A Personal Narrative	30–31	25–26				
13	Personal Narrative: Planning	32–33	27–28				
14	Personal Narrative: Drafting	34–35	29–30				
15	Personal Narrative: Revising	36–37	31–32				
16	Personal Narrative: Proofreading	38–39	33–34				
17	Personal Narrative: Publishing	40–41			<ul style="list-style-type: none"> <li>• Two or three published copies of memoirs or personal narratives, at least one of which is illustrated with photographs</li> <li>• Drawing paper for each student (optional)</li> </ul>		
18	Language Link: Speaking (Sharing Your Narrative)	42–43	35–36		<ul style="list-style-type: none"> <li>• Three or four small easels (or places to prop up illustrations or photographs)</li> </ul>		
19	Chapter 2 Review	44–45, S72	37–38	12–13			
20	Cumulative Review	46–47	39–40				

## Chapter 3: Nouns

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
21	Nouns: Common & Proper	50–51, S63	41–42	14		<i>noun</i>	<ul style="list-style-type: none"> <li>• Identify nouns</li> <li>• Distinguish between common nouns and proper nouns</li> <li>• Capitalize proper nouns</li> <li>• Capitalize abbreviations of proper nouns</li> <li>• Capitalize nouns that refer to names of God</li> <li>• Capitalize names of the Bible and books of the Bible and its divisions</li> <li>• Capitalize titles of stories, poems, and books correctly</li> <li>• Capitalize proper nouns that show family relationship</li> <li>• Capitalize proper nouns that describe geographic features</li> <li>• Capitalize proper nouns that are compass words referring to a region</li> <li>• Use quotation marks for titles of stories and poems</li> <li>• Underline or italicize titles of books</li> <li>• Differentiate singular nouns from plural nouns</li> <li>• Add <i>s</i> or <i>es</i> to make plural nouns</li> <li>• Write plural forms for nouns ending in <i>y</i></li> <li>• Identify and write the plural form of irregular nouns</li> <li>• Write singular possessive nouns correctly</li> <li>• Write plural possessive nouns correctly</li> <li>• Differentiate between plural nouns and plural possessive nouns</li> </ul>
22	Proper Nouns: Capitalization Rules	52–53	43–44	15		<i>common noun</i>	
23	Capitalizing Titles	54–55, S62	45–46	16	• Different genres of literature	<i>proper noun</i>	
24	Common Nouns: Singular & Plural	56–57	47–48	17		<i>abbreviation</i>	
25	Common Nouns: Special Plurals	58–59	49–50	18	• Index card for each student	<i>singular noun</i>	
26	Possessive Nouns: Singular	60–61, S73	51–52	19	• Twenty-four construction paper strips, approximately 1" x 11" • Bag or container for word strips	<i>plural noun</i>	
27	Possessive Nouns: Plural	62–63, S74	53–54	20	• Index card for each student • Two sentence strips	<i>singular possessive noun</i>	
28	Language Link: (Vocabulary) Confusing Proper Nouns	64–65	55–56	21		<i>plural possessive noun</i>	
29	Chapter 3 Review	66–67	57–58	22–23	• Items for optional Science Connection		
30	Cumulative Review	68–69	59–60				
	Bridge: Visiting Natural History Museums		61				

## Chapter 4: Writing a Friendly Letter with Instructions

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing		62				
31	Parts of a Friendly Letter	74–75	63–64		• Friendly letter, e-mail, or thank-you note	<i>friendly letter</i> <i>Writing Process</i>	<ul style="list-style-type: none"> <li>• Identify the five parts of a friendly letter</li> <li>• Recognize the letter as a way to give instructions</li> <li>• Recognize the use of commas and capital letters in a friendly letter</li> <li>• Identify tips for writing clear instructions</li> <li>• Follow instructions correctly</li> <li>• Revise and proofread a letter together</li> <li>• Choose a topic to explain</li> <li>• Choose the audience for the instructions</li> <li>• Plan a letter that gives instructions</li> <li>• Organize information from a planning chart into paragraphs</li> <li>• Draft a letter that gives instructions</li> <li>• Participate in a writing conference</li> <li>• Revise and proofread a letter</li> <li>• Publish a letter</li> <li>• Address an envelope correctly</li> </ul>
32	Writing Instructions	76–77	65		• Sheets of red and white construction paper	<i>planning</i> <i>drafting</i> <i>revising</i>	
33	Revising Together	78–79	66		• Different colors of overhead transparency pens (optional)	<i>proofreading</i> <i>publishing</i> <i>heading</i>	
34	Writing Instructions: Planning	80–81	67–68			<i>greeting</i> <i>body of a letter</i>	
35	Writing Instructions: Drafting	82–83	69			<i>closing</i> <i>signature</i>	
36	Writing Instructions: Revising	84–85	70–71			<i>time-order words</i> <i>return address</i> <i>mailing</i>	
37	Writing Instructions: Proofreading	86–87	72–73			<i>address</i> <i>comma</i> <i>instructions</i>	
38	Writing Instructions: Publishing	88–89	74		• Stationery, envelope, and postage stamp for each student		
39	Chapter 4 Review	90–91, S75	75–76	24–25			
40	Cumulative Review	92–93	77–78				

## Chapter 5: Verbs

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
41	Action Verbs & Linking Verbs	96–97	79–80	26		<i>verb</i>	<ul style="list-style-type: none"> <li>• Distinguish between action verbs and linking verbs</li> <li>• Identify the noun or adjective to which the subject is linked by the verb</li> <li>• Diagram sentences with action verbs and linking verbs</li> <li>• Make present- and past-tense linking verbs that agree with sentence subjects</li> <li>• Distinguish between main verbs and helping verbs</li> <li>• Identify <i>am, is, are, was, were, will, have, has, had, could, would, and should</i> as helping verbs</li> <li>• Identify words that come between helping verbs and main verbs</li> <li>• Identify the correct form of the helping verb that agrees with the subject</li> <li>• Identify direct objects and write them to complete sentences</li> <li>• Diagram the subject, action verb, and direct object in a sentence</li> <li>• Form contractions using pronouns and verbs</li> <li>• Form contractions using verbs and the word <i>not</i></li> <li>• Insert apostrophes correctly to form contractions</li> <li>• Correct double negatives</li> <li>• Identify prefixes and their meanings</li> <li>• Use a prefix with a word in a sentence</li> </ul>
42	Making Subjects & Linking Verbs Agree	98–99	81–82	27	• Ball	<i>action verb</i>	
43	Main Verbs & Helping Verbs	100–101	83–84	28		<i>helping verb</i>	
44	Making Subjects & Helping Verbs Agree	102–3, S77	85–86	29		<i>linking verb</i>	
45	Making Subjects & Helping Verbs Agree	104–5	87–88	30		<i>sensory words</i>	
46	Diagramming Direct Objects	106–7	89–90	31		<i>predicate</i>	
47	Contractions & Double Negatives	108–9	91–92	32		<i>noun</i>	
48	Language Link: (Vocabulary) Prefixes	110–11	93–94	33		<i>predicate</i>	
49	Chapter 5 Review	112–13	95–96	34–35		<i>adjective</i>	
50	Cumulative Review	114–15	97–98			<i>singular</i>	
	Bridge: Playing Basketball		99			<i>subject</i>	
						<i>plural subject</i>	
						<i>direct object</i>	
						<i>subject part</i>	
						<i>simple subject</i>	
						<i>predicate part</i>	
						<i>contraction</i>	
						<i>apostrophe</i>	
						<i>prefix</i>	
						<i>base word</i>	

## Chapter 6: Writing a Compare-Contrast Essay

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing		100			<i>compare</i> <i>contrast</i>	<ul style="list-style-type: none"> <li>• Distinguish between comparing and contrasting</li> <li>• Identify comparing or contrasting in description</li> <li>• Complete a Venn diagram correctly</li> <li>• Analyze a model of a compare-contrast essay</li> <li>• Plan and draft a class essay together that compares and contrasts</li> <li>• Insert comparing and contrasting words at appropriate places in an essay</li> <li>• Revise and proofread the class essay together</li> <li>• Discuss ways to publish the essay</li> <li>• Choose a topic for a compare-contrast essay</li> <li>• List details about two subjects</li> <li>• Organize details in a Venn diagram</li> <li>• Recall the parts of an essay</li> <li>• Recall and use the comparing and contrasting words</li> <li>• Participate in a writing conference</li> <li>• Plan, draft, revise, proofread, publish, and illustrate a compare-contrast essay</li> </ul>
51	Comparing & Contrasting	120–21	101–2			<i>Writing Process</i>	
52	Parts of a Compare-Contrast Essay	122–23	103–4			<i>planning</i> <i>drafting</i>	
53	Using Comparing & Contrasting Words	124–25	105–6			<i>revising</i>	
54	Compare-Contrast Essay: Planning	126–27	107–9			<i>proofreading</i> <i>publishing</i>	
55	Compare-Contrast Essay: Drafting	128–29	110			<i>T-chart</i>	
56	Compare-Contrast Essay: Revising	130–31	111–12		• Colored pencil for each student	<i>Venn diagram</i> <i>introduction</i>	
57	Compare-Contrast Essay: Proofreading	132–33	113–14			<i>conclusion</i>	
58	Compare-Contrast Essay: Publishing	134–35			<ul style="list-style-type: none"> <li>• Advertisement that contrasts two similar products</li> <li>• Drawing paper for each student</li> <li>• Two sheets of 9" x 12" colored construction paper for each student (optional)</li> <li>• Hole punch (optional)</li> <li>• Brass fasteners or yarn for each student (optional)</li> </ul>		
59	Chapter 6 Review	136–37, S79–S80	115–16	36–37			
60	Cumulative Review	138–39	117–18				

## Chapter 7: Study & Reference Skills

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
61	Parts of a Book	142–43	119–20	38	<ul style="list-style-type: none"> <li>World map, globe, or map of Africa (optional)</li> </ul>	<i>title page</i>	<ul style="list-style-type: none"> <li>Locate the title page, copyright page, table of contents, glossary, and index of a book</li> <li>Identify the title, author, publisher, location of the publisher, and copyright date of a book</li> <li>Predict the location of information in a book</li> <li>Use a table of contents and index to locate information</li> <li>Identify guide words, entry words, parts of speech, and the pronunciation key on a dictionary page</li> <li>Use a dictionary page for information about definitions, spelling, and pronunciation</li> <li>Use alphabetical order to determine whether an entry word comes between guide words</li> <li>Identify and write sample sentences to match a definition</li> <li>Identify periodicals</li> <li>Identify volumes of an encyclopedia</li> <li>Identify keywords for locating information in an encyclopedia</li> <li>Use an encyclopedia for information</li> <li>Differentiate between fiction, nonfiction, and reference materials</li> <li>Identify author, title, and subject cards in a card catalog</li> <li>Use an atlas for locating information</li> <li>Identify parts of an outline</li> <li>Write an outline for an article</li> <li>Take notes about an article</li> </ul>
62	The Dictionary	144–45	121–22	39	<ul style="list-style-type: none"> <li>Fiction book, nonfiction book, biography, and reference books</li> </ul>	<i>copyright page</i>	
63	More About Dictionaries	146–47	123–24	40	<ul style="list-style-type: none"> <li>Dictionary to display</li> <li>Dictionary for each pair of students (optional)</li> </ul>	<i>table of contents</i>	
64	Periodicals & Encyclopedias	148–49	125–26	41		<i>index</i>	
65	The Library	150–51	127–28	42	<ul style="list-style-type: none"> <li>Encyclopedia volumes</li> <li>Dictionary</li> </ul>	<i>glossary</i>	
66	The Atlas	152–53	129–30	43	<ul style="list-style-type: none"> <li>World atlas, almanac, and textbooks</li> </ul>	<i>dictionary</i>	
67	Making an Outline	154–55	131–32	44	<ul style="list-style-type: none"> <li>Magazines and newspapers</li> </ul>	<i>alphabetical order</i>	
68	Taking Notes	156–57, S82	133–34	45		<i>definition</i>	
69	Chapter 7 Review	158–59, S92	135–36	46–47	<ul style="list-style-type: none"> <li>Soft or spongy ball (optional)</li> <li>Large map (optional)</li> <li>Items for optional Bible Connection</li> </ul>	<i>entry word</i>	
70	Cumulative Review	160–61	137–38			<i>guide word</i>	
	Bridge: Sightseeing in South America		139			<i>part of speech</i>	
						<i>pronunciation</i>	
						<i>pronunciation key</i>	
						<i>sample sentence or phrase</i>	
						<i>topic</i>	
						<i>periodical</i>	
						<i>article</i>	
						<i>encyclopedia</i>	
						<i>volume</i>	
						<i>library</i>	
						<i>fiction</i>	
						<i>nonfiction</i>	
						<i>reference material</i>	
						<i>biography</i>	
						<i>card catalog</i>	
						<i>electronic catalog</i>	
						<i>title card</i>	
						<i>subject card</i>	
						<i>author card</i>	
						<i>atlas</i>	
						<i>key</i>	
						<i>legend</i>	
						<i>map scale</i>	
						<i>compass rose</i>	
						<i>outline</i>	
						<i>main idea</i>	
						<i>supporting details</i>	

## Chapter 8: Writing a Book Review

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing		140				<ul style="list-style-type: none"> <li>• Develop an understanding of persuasion</li> <li>• Distinguish between fact and opinion</li> <li>• Generate reasons to support opinions</li> <li>• Distinguish strong reasons from weaker reasons</li> <li>• Display an understanding of the purpose of a book review</li> <li>• Analyze a model of a book review</li> <li>• Plan a class book review together</li> <li>• Evaluate a book recently read</li> <li>• Give specific details in evaluations</li> <li>• Recognize the structure of a book review</li> <li>• Plan a book review using an Opinion Chart</li> <li>• Participate in a writing conference</li> <li>• Draft, revise, and proofread a book review</li> <li>• Write the title of a book correctly</li> <li>• Give an oral book review</li> </ul>
71	Persuading	166–67	141–42			<i>persuading</i>	
72	A Book Review	168–69	143–44		<ul style="list-style-type: none"> <li>• Fourth-grade reader or a novel recently read in class as a read-aloud</li> </ul>	<i>opinion</i> <i>reason</i> <i>book review</i>	
73	Evaluating a Book	170–71	145		<ul style="list-style-type: none"> <li>• Two or three children's books you (the teacher) have read and enjoyed</li> <li>• Each student's book for his review</li> </ul>	<i>Writing Process</i> <i>planning</i> <i>drafting</i> <i>revising</i> <i>proofreading</i>	
74	Book Review: Planning	172–73	146–47		<ul style="list-style-type: none"> <li>• Each student's book for his review</li> </ul>	<i>publishing</i> <i>thesaurus</i> <i>time-order word</i>	
75	Book Review: Drafting	174–75	148				
76	Book Review: Revising	176–77	149–50				
77	Book Review: Proofreading	178–79	151–52				
78	Book Review: Publishing	180–81			<ul style="list-style-type: none"> <li>• Teachers' magazine, newsletter, or journal containing children's book reviews</li> <li>• Transparent tape for each student</li> </ul>		
79	Chapter 8 Review	182–83, S83	153–54	48–49			
80	Cumulative Review	184–85	155–56				

## Chapter 9: Pronouns

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
81	Singular & Plural Pronouns	188–89, S65	157–58	50		<i>pronoun</i>	<ul style="list-style-type: none"> <li>• Identify singular and plural pronouns</li> <li>• Identify subject and object pronouns</li> <li>• Use singular and plural subject pronouns</li> <li>• Use singular and plural object pronouns</li> <li>• Replace confusing pronouns with nouns</li> <li>• Identify and use I and me correctly in sentences</li> <li>• Identify and use we and us correctly in sentences</li> <li>• Identify proper agreement between pronouns and verbs</li> <li>• Replace unclear verb forms to agree with subject pronouns</li> <li>• Identify and use contractions with pronouns</li> <li>• Recognize common contraction errors</li> <li>• Recognize homophones</li> <li>• Use homophones correctly in sentences</li> </ul>
82	Subject & Object Pronouns	190–91	159–60	51		<i>singular pronoun</i> <i>plural pronoun</i>	
83	Writing with Pronouns	192–93	161–62	52	• Ten sentence strips	<i>subject pronoun</i>	
84	Using I & Me, We & Us	194–95	163–64	53		<i>object pronoun</i>	
85	Subject Pronoun/Verb Agreement	196–97	165–66	54	• Two index cards for each student	<i>direct object</i> <i>possessive pronoun</i>	
86	Possessive Pronouns	198–99	167–68	55		<i>contraction</i>	
87	Confusing Contractions	200–201	169–70	56	• Paper lunch bag • Twenty-six index cards	<i>homophone</i>	
88	Language Link: (Vocabulary) Homophones	202–3	171–72	57			
89	Chapter 9 Review	204–5	173–74	58–59	• Thirty index cards		
90	Cumulative Review	206–7	175–76				
	Bridge: Ministering in Africa		177				

## Chapter 10: Writing a Tall Tale

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing		178–80				
91	Tall Tales	214–15	181–82			<i>tall tale</i>	<ul style="list-style-type: none"> <li>• Recognize elements of a tall tale</li> <li>• Analyze a student model of a tall tale</li> <li>• Identify elements that could happen only in a tall tale</li> <li>• Plan the hero and the other characters of a tall tale</li> <li>• Plan the problem and solution for a tall tale</li> <li>• Plan the setting</li> <li>• Plan the plot for a tall tale</li> <li>• Draft a tall tale based on the plot pyramid</li> <li>• Participate in a writing conference</li> <li>• Revise, proofread, publish, and illustrate the tall tale</li> <li>• Identify the correct spelling of a homophone</li> <li>• Recognize errors using a proofreading checklist</li> </ul>
92	Planning the Hero & the Other Characters	216–17	183–84			<i>exaggeration</i>	
93	Planning the Problem	218–19	185–86			<i>Writing Process</i>	
94	Planning the Plot	220–21	187–88			<i>planning</i>	
95	Tall Tale: Drafting	222–23	189–90			<i>drafting</i>	
96	Tall Tale: Revising	224–25	191–92			<i>revising</i>	
97	Tall Tale: Proofreading	226–27	193–94			<i>proofreading</i>	
98	Tall Tale: Publishing	228–29			<ul style="list-style-type: none"> <li>• Several published tall tales with illustrations</li> <li>• Two sheets of drawing paper (optional)</li> <li>• Four sheets of 9" x 12" construction paper and brass fasteners or yarn for each student (optional)</li> <li>• Hole punch (optional)</li> </ul>	<ul style="list-style-type: none"> <li><i>publishing</i></li> <li><i>hero</i></li> <li><i>character</i></li> <li><i>problem</i></li> <li><i>solution</i></li> <li><i>setting</i></li> <li><i>plot</i></li> <li><i>plot pyramid</i></li> </ul>	
99	Chapter 10 Review	230–31	195–96	60–61	• Sets of five 4" x 6" cards		
100	Cumulative Review	232–33	197–98				

## Chapter 11: More Verbs

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
101	Verb Tenses: Present, Past, & Future	236–37	199–200	62	• Twelve note cards	<i>action verb</i>	<ul style="list-style-type: none"> <li>• Distinguish among present-, past-, and future-tense verbs</li> <li>• Write present-, past-, and future-tense verbs in sentences</li> <li>• Determine which present-tense verb form to use in a sentence so that it agrees with the subject</li> <li>• Determine when to add <i>s</i> or <i>es</i> to a present-tense verb, including when to change <i>y</i> to <i>i</i> and add <i>es</i></li> <li>• Locate and correct changes in verb tense within a paragraph</li> <li>• Change regular present-tense verbs to the correct past-tense verbs</li> <li>• Write the correct past-tense helping verb that agrees with a singular or plural subject in a sentence</li> <li>• Use the correct form for the irregular verbs <i>be, go, do, bring, come, say, sing, tell, run, make, swim, and wear</i></li> <li>• Use the correct form for the irregular verbs <i>begin, fly, grow, throw, ride, see, write, take, drive, eat, fall, and give</i></li> <li>• Distinguish between regular and irregular verbs</li> <li>• Recognize and use the correct forms of <i>lie, lay, sit, set, rise, raise, teach, learn, can, and may</i> in writing and in speech</li> </ul>
102	Spelling Present-Tense Verbs	238–39, S84	201–2	63	• Twenty-four note cards • Plasti-Tak or tape	<i>linking verb</i> <i>helping verb</i>	
103	Spelling Past-Tense Verbs	240–41	203–4	64		<i>present tense</i> <i>past tense</i>	
104	Changing Verb Tenses	242–43	205–6	65		<i>future tense</i>	
105	Helping Verbs	244–45	207–8	66		<i>singular</i>	
106	Irregular Verbs	246–47	209–10	67		<i>subject</i>	
107	More Irregular Verbs	248–49	211–12	68		<i>plural subject</i>	
108	Language Link: (Vocabulary) Confusing Verbs	250–51, S85–S86	213–14	69		<i>regular verb</i> <i>irregular verb</i>	
109	Chapter 11 Review	252–53, S87	215–16	70–71			
110	Cumulative Review	254–55	217–18				
	Bridge: Utilizing the Forest		219				

## Chapter 12: Writing a Research Paper

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing		220				<ul style="list-style-type: none"> <li>• Identify parts of a research report</li> <li>• Identify steps for writing a research report</li> <li>• Choose a topic for a research report</li> <li>• Take notes from nonfiction sources</li> <li>• Write an outline using details from note cards</li> <li>• Draft, revise, proofread, and publish a research report</li> <li>• Participate in a writing conference</li> <li>• Differentiate between fact and opinion</li> <li>• Sequence the stages of the Writing Process</li> <li>• Use proofreading marks to correct errors</li> <li>• Identify the purpose of a bibliography</li> <li>• Identify the format for recording books and encyclopedias in a bibliography</li> <li>• Write a bibliography using source information</li> </ul>
111	What Is a Research Report?	260–61	221–22			<i>research report</i> <i>fact</i> <i>opinion</i>	
112	Taking Notes	262–63, S82, S88	223–24		<ul style="list-style-type: none"> <li>• Fiction and nonfiction books about the same location</li> <li>• Eight 4" x 6" lined index cards for each student</li> <li>• Encyclopedias and other informational nonfiction sources about countries</li> </ul>	<i>paragraph</i> <i>topic sentence</i> <i>main idea</i> <i>Writing Process</i> <i>planning</i> <i>drafting</i> <i>revising</i> <i>proofreading</i>	
113	Writing an Outline	264–65, S89	225–26			<i>publishing</i> <i>bibliography</i>	
114	Research Report: Drafting	266–67	227			<i>source</i>	
115	Research Report: Revising	268–69, S90	228–29			<i>outline</i>	
116	Research Report: Proofreading	270–71	230				
117	The Bibliography	272–73, S82, S88, S91	231–32				
118	Research Report: Publishing	274–75			<ul style="list-style-type: none"> <li>• Materials for publishing the reports</li> </ul>		
119	Chapter 12 Review	276–77	233–34	72–73	<ul style="list-style-type: none"> <li>• Five sentence strips</li> </ul>		
120	Cumulative Review	278–79	235–36				

## Chapter 13: Adjectives & Adverbs

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
121	Adjectives	282–83, S60	237–38	74		<i>adjective</i>	<ul style="list-style-type: none"> <li>• Identify and use adjectives</li> <li>• Identify the nouns that adjectives describe</li> <li>• Identify and use the articles <i>a</i>, <i>an</i>, and <i>the</i></li> <li>• Identify and use proper adjectives</li> <li>• Identify and use adverbs</li> <li>• Distinguish between adjectives and adverbs</li> <li>• Diagram sentences with adjectives and adverbs</li> <li>• Identify and write adjectives that compare using the suffixes <i>er</i> and <i>est</i></li> <li>• Identify and write adverbs that compare using the suffixes <i>er</i> and <i>est</i></li> <li>• Identify and write adjectives that compare with <i>more</i> and <i>most</i></li> <li>• Identify and write adverbs that compare with <i>more</i> and <i>most</i></li> <li>• Use <i>good</i> and <i>well</i> correctly in a sentence</li> <li>• Identify and use comparative and superlative forms for the adjectives <i>good</i> and <i>bad</i></li> <li>• Identify and use comparative forms of the adverbs <i>well</i>, <i>badly</i>, <i>better</i>, <i>best</i>, <i>worse</i>, and <i>worst</i></li> <li>• Identify and use suffixes</li> <li>• Form new words by adding the suffixes <i>er</i>, <i>ly</i>, <i>ful</i>, <i>less</i>, <i>ment</i>, <i>y</i>, <i>able</i>, and <i>ible</i></li> </ul>
122	Special Adjectives	284–85	239–40	75		<i>linking verb</i>	
123	Adverbs	286–87	241–42	76		<i>predicate</i>	
124	Adjective or Adverb?	288–89, S61	243–44	77		<i>adjective</i> <i>article</i>	
125	Comparing with <i>er</i> & <i>est</i>	290–91	245–46	78	• Paper lunch bag	<i>proper</i>	
126	Comparing with <i>More</i> & <i>Most</i>	292–93, S92	247–48	79		<i>adjective</i> <i>adverb</i>	
127	Special Forms of <i>Good</i> & <i>Bad</i>	294–95	249–50	80	• Index card for each student	<i>suffix</i> <i>base word</i>	
128	Language Link: (Vocabulary) Suffixes	296–97	251–52	81			
129	Chapter 13 Review	298–99	253–54	82–83			
130	Cumulative Review	300–301	255–56				
	Bridge: Exploring Desert Regions		257				

## Chapter 14: Writing a Business Letter

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing		258				
131	Two Kinds of Letters	306–7	259–60		<ul style="list-style-type: none"> <li>Business letter you have received or a copy of one you have sent</li> </ul>	<i>friendly letter</i> <i>business letter</i> <i>formal</i> <i>informal</i>	<ul style="list-style-type: none"> <li>Distinguish between friendly letters and business letters</li> <li>Draft sentences to use in a business letter</li> <li>Distinguish between formal and informal writing</li> <li>Revise the body of a business letter using precise wording, polite tone, and plain facts</li> <li>Recognize the proper form for a business letter</li> <li>Learn the six parts of a business letter</li> <li>Proofread a business letter for mistakes in form</li> <li>Choose a topic for a business letter</li> <li>Plan a business letter</li> <li>Find the address of the recipient of the business letter</li> <li>Learn the correct method of writing business addresses</li> <li>Recall the four Ps of good business letters</li> <li>Draft, revise, proofread, and publish a business letter</li> <li>Participate in a writing conference</li> <li>Address an envelope correctly</li> </ul>
132	Looking at Business Letters	308–9	261–62		<ul style="list-style-type: none"> <li>Paper plate and a china plate</li> </ul>	<i>precise wording</i>	
133	Parts of a Business Letter	310–11	263–64			<i>polite tone</i>	
134	Business Letter: Planning	312–13	265–66		<ul style="list-style-type: none"> <li>Local telephone directory</li> <li>Business advertisements or brochures containing addresses</li> </ul>	<i>plain facts</i> <i>heading</i> <i>inside address</i>	
135	Business Letter: Drafting	314–15	267			<i>greeting</i> <i>body</i>	
136	Business Letter: Revising	316–17	268			<i>closing</i> <i>signature</i>	
137	Business Letter: Proofreading	318–19	269–70			<i>Writing Process</i>	
138	Business Letter: Publishing	320–21				<i>planning</i> <i>drafting</i>	
139	Chapter 14 Review	322–23, S93–S94	271–72	84–85		<i>revising</i> <i>proofreading</i>	
140	Cumulative Review	324–25	273–74			<i>publishing</i>	

## Chapter 15: Sentences, Phrases & Clauses

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
141	Prepositions	328–29	275–76	86	• Spelling textbook and math textbook	<i>preposition</i>	<ul style="list-style-type: none"> <li>• Identify and use prepositions in sentences</li> <li>• Identify prepositions, objects of the preposition, and prepositional phrases</li> <li>• Use prepositional phrases in sentences</li> <li>• Expand sentences by adding prepositional phrases</li> <li>• Identify independent clauses</li> <li>• Distinguish independent clauses from fragments</li> <li>• Correct fragments that are missing a subject or a predicate</li> <li>• Identify dependent clauses</li> <li>• Make dependent clauses into independent clauses (sentences)</li> <li>• Distinguish between independent and dependent clauses</li> <li>• Use commas in series, compound sentences, dates and addresses, and dialogue with quotation marks</li> <li>• Use commas correctly in sentences with direct addresses, introductory words, and introductory phrases</li> </ul>
142	Object of the Preposition	330–31	277–78	87	• Stuffed animal	<i>object of the preposition</i>	
143	Using Prepositional Phrases	332–33, S64	279–80	88		<i>prepositional phrase</i>	
144	More Practice with Prepositions	334–35, S64, S95	281–82	89		<i>adverb</i>	
145	Independent Clauses	336–37	283–84	90		<i>independent clause</i>	
146	Dependent Clauses	338–39	285–86	91		<i>fragment</i>	
147	Another Type of Fragment	340–41	287–88	92		<i>phrase</i>	
148	Language Link: (Punctuation) Using Commas	342–43, S96	289–90	93		<i>dependent clause</i>	
149	Chapter 15 Review	344–45, S97	291–92	94–95		<i>independent clause</i>	
150	Cumulative Review	346–47	293–94			<i>comma</i>	
	Bridge: Viewing Lighthouses		295				

