

# Lesson Plan Overview

| Chapter 1: Sentences  |  | IA<br>EV   | Instructional Aid<br>ExamView   |
|---|--|--|---|
| Pages   | Objectives   | Resources  | Assessments   |
| <b>Lesson 1</b> Nouns and Verbs                                 |  |  |   |
| <b>Teacher Edition</b><br>5–8<br><br><b>Worktext</b><br>1–4     | <b>1.1</b> Define the term <i>perception</i> .<br><b>BWS</b> <i>Perception</i> (explain)<br><b>1.2</b> Define <i>noun</i> .<br><b>1.3</b> Define <i>verb</i> .<br><b>1.4</b> Identify nouns.<br><b>1.5</b> Identify verbs.   | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>• Handbook: Verbs</li> </ul> <b>Teacher Tools Online</b><br><ul style="list-style-type: none"> <li>• Video: Noun Song</li> <li>• Video: Verb Song</li> </ul>  | <b>Worktext</b><br><ul style="list-style-type: none"> <li>• Worktext pages 3–4</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>• Lesson 1 Review</li> </ul>   |
| <b>Lesson 2</b> Prepositions                                    |  |  |   |
| <b>Teacher Edition</b><br>9–10<br><br><b>Worktext</b><br>5–6    | <b>2.1</b> Recall the definition of the term <i>perception</i> .<br><b>BWS</b> <i>Perception</i> (recall)<br><b>2.2</b> Define <i>preposition</i> .<br><b>2.3</b> Identify prepositions.<br><b>2.4</b> Identify the object of a preposition.<br><b>2.5</b> Identify prepositional phrases. | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>• Handbook: Prepositions</li> </ul> <b>Teacher Tools Online</b><br><ul style="list-style-type: none"> <li>• Video: Preposition Song</li> </ul> <b>AfterSchoolHelp.com</b><br><ul style="list-style-type: none"> <li>• Prepositions</li> </ul> | <b>Worktext</b><br><ul style="list-style-type: none"> <li>• Worktext pages 5–6</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>• Lesson 2 Review</li> </ul>   |
| <b>Lesson 3</b> Prepositional Phrases                           |  |  |   |
| <b>Teacher Edition</b><br>11–12<br><br><b>Worktext</b><br>7–8   | <b>3.1</b> Identify prepositional phrases.<br><b>3.2</b> Expand a sentence with a prepositional phrase.<br><b>3.3</b> Write a sentence using a prepositional phrase.   | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>• IA 1: Prepositional Phrases</li> <li>• Handbook: Prepositions</li> </ul> <b>Teacher Tools Online</b><br><ul style="list-style-type: none"> <li>• Video: Prepositional Phrases</li> </ul>  | <b>Worktext</b><br><ul style="list-style-type: none"> <li>• Worktext pages 7–8</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>• Lesson 3 Review</li> </ul>   |
| <b>Lesson 4</b> Subjects and Predicates                         |  |  |   |
| <b>Teacher Edition</b><br>13–14<br><br><b>Worktext</b><br>9–10  | <b>4.1</b> Identify the simple subject and simple predicate of a sentence.<br><b>4.2</b> Identify the complete subject and complete predicate of a sentence.<br><b>4.3</b> Write a complete subject or complete predicate to finish a sentence.  | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>• IA 2: Subjects and Predicates</li> <li>• IA 3: Diagramming Sentences</li> </ul> <b>AfterSchoolHelp.com</b><br><ul style="list-style-type: none"> <li>• Simple Subjects &amp; Predicates</li> </ul>  | <b>Worktext</b><br><ul style="list-style-type: none"> <li>• Worktext pages 9–10</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>• Lesson 4 Review</li> </ul>  |
| <b>Lesson 5</b> Sentences and Fragments                         |  |  |   |
| <b>Teacher Edition</b><br>15–16<br><br><b>Worktext</b><br>11–12 | <b>5.1</b> Distinguish a sentence from a fragment.<br><b>5.2</b> Rewrite a fragment as a complete sentence.  | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>• IA 4: Sentences and Fragments</li> </ul> <b>AfterSchoolHelp.com</b><br><ul style="list-style-type: none"> <li>• Sentences &amp; Fragments</li> </ul>  | <b>Worktext</b><br><ul style="list-style-type: none"> <li>• Worktext pages 11–12</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>• Lesson 5 Review</li> </ul> |

| Pages   | Objectives   | Resources   | Assessments  |
|---|--|---|--|
| <b>Lesson 6</b> Practice  |  |   |  |
| <b>Teacher Edition</b><br>17–18<br><br><b>Worktext</b><br>13–14 | <b>6.1</b> List synonyms for the term <i>perception</i> .<br><b>BWS</b> <i>Perception</i> (explain)<br><b>6.2</b> Review and apply understanding of nouns, verbs, prepositions, subjects, predicates, sentences, and fragments.  | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 5: Word Web</li> </ul>  | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 13–14</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Quiz 1</li> </ul>           |
| <b>Lesson 7</b> Types of Sentences                              |  |   |  |
| <b>Teacher Edition</b><br>19–20<br><br><b>Worktext</b><br>15–16 | <b>7.1</b> Identify declarative, interrogative, imperative, and exclamatory sentences.<br><b>7.2</b> Identify interjections.<br><b>7.3</b> Punctuate declarative, interrogative, imperative, and exclamatory sentences.<br><b>7.4</b> Write declarative, interrogative, imperative, and exclamatory sentences. | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 6: Interjections</li> </ul> <b>Teacher Tools Online</b><br><ul style="list-style-type: none"> <li>Video: Interjections</li> </ul> <b>AfterSchoolHelp.com</b><br><ul style="list-style-type: none"> <li>Types of Sentences</li> </ul>      | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 15–16</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 7 Review</li> </ul>  |
| <b>Lesson 8</b> Subjects of Imperative Sentences                |  |   |  |
| <b>Teacher Edition</b><br>21–22<br><br><b>Worktext</b><br>17–18 | <b>8.1</b> Distinguish an imperative sentence from a declarative sentence.<br><b>8.2</b> Identify the understood <i>you</i> in imperative sentences.<br><b>8.3</b> Write imperative sentences with the understood <i>you</i> .   | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 3: Diagramming Sentences</li> </ul>   | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 17–18</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 8 Review</li> </ul>  |
| <b>Lesson 9</b> Compound Subjects and Predicates                |  |   |  |
| <b>Teacher Edition</b><br>23–24<br><br><b>Worktext</b><br>19–20 | <b>9.1</b> Identify compound subjects and compound predicates.<br><b>9.2</b> Combine sentences to make compound subjects and predicates using coordinating conjunctions.   | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 7: Compound Subjects and Predicates</li> <li>IA 8: Diagramming Compound Subjects, Predicates, and Sentences</li> </ul> <b>AfterSchoolHelp.com</b><br><ul style="list-style-type: none"> <li>Compound Subjects &amp; Predicates</li> </ul> | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 19–20</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 9 Review</li> </ul>  |
| <b>Lesson 10</b> Compound Sentences                             |  |   |  |
| <b>Teacher Edition</b><br>25–26<br><br><b>Worktext</b><br>21–22 | <b>10.1</b> Distinguish a compound sentence from a simple sentence.<br><b>10.2</b> Combine simple sentences to make compound sentences using coordinating conjunctions.<br><b>10.3</b> Write a compound sentence.  | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 8: Diagramming Compound Subjects, Predicates, and Sentences</li> <li>IA 9: Compound Sentences</li> </ul> <b>Teacher Tools Online</b><br><ul style="list-style-type: none"> <li>Video: Conjunction Poem</li> </ul>                         | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 21–22</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 10 Review</li> </ul> |

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| Pages   | Objectives  | Resources  | Assessments  |
|---|---|--|--|
| <b>Lesson 11</b> Using Commas                                   |   |  |  |
| <b>Teacher Edition</b><br>27–28<br><br><b>Worktext</b><br>23–24 | <b>11.1</b> Use commas correctly in sentences with a series of words, an appositive, an introductory word, or a long introductory phrase.<br><br><b>11.2</b> Use a comma in a compound sentence.  | <b>Teacher Edition</b><br>• IA 10: Commas Bell Ringer<br><b>Teacher Tools Online</b><br>• Video: Comma Rules<br><b>AfterSchoolHelp.com</b><br>• Using Commas | <b>Worktext</b><br>• Worktext pages 23–24<br><b>Assessments</b><br>• Lesson 11 Review              |
| <b>Lesson 12</b> Practice                                       |   |  |  |
| <b>Teacher Edition</b><br>29–30<br><br><b>Worktext</b><br>25–26 | <b>12.1</b> List antonyms for the term <i>perception</i> .<br><b>BWS</b> Perception (explain)<br><b>12.2</b> Review and apply understanding of types of sentences, compound subjects and predicates, simple and compound sentences, and comma rules.  | <b>Teacher Edition</b><br>• IA 5: Word Web   | <b>Worktext</b><br>• Worktext pages 25–26<br><b>Assessments</b><br>• Quiz 2                        |
| <b>Lesson 13</b> Chapter 1 Review                               |   |  |  |
| <b>Teacher Edition</b><br>31–32<br><br><b>Worktext</b><br>27–28 | <b>13.1</b> Create an illustration to represent the term <i>perception</i> .<br><b>BWS</b> Perception (explain)<br><b>13.2</b> Write a caption to explain the illustration.<br><b>BWS</b> Perception (explain)<br><b>13.3</b> Review and apply understanding of nouns, verbs, prepositions, subjects, predicates, sentences, fragments, types of sentences, compound subjects and predicates, simple and compound sentences, and comma rules. |  | <b>Worktext</b><br>• Worktext pages 27–28<br><b>Assessments</b><br>• Lesson 13 Review              |
| <b>Lesson 14</b> Chapter 1 Test                                 |   |  |  |
| <b>Teacher Edition</b><br>32                                    | <b>14.1</b> Apply skills presented in Chapter 1 by taking the test.   |  | <b>Assessments</b><br>• Chapter 1 Test<br><b>Teacher Tools Online</b><br>• EV: Chapter 1 test bank |
| <b>Lesson 15</b> Journal  |   |  |  |
| <b>Teacher Edition</b><br>33<br><br><b>Worktext</b><br>29       | <b>15.1</b> Describe a personal experience that involves an incorrect perception.<br><b>BWS</b> Perception (evaluate)   | <b>Teacher Tools Online</b><br>• Video: Perception   | <b>Worktext</b><br>• Worktext page 29  |

# Lesson Plan Overview

| Chapter 2: Writing a Diamante and a Sense Poem                  |  | IA   | Instructional Aid  |
|---|--|--|--|
| Pages   | Objectives   | Resources  | Assessments  |
| <b>Lesson 16</b> Using a Thesaurus                              |  |  |  |
| <b>Teacher Edition</b><br>37–40<br><br><b>Worktext</b><br>31–34 | <b>16.1</b> Define the term <i>pleasure</i> .<br><b>BWS</b> <a href="#">Pleasure (explain)</a><br><b>16.2</b> List synonyms for the term <i>pleasure</i> .<br><b>BWS</b> <a href="#">Pleasure (explain)</a><br><b>16.3</b> Recall the function of a thesaurus.<br><b>16.4</b> Explain the importance of a thesaurus.<br><b>16.5</b> Use a thesaurus to choose interesting, unusual, and appropriate words. | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 5: Word Web</li> <li>Handbook: Thesaurus</li> </ul>  | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 33–34</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 16 Write It Right</li> </ul> |
| <b>Lesson 17</b> Diamantes                                      |  |  |  |
| <b>Teacher Edition</b><br>41–42<br><br><b>Worktext</b><br>35–36 | <b>17.1</b> Recall the meaning of the term <i>antonym</i> .<br><b>17.2</b> Identify characteristics of a diamante.<br><b>17.3</b> Analyze a student model of a diamante.<br><b>17.4</b> Create lines of poetry during the shared writing of a diamante.<br><b>17.5</b> Recall the steps of the writing process.  | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 11: The Writing Process</li> <li>IA 12: Diamante Planning Chart</li> <li>IA 13: Poetry Drafting Guides</li> </ul>                              | <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 17 Write It Right</li> </ul>   |
| <b>Lesson 18</b> Diamante: Plan and Draft                       |  |  |  |
| <b>Teacher Edition</b><br>43–44<br><br><b>Worktext</b><br>37–38 | <b>18.1</b> List antonyms for the word <i>pleasure</i> .<br><b>BWS</b> <a href="#">Pleasure (explain)</a><br><b>18.2</b> Choose two nouns to contrast in an original diamante.<br><b>18.3</b> Create word lists for a diamante.<br><b>18.4</b> Draft a diamante.<br><b>18.5</b> Participate in a writing conference.   | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 14: Diamante Draft Model</li> </ul> <b>Teacher Tools Online</b><br><ul style="list-style-type: none"> <li>Video: Graphic Organizers</li> </ul> | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 37–38</li> </ul>  |
| <b>Lesson 19</b> Diamante: Revise and Proofread                 |  |  |  |
| <b>Teacher Edition</b><br>45–46<br><br><b>Worktext</b><br>39–40 | <b>19.1</b> Participate in a peer conference.<br><b>19.2</b> Evaluate the diamante to improve the text.<br><b>19.3</b> Evaluate the diamante for errors in punctuation, capitalization, and spelling   | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 15: Diamante Punctuation and Capitalization</li> <li>IA 16: Proofreading Marks</li> </ul>  | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 39–40</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 19 Write It Right</li> </ul> |
| <b>Lesson 20</b> Sense Poems                                    |  |  |  |
| <b>Teacher Edition</b><br>47–48<br><br><b>Worktext</b><br>41–42 | <b>20.1</b> Identify characteristics of sense poems.<br><b>20.2</b> Analyze a student model of a sense poem.<br><b>20.3</b> Create lines of poetry during the shared writing of a sense poem.  | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 11: The Writing Process</li> </ul>   | <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 20 Write It Right</li> </ul>   |

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| Pages   | Objectives  | Resources  | Assessments   |
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| <b>Lesson 21</b> Sense Poem: Plan and Draft                     |   |  |   |
| <b>Teacher Edition</b><br>49–50<br><br><b>Worktext</b><br>43–44 | <b>21.1</b> Choose a topic for an original sense poem.<br><b>21.2</b> Use a word web to plan a sense poem.<br><b>21.3</b> Draft a sense poem.<br><b>21.4</b> Participate in a writing conference.         | <b>Teacher Edition</b><br>• IA 13: Poetry Drafting Guides  | <b>Worktext</b><br>• Worktext page 44<br><b>Assessments</b><br>• Lesson 21 Write It Right     |
| <b>Lesson 22</b> Sense Poem: Revise and Proofread               |   |  |   |
| <b>Teacher Edition</b><br>51–52<br><br><b>Worktext</b><br>45–46 | <b>22.1</b> Participate in a peer conference.<br><b>22.2</b> Evaluate the sense poem to improve the text.<br><b>22.3</b> Evaluate the sense poem for errors in punctuation, capitalization, and spelling. |  | <b>Worktext</b><br>• Worktext pages 45–46<br><b>Assessments</b><br>• Lesson 22 Write It Right |
| <b>Lessons 23–24</b> Diamante and Sense Poem: Publish           |   |  |   |
| <b>Teacher Edition</b><br>53                                    | <b>23–24.1</b> Produce a final copy of the diamante.<br><b>23–24.2</b> Produce a final copy of the sense poem.<br><b>23–24.3</b> Present a poem to an audience.   |  | <b>Teacher Edition</b><br>• IA 17: Poetry Rubric  |
| <b>Lesson 25</b> Reflection: Cumulative Review                  |   |  |   |
| <b>Teacher Edition</b><br>54–55<br><br><b>Worktext</b><br>47–50 | <b>25.1</b> Self-evaluate personal pleasure in writing a poem.<br><b>BWS</b> Pleasure (evaluate)<br><b>25.2</b> Review and apply skills presented in Chapters 1–2.  | <b>Teacher Tools Online</b><br>• Video: Writing for Others | <b>Worktext</b><br>• Worktext pages 47–50   |

# Lesson Plan Overview

| Chapter 3: Nouns  |   | IA<br>EV   | Instructional Aid<br>ExamView   |
|---|---|--|---|
| Pages   | Objectives  | Resources  | Assessments   |
| <b>Lesson 26</b> Types of Nouns                                 |   |  |   |
| <b>Teacher Edition</b><br>59–62<br><br><b>Worktext</b><br>51–54 | <b>26.1</b> Define the term <i>precision</i> .<br><b>BWS Precision (explain)</b><br><b>26.2</b> Identify precise details in a mentor text.<br><b>BWS Precision (explain)</b><br><b>26.3</b> Identify nouns.<br><b>26.4</b> Use an abstract noun in a sentence.<br><b>26.5</b> Use a collective noun in a sentence.  | <b>Teacher Tools Online</b><br>• Video: Noun Song<br><b>AfterSchoolHelp.com</b><br>• Nouns: Common and Proper  | <b>Worktext</b><br>• Worktext pages 53–54<br><b>Assessments</b><br>• Lesson 26 Review |
| <b>Lesson 27</b> Singular and Plural Nouns                      |   |  |   |
| <b>Teacher Edition</b><br>63–64<br><br><b>Worktext</b><br>55–56 | <b>27.1</b> Recall the definition of the term <i>precision</i> .<br><b>BWS Precision (recall)</b><br><b>27.2</b> Write the plural form of a noun using the suffix -s or -es.<br><b>27.3</b> Write the plural forms of nouns ending in y.<br><b>27.4</b> Use singular and plural nouns in sentences.   | <b>Teacher Tools Online</b><br>• Video: Spelling Cheer<br><b>AfterSchoolHelp.com</b><br>• Common Nouns: Singular & Plural  | <b>Worktext</b><br>• Worktext pages 55–56<br><b>Assessments</b><br>• Lesson 27 Review |
| <b>Lesson 28</b> Special Plurals                                |   |  |   |
| <b>Teacher Edition</b><br>65–66<br><br><b>Worktext</b><br>57–58 | <b>28.1</b> Write the plural form of a noun ending in an <i>o</i> .<br><b>28.2</b> Write the plural form of a noun ending in <i>f</i> or <i>fe</i> .<br><b>28.3</b> Write the plural form of a noun that changes spelling.<br><b>28.4</b> Use the plural forms of nouns that do not change spelling.<br><b>28.5</b> Use singular and plural nouns in sentences. | <b>Teacher Edition</b><br>• IA 18: Special Plurals<br><b>AfterSchoolHelp.com</b><br>• Common Nouns: Special Plurals  | <b>Worktext</b><br>• Worktext pages 57–58<br><b>Assessments</b><br>• Lesson 28 Review |
| <b>Lesson 29</b> Singular Possessive Nouns                      |   |  |   |
| <b>Teacher Edition</b><br>67–68<br><br><b>Worktext</b><br>59–60 | <b>29.1</b> Write the possessive forms of singular nouns.<br><b>29.2</b> Use a singular possessive noun in a sentence.  | <b>AfterSchoolHelp.com</b><br>• Possessive Nouns: Singular & Plural  | <b>Worktext</b><br>• Worktext pages 59–60<br><b>Assessments</b><br>• Lesson 29 Review |
| <b>Lesson 30</b> Plural Possessive Nouns                        |   |  |   |
| <b>Teacher Edition</b><br>69–70<br><br><b>Worktext</b><br>61–62 | <b>30.1</b> Write the possessive forms of plural nouns.<br><b>30.2</b> Use a plural possessive noun in a sentence.  | <b>Teacher Edition</b><br>• IA 19: Chapter 3 Word Cards<br>• IA 20: Plural Possessive Nouns<br><b>AfterSchoolHelp.com</b><br>• Possessive Nouns: Singular & Plural | <b>Worktext</b><br>• Worktext pages 61–62<br><b>Assessments</b><br>• Lesson 30 Review |

| Pages   | Objectives  | Resources  | Assessments  |
|---|---|--|--|
| <b>Lesson 31 Practice</b>                                       |   |  |  |
| <b>Teacher Edition</b><br>71–72<br><br><b>Worktext</b><br>63–64 | <b>31.1</b> List synonyms for the term <i>precision</i> .<br><b>BWS Precision (explain)</b><br><b>31.2</b> Review and apply understanding of singular, plural, and possessive nouns.  | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 5: Word Web</li> </ul>   | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 63–64</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Quiz 3</li> </ul>           |
| <b>Lesson 32 Capitalizing Proper Nouns</b>                      |   |  |  |
| <b>Teacher Edition</b><br>73–74<br><br><b>Worktext</b><br>65–66 | <b>32.1</b> Capitalize proper nouns.<br><b>32.2</b> Use a proper noun in a sentence.  | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>Handbook: Capitalizing Proper Nouns</li> </ul> <b>AfterSchoolHelp.com</b><br><ul style="list-style-type: none"> <li>Proper Nouns: Capitalization Rules</li> </ul> | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 65–66</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 32 Review</li> </ul> |
| <b>Lesson 33 Capitalizing Titles</b>                            |   |  |  |
| <b>Teacher Edition</b><br>75–76<br><br><b>Worktext</b><br>67–68 | <b>33.1</b> Use correct capitalization for titles of poems, stories, and books.<br><b>33.2</b> Use correct punctuation for titles of poems, stories, and books.   | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>Handbook: Capitalizing Titles</li> </ul> <b>Teacher Tools Online</b><br><ul style="list-style-type: none"> <li>Video: Little Words Song</li> </ul>                | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 67–68</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 33 Review</li> </ul> |
| <b>Lesson 34 Confusing Proper Nouns</b>                         |   |  |  |
| <b>Teacher Edition</b><br>77–78<br><br><b>Worktext</b><br>69–70 | <b>34.1</b> Use correct capitalization for nouns that show family relationships or titles of respect.<br><b>34.2</b> Use correct capitalization for nouns that describe geographic features.<br><b>34.3</b> Use correct capitalization for compass words. | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 21: Confusing Proper Nouns</li> </ul>  | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 69–70</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 34 Review</li> </ul> |
| <b>Lesson 35 Abbreviations</b>                                  |   |  |  |
| <b>Teacher Edition</b><br>79–80<br><br><b>Worktext</b><br>71–72 | <b>35.1</b> Write abbreviations for months, days, titles, times, metric measurement units, and customary measurement units.<br><b>35.2</b> Distinguish between correctly and incorrectly written abbreviations.   | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>Handbook: Abbreviations</li> </ul> <b>Teacher Tools Online</b><br><ul style="list-style-type: none"> <li>Link: How to Send a Letter or Postcard</li> </ul>        | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 71–72</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 35 Review</li> </ul> |
| <b>Lesson 36 Using Commas</b>                                   |   |  |  |
| <b>Teacher Edition</b><br>81–82<br><br><b>Worktext</b><br>73–74 | <b>36.1</b> Use commas after the greeting and closing in a letter, between the city and the state, and between the day and year in a date.  | <b>Teacher Tools Online</b><br><ul style="list-style-type: none"> <li>Video: More Comma Rules</li> </ul> <b>AfterSchoolHelp.com</b><br><ul style="list-style-type: none"> <li>Using Commas</li> </ul>                              | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 73–74</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 36 Review</li> </ul> |

# Lesson Plan Overview

| Pages   | Objectives  | Resources   | Assessments  |
|---|---|---|--|
| <b>Lesson 37</b> Practice                                       |   |   |  |
| <b>Teacher Edition</b><br>83–84<br><br><b>Worktext</b><br>75–76 | <b>37.1</b> List antonyms for the term <i>precision</i> .<br><b>BWS</b> Precision (explain)<br><b>37.2</b> Review and apply understanding of capitalizing proper nouns, capitalizing titles, writing abbreviations, and using commas.   | <b>Teacher Edition</b><br>• IA 5: Word Web        | <b>Worktext</b><br>• Worktext pages 75–76<br><b>Assessments</b><br>• Quiz 4                        |
| <b>Lesson 38</b> Chapter 3 Review                               |   |   |  |
| <b>Teacher Edition</b><br>85–86<br><br><b>Worktext</b><br>77–78 | <b>38.1</b> Create an illustration to represent the term <i>precision</i> .<br><b>BWS</b> Precision (explain)<br><b>38.2</b> Write a caption to explain the illustration.<br><b>BWS</b> Precision (explain)<br><b>38.3</b> Review and apply understanding of singular, plural, and possessive nouns; capitalizing proper nouns and titles; writing abbreviations; and using commas. |   | <b>Worktext</b><br>• Worktext pages 77–78<br><b>Assessments</b><br>• Lesson 38 Review              |
| <b>Lesson 39</b> Chapter 3 Test                                 |   |   |  |
| <b>Teacher Edition</b><br>86                                    | <b>39.1</b> Apply skills presented in Chapter 3 by taking the test.   |   | <b>Assessments</b><br>• Chapter 3 Test<br><b>Teacher Tools Online</b><br>• EV: Chapter 3 test bank |
| <b>Lesson 40</b> Journal; Cumulative Review                     |   |   |  |
| <b>Teacher Edition</b><br>87–88<br><br><b>Worktext</b><br>79–82 | <b>40.1</b> Describe a task that requires precision.<br><b>BWS</b> Precision (evaluate)<br><b>40.2</b> Review and apply skills presented in Chapters 1–3.   | <b>Teacher Tools Online</b><br>• Video: Precision | <b>Worktext</b><br>• Worktext pages 79–82  |



# Lesson Plan Overview

| Chapter 4: Verbs   |   | IA<br>EV  | Instructional Aid<br>ExamView  |
|--|---|---|--|
| Pages  | Objectives  | Resources   | Assessments  |
| <b>Lesson 41</b> Verb Tenses                                     |   |   |  |
| <b>Teacher Edition</b><br>93–96<br><br><b>Worktext</b><br>83–86  | <b>41.1</b> Define the term <i>personality</i> .<br><b>BWS</b> <i>Personality</i> (explain)<br><b>41.2</b> Identify past-, present-, and future-tense verbs.<br><b>41.3</b> Use past-, present-, and future-tense verbs in sentences. | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 22: Verb Tenses Word Cards</li> </ul> <b>Teacher Tools Online</b><br><ul style="list-style-type: none"> <li>Video: Verb Song</li> </ul> <b>AfterSchoolHelp.com</b><br><ul style="list-style-type: none"> <li>Verb Tenses</li> </ul> | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 85–86</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 41 Review</li> </ul> |
| <b>Lesson 42</b> Subject-Verb Agreement                          |   |   |  |
| <b>Teacher Edition</b><br>97–98<br><br><b>Worktext</b><br>87–88  | <b>42.1</b> Identify sentences with correct subject-verb agreement.<br><b>42.2</b> Use singular or plural present-tense verbs that agree with simple or compound subjects.  | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 23: Subject-Verb Agreement</li> </ul> <b>AfterSchoolHelp.com</b><br><ul style="list-style-type: none"> <li>Present-Tense Verbs</li> </ul>   | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 87–88</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 42 Review</li> </ul> |
| <b>Lesson 43</b> Consistent Verb Tenses                          |   |   |  |
| <b>Teacher Edition</b><br>99–100<br><br><b>Worktext</b><br>89–90 | <b>43.1</b> Choose past-tense or present-tense forms of verbs to complete sentences.<br><b>43.2</b> Correct shifts in verb tense within a paragraph.  | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 24: Remembering Hurricane Hugo</li> </ul>   | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 89–90</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 43 Review</li> </ul> |
| <b>Lesson 44</b> Main Verbs and Helping Verbs                    |   |   |  |
| <b>Teacher Edition</b><br>101–2<br><br><b>Worktext</b><br>91–92  | <b>44.1</b> Identify complete verbs.<br><b>44.2</b> Use a helping verb in a sentence.   | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>Handbook: Verbs</li> </ul> <b>AfterSchoolHelp.com</b><br><ul style="list-style-type: none"> <li>Main Verbs &amp; Helping Verbs</li> </ul>  | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 91–92</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 44 Review</li> </ul> |
| <b>Lesson 45</b> Using Helping Verbs                             |   |   |  |
| <b>Teacher Edition</b><br>103–4<br><br><b>Worktext</b><br>93–94  | <b>45.1</b> Use a helping verb in a form that agrees with the subject of a sentence.  | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 25: Using Helping Verbs</li> </ul> <b>AfterSchoolHelp.com</b><br><ul style="list-style-type: none"> <li>Using Helping Verbs</li> </ul>  | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 93–94</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 45 Review</li> </ul> |

| Pages   | Objectives  | Resources  | Assessments  |
|---|---|--|--|
| <b>Lesson 46 Practice</b>   |   |  |  |
| <b>Teacher Edition</b><br>105–6<br><br><b>Worktext</b><br>95–96   | <b>46.1</b> List common personality traits.<br><b>BWS Personality (explain)</b><br><b>46.2</b> Review and apply understanding of simple verb tenses, subject-verb agreement, and helping verbs.                           | <b>Teacher Edition</b><br>• IA 26: Main Verb and Helping Verb Cards  | <b>Worktext</b><br>• Worktext pages 95–96<br><b>Assessments</b><br>• Quiz 5            |
| <b>Lesson 47 Progressive Verbs</b>                                |   |  |  |
| <b>Teacher Edition</b><br>107–8<br><br><b>Worktext</b><br>97–98   | <b>47.1</b> Identify progressive verbs in sentences.<br><b>47.2</b> Form a progressive verb.<br><b>47.3</b> Write a sentence using a progressive verb.  | <b>Teacher Edition</b><br>• IA 27: Progressive Verbs   | <b>Worktext</b><br>• Worktext pages 97–98<br><b>Assessments</b><br>• Lesson 47 Review  |
| <b>Lesson 48 Irregular Verbs</b>                                  |   |  |  |
| <b>Teacher Edition</b><br>109–10<br><br><b>Worktext</b><br>99–100 | <b>48.1</b> Define the term <i>past participle</i> .<br><b>48.2</b> Choose the correct form of an irregular verb to show present or past tense.<br><b>48.3</b> Write a sentence with an irregular verb.                   | <b>Teacher Edition</b><br>• IA 28: Irregular Verbs<br><b>AfterSchoolHelp.com</b><br>• Irregular Verbs  | <b>Worktext</b><br>• Worktext pages 99–100<br><b>Assessments</b><br>• Lesson 48 Review |
| <b>Lesson 49 More Irregular Verbs</b>                             |   |  |  |
| <b>Teacher Edition</b><br>111–12<br><br><b>Worktext</b><br>101–2  | <b>49.1</b> Recall the definition of the term <i>past participle</i> .<br><b>49.2</b> Choose the correct form of an irregular verb to show present or past tense.<br><b>49.3</b> Write a sentence with an irregular verb. | <b>Teacher Edition</b><br>• IA 28: Irregular Verbs<br>• IA 29: More Irregular Verbs<br><b>AfterSchoolHelp.com</b><br>• Irregular Verbs                             | <b>Worktext</b><br>• Worktext pages 101–2<br><b>Assessments</b><br>• Lesson 49 Review  |
| <b>Lesson 50 Perfect Tenses</b>                                   |   |  |  |
| <b>Teacher Edition</b><br>113–14<br><br><b>Worktext</b><br>103–4  | <b>50.1</b> Identify a perfect-tense verb in a sentence.<br><b>50.2</b> Write a sentence with a perfect-tense verb.   | <b>Teacher Edition</b><br>• IA 30: Perfect Tenses<br><b>Teacher Tools Online</b><br>• Video: Perfect-Tense Verbs<br><b>AfterSchoolHelp.com</b><br>• Perfect Tenses | <b>Worktext</b><br>• Worktext pages 103–4<br><b>Assessments</b><br>• Lesson 50 Review  |

# Lesson Plan Overview

| Pages   | Objectives  | Resources   | Assessments   |
|---|---|---|---|
| <b>Lesson 51</b> Mixing Verb Tenses                               |   |   |   |
| <b>Teacher Edition</b><br>115–16<br><br><b>Worktext</b><br>105–6  | <b>51.1</b> Choose verb tenses to convey sequences.   | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 31: Sunshine Academy School News</li> </ul> | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 105–6</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 51 Review</li> </ul>              |
| <b>Lesson 52</b> Practice   |   |   |   |
| <b>Teacher Edition</b><br>117–18<br><br><b>Worktext</b><br>107–8  | <b>52.1</b> Review and apply understanding of progressive verbs, irregular verbs, and perfect tenses.   |   | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 107–8</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Quiz 6</li> </ul>                        |
| <b>Lesson 53</b> Chapter 4 Review                                 |   |   |   |
| <b>Teacher Edition</b><br>119–20<br><br><b>Worktext</b><br>109–10 | <b>53.1</b> Review and apply understanding of simple verb tenses, subject-verb agreement, helping verbs, progressive verbs, irregular verbs, and perfect tenses.                            |   | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 109–10</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 53 Review</li> </ul>             |
| <b>Lesson 54</b> Chapter 4 Test                                   |   |   |   |
| <b>Teacher Edition</b><br>120                                     | <b>54.1</b> Apply skills presented in Chapter 4 by taking the test.   |   | <b>Assessments</b><br><ul style="list-style-type: none"> <li>Chapter 4 Test</li> </ul> <b>Teacher Tools Online</b><br><ul style="list-style-type: none"> <li>EV: Chapter 4 test bank</li> </ul> |
| <b>Lesson 55</b> Journal; Cumulative Review                       |   |   |   |
| <b>Teacher Edition</b><br>121–22<br><br><b>Worktext</b><br>111–14 | <b>55.1</b> Make inferences about a writer's personality based on his or her writing.<br><b>BWS</b> Personality (explain)<br><b>55.2</b> Review and apply skills presented in Chapters 1–4. | <b>Teacher Tools Online</b><br><ul style="list-style-type: none"> <li>Video: Writer's Personality</li> </ul>    | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 111–14</li> </ul>  |

# Lesson Plan Overview

| Chapter 5: Writing a Book Review                                  |  | IA   | Instructional Aid  |
|---|--|--|--|
| Pages   | Objectives   | Resources  | Assessments  |
| <b>Lesson 56</b> Persuasive Writing                               |  |  |  |
| <b>Teacher Edition</b><br>125–28<br><br><b>Worktext</b><br>115–18 | <b>56.1</b> Identify opinions and reasons in a mentor text.<br><b>BWS</b> Perception (explain)<br><b>56.2</b> Recall the definition of <i>persuasion</i> .<br><b>56.3</b> Distinguish strong reasons from weak reasons.<br><b>56.4</b> Identify supporting facts and examples for reasons.<br><b>56.5</b> Compose reasons to support opinions. | <b>Teacher Edition</b><br>• IA 32: Opinions and Reasons  | <b>Worktext</b><br>• Worktext pages 117–18<br><b>Assessments</b><br>• Lesson 56 Write It Right |
| <b>Lesson 57</b> Parts of a Book Review                           |  |  |  |
| <b>Teacher Edition</b><br>129–30<br><br><b>Worktext</b><br>119–20 | <b>57.1</b> Analyze a model of a book review.<br><b>57.2</b> Identify the parts of a book review.<br><b>57.3</b> Distinguish between positive and negative opinions.<br><b>57.4</b> Insert transitional words and phrases at appropriate places in an opinion paragraph.   | <b>Teacher Edition</b><br>• IA 33: Book Review Model<br><b>Teacher Tools Online</b><br>• Video: Paragraphs | <b>Worktext</b><br>• Worktext page 120<br><b>Assessments</b><br>• Lesson 57 Write It Right     |
| <b>Lesson 58</b> Evaluating a Book                                |  |  |  |
| <b>Teacher Edition</b><br>131–32<br><br><b>Worktext</b><br>121–22 | <b>58.1</b> Evaluate a book.<br><b>58.2</b> List positive and negative aspects of a book to support an evaluation.<br><b>58.3</b> Evaluate specific details of a book from a biblical worldview.<br><b>BWS</b> Perception (evaluate)<br><b>58.4</b> Form an overall opinion of a book.   |  | <b>Worktext</b><br>• Worktext pages 121–22<br><b>Assessments</b><br>• Lesson 58 Write It Right |
| <b>Lesson 59</b> Book Review: Plan                                |  |  |  |
| <b>Teacher Edition</b><br>133–34<br><br><b>Worktext</b><br>123–24 | <b>59.1</b> Analyze a model of a planning chart.<br><b>59.2</b> Plan a book review.  | <b>Teacher Edition</b><br>• IA 33: Book Review Model   | <b>Worktext</b><br>• Worktext page 124   |

# Lesson Plan Overview

| Pages   | Objectives  | Resources   | Assessments   |
|---|---|---|---|
| <b>Lessons 60–61</b> Book Review: Draft                           |   |   |   |
| <b>Teacher Edition</b><br>135–36<br><br><b>Worktext</b><br>125–26 | <b>60–61.1</b> Choose transitional words and phrases for a book review.<br><b>60–61.2</b> Recall the structure of a book review.<br><b>60–61.3</b> Identify characteristics of good beginnings and endings.<br><b>60–61.4</b> Draft a book review.<br><b>60–61.5</b> Participate in a writing conference. | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 34: Transitional Words and Phrases</li> </ul>       | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext page 126</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 60 Write It Right</li> </ul>   |
| <b>Lesson 62</b> Book Review: Revise                              |   |   |   |
| <b>Teacher Edition</b><br>137–38<br><br><b>Worktext</b><br>127–28 | <b>62.1</b> Participate in a peer conference.<br><b>62.2</b> Evaluate the book review to improve the text.  | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>Handbook: Thesaurus</li> </ul>                         | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext page 128</li> </ul>  |
| <b>Lesson 63</b> Book Review: Proofread                           |   |   |   |
| <b>Teacher Edition</b><br>139–40<br><br><b>Worktext</b><br>129–30 | <b>63.1</b> Evaluate the book review for errors in capitalization, punctuation, and spelling.   |   | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext page 130</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 63 Write It Right</li> </ul>   |
| <b>Lesson 64</b> Book Review: Publish                             |   |   |   |
| <b>Teacher Edition</b><br>141                                     | <b>64.1</b> Produce a final copy of the book review.  | <b>Teacher Tools Online</b><br><ul style="list-style-type: none"> <li>Link: Reviews of Children's Books</li> </ul>      | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 35: Book Review Rubric</li> </ul>   |
| <b>Lesson 65</b> Speaking: Presenting Your Book Review            |   |   |   |
| <b>Teacher Edition</b><br>142–43<br><br><b>Worktext</b><br>131–32 | <b>65.1</b> Use visual aids effectively.<br><b>65.2</b> Present a book review to an audience.   | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 36: Tips for Good Listening and Speaking</li> </ul> | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 131–32</li> </ul> <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 37: My Speaking Self-Check</li> <li>IA 38: Presentation Rubric</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 65 Write It Right</li> </ul> |
| <b>Lesson 66</b> Reflection; Cumulative Review                    |   |   |   |
| <b>Teacher Edition</b><br>144–45<br><br><b>Worktext</b><br>133–36 | <b>66.1</b> Evaluate a given text for persuasion based on biblical truth.<br><b>BWS</b> Perception (evaluate)<br><b>66.2</b> Review and apply skills presented in Chapters 1–5.   | <b>Teacher Tools Online</b><br><ul style="list-style-type: none"> <li>Video: Persuasion</li> </ul>                      | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 133–36</li> </ul>  |

# Lesson Plan Overview

| Chapter 6: Adjectives and Adverbs                                 |  | IA<br>EV  | Instructional Aid<br>ExamView   |
|---|--|---|---|
| Pages   | Objectives   | Resources   | Assessments   |
| <b>Lesson 67</b> Adjectives                                       |  |   |   |
| <b>Teacher Edition</b><br>149–52<br><br><b>Worktext</b><br>137–40 | <b>67.1</b> Identify precise words in a mentor text.<br><b>BWS Precision (explain)</b><br><b>67.2</b> Identify adjectives.<br><b>67.3</b> Expand a sentence by adding one or more adjectives.<br><b>67.4</b> Write a sentence with an adjective. | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 39: Adjective List</li> <li>IA 40: Diagramming Adjectives and Adverbs</li> </ul> <b>Teacher Tools Online</b><br><ul style="list-style-type: none"> <li>Video: Adjective Song</li> </ul> <b>AfterSchoolHelp.com</b><br><ul style="list-style-type: none"> <li>Adjectives</li> </ul>                | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 139–40</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 67 Review</li> </ul> |
| <b>Lesson 68</b> Special Adjectives                               |  |   |   |
| <b>Teacher Edition</b><br>153–54<br><br><b>Worktext</b><br>141–42 | <b>68.1</b> Identify special adjectives, including articles, proper adjectives, and demonstratives.<br><b>68.2</b> Capitalize proper adjectives.   | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 5: Word Web</li> <li>IA 41: Special Adjectives</li> </ul> <b>AfterSchoolHelp.com</b><br><ul style="list-style-type: none"> <li>Special Adjectives</li> </ul>  | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 141–42</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 68 Review</li> </ul> |
| <b>Lesson 69</b> Adverbs  |  |   |   |
| <b>Teacher Edition</b><br>155–56<br><br><b>Worktext</b><br>143–44 | <b>69.1</b> Identify adverbs.<br><b>69.2</b> Expand a sentence by adding one or more adverbs.<br><b>69.3</b> Write a sentence with an adverb.  | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 5: Word Web</li> <li>IA 42: Adverb List</li> <li>IA 40: Diagramming Adjectives and Adverbs</li> </ul> <b>Teacher Tools Online</b><br><ul style="list-style-type: none"> <li>Video: Adverb Song</li> </ul> <b>AfterSchoolHelp.com</b><br><ul style="list-style-type: none"> <li>Adverbs</li> </ul> | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 143–44</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 69 Review</li> </ul> |
| <b>Lesson 70</b> Preposition or Adverb?                           |  |   |   |
| <b>Teacher Edition</b><br>157–58<br><br><b>Worktext</b><br>145–46 | <b>70.1</b> Distinguish a word used as an adverb from a word used as a preposition.<br><b>70.2</b> Expand sentences by adding adverbs and prepositional phrases.   | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 43: Preposition or Adverb?</li> </ul> <b>AfterSchoolHelp.com</b><br><ul style="list-style-type: none"> <li>Preposition or Adverb?</li> </ul>  | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 145–46</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 70 Review</li> </ul> |

| Pages  | Objectives  | Resources  | Assessments  |
|--|---|--|--|
| <b>Lesson 71 Practice</b>  |   |  |  |
| <b>Teacher Edition</b><br>159–60<br><br><b>Worktext</b><br>147–48  | <b>71.1</b> Distinguish between precise and imprecise language.<br><b>BWS Precision (evaluate)</b><br><b>71.2</b> Review and apply understanding of adjectives, articles, demonstratives, proper adjectives, adverbs, and prepositions. |  | <b>Worktext</b><br>• Worktext pages 147–48<br><b>Assessments</b><br>• Quiz 7           |
| <b>Lesson 72 Adjectives and Adverbs</b>                            |   |  |  |
| <b>Teacher Edition</b><br>161–62<br><br><b>Worktext</b><br>149–50  | <b>72.1</b> Identify the verb, adjective, or other adverb that an adverb is describing.<br><b>72.2</b> Distinguish an adjective from an adverb.<br><b>72.3</b> Write a sentence with an adjective and an adverb.                        | <b>Teacher Edition</b><br>• IA 44: Adjectives and Adverbs<br><b>AfterSchoolHelp.com</b><br>• Adjectives & Adverbs  | <b>Worktext</b><br>• Worktext pages 149–50<br><b>Assessments</b><br>• Lesson 72 Review |
| <b>Lesson 73 Comparing with -er and -est</b>                       |   |  |  |
| <b>Teacher Edition</b><br>163–64<br><br><b>Worktext</b><br>151–52  | <b>73.1</b> Identify the correct forms of comparative and superlative adjectives and adverbs.<br><b>73.2</b> Form comparative and superlative adjectives and adverbs using the suffixes <i>-er</i> and <i>-est</i> .                    | <b>Teacher Edition</b><br>• IA 45: Comparing with <i>-er</i> and <i>-est</i><br><b>AfterSchoolHelp.com</b><br>• Comparing with <i>-er</i> & <i>-est</i>                    | <b>Worktext</b><br>• Worktext pages 151–52<br><b>Assessments</b><br>• Lesson 73 Review |
| <b>Lesson 74 Comparing with <i>More, Most, Less, and Least</i></b> |   |  |  |
| <b>Teacher Edition</b><br>165–66<br><br><b>Worktext</b><br>153–54  | <b>74.1</b> Identify words that use <i>more, most, less, and least</i> for their comparative and superlative forms.<br><b>74.2</b> Form comparative and superlative adjectives and adverbs using <i>more, most, less, and least</i> .   | <b>Teacher Edition</b><br>• IA 46: Comparing with <i>More, Most, Less, and Least</i><br><b>AfterSchoolHelp.com</b><br>• Comparing with <i>More, Most, Less &amp; Least</i> | <b>Worktext</b><br>• Worktext pages 153–54<br><b>Assessments</b><br>• Lesson 74 Review |
| <b>Lesson 75 Special Forms of <i>Good</i> and <i>Bad</i></b>       |   |  |  |
| <b>Teacher Edition</b><br>167–68<br><br><b>Worktext</b><br>155–56  | <b>75.1</b> Distinguish between <i>good</i> and <i>well</i> .<br><b>75.2</b> Distinguish between <i>bad</i> and <i>badly</i> .<br><b>75.3</b> Use the comparative and superlative forms of <i>good, well, bad, and badly</i> .          | <b>Teacher Edition</b><br>• IA 47: Special Forms of <i>Good</i> and <i>Bad</i><br><b>AfterSchoolHelp.com</b><br>• Special Forms for <i>Good &amp; Bad</i>                  | <b>Worktext</b><br>• Worktext pages 155–56<br><b>Assessments</b><br>• Lesson 75 Review |

# Lesson Plan Overview

| Pages   | Objectives  | Resources  | Assessments  |
|---|---|--|--|
| <b>Lesson 76</b> Practice   |   |  |  |
| <b>Teacher Edition</b><br>169–70<br><br><b>Worktext</b><br>157–58 | <b>76.1</b> Sort a series of statements from least to most precise.<br><b>BWS Precision (evaluate)</b><br><b>76.2</b> Review and apply understanding of adjectives and adverbs, comparative and superlative adjectives and adverbs, and forms of <i>good</i> and <i>bad</i> .   | <b>Teacher Edition</b><br>• IA 48: Precision Bell Ringer | <b>Worktext</b><br>• Worktext pages 157–58<br><b>Assessments</b><br>• Quiz 8                       |
| <b>Lesson 77</b> Chapter 6 Review                                 |   |  |  |
| <b>Teacher Edition</b><br>171–72<br><br><b>Worktext</b><br>159–60 | <b>77.1</b> Revise an imprecise paragraph for precision.<br><b>BWS Precision (apply)</b><br><b>77.2</b> Review and apply understanding of adjectives, articles, demonstratives, proper adjectives, adverbs, prepositions, comparative and superlative adjectives and adverbs, and forms of <i>good</i> and <i>bad</i> . |  | <b>Worktext</b><br>• Worktext pages 159–60<br><b>Assessments</b><br>• Lesson 77 Review             |
| <b>Lesson 78</b> Chapter 6 Test                                   |   |  |  |
| <b>Teacher Edition</b><br>172                                     | <b>78.1</b> Apply skills presented in Chapter 6 by taking the test.   |  | <b>Assessments</b><br>• Chapter 6 Test<br><b>Teacher Tools Online</b><br>• EV: Chapter 6 test bank |
| <b>Lesson 79</b> Journal; Cumulative Review                       |   |  |  |
| <b>Teacher Edition</b><br>173–74<br><br><b>Worktext</b><br>161–64 | <b>79.1</b> Write a precise list of safety tips.<br><b>BWS Precision (apply)</b><br><b>79.2</b> Review and apply skills presented in Chapters 1–6.  | <b>Teacher Tools Online</b><br>• Video: Safety Tips      | <b>Worktext</b><br>• Worktext pages 161–64   |



# Lesson Plan Overview

| Chapter 7: More Verbs   |   | IA<br>EV   | Instructional Aid<br>ExamView   |
|---|---|--|---|
| Pages   | Objectives  | Resources  | Assessments   |
| <b>Lesson 80</b> Action and Linking Verbs                         |   |  |   |
| <b>Teacher Edition</b><br>177–80<br><br><b>Worktext</b><br>165–68 | <b>80.1</b> List obstacles to enjoyment in the writing process.<br><b>BWS</b> <i>Pleasure (evaluate)</i><br><b>80.2</b> Distinguish an action verb from a linking verb.<br><b>80.3</b> Use sensory verbs as action and linking verbs.           | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 49: Action and Linking Verbs</li> </ul> <b>AfterSchoolHelp.com</b><br><ul style="list-style-type: none"> <li>Action Verbs and Linking Verbs</li> </ul>   | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 167–68</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 80 Review</li> </ul> |
| <b>Lesson 81</b> Action Verbs                                     |   |  |   |
| <b>Teacher Edition</b><br>181–82<br><br><b>Worktext</b><br>169–70 | <b>81.1</b> Identify action verbs and direct objects.<br><b>81.2</b> Identify prepositional phrases.<br><b>81.3</b> Write a sentence with an action verb and a direct object.   | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 50: Action Verbs</li> <li>IA 51: Diagramming Verbs</li> </ul> <b>AfterSchoolHelp.com</b><br><ul style="list-style-type: none"> <li>Direct Objects</li> </ul>   | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 169–70</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 81 Review</li> </ul> |
| <b>Lesson 82</b> Linking Verbs                                    |   |  |   |
| <b>Teacher Edition</b><br>183–84<br><br><b>Worktext</b><br>171–72 | <b>82.1</b> Identify linking verbs.<br><b>82.2</b> Identify predicate nouns and predicate adjectives.<br><b>82.3</b> Identify prepositional phrases.<br><b>82.4</b> Use linking verbs and predicate nouns or predicate adjectives in sentences. | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 52: Linking Verbs</li> <li>IA 51: Diagramming Verbs</li> </ul> <b>AfterSchoolHelp.com</b><br><ul style="list-style-type: none"> <li>Linking Verbs</li> </ul>   | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 171–72</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 82 Review</li> </ul> |
| <b>Lesson 83</b> Practice   |   |  |   |
| <b>Teacher Edition</b><br>185–86<br><br><b>Worktext</b><br>173–74 | <b>83.1</b> Review and apply understanding of action verbs, direct objects, linking verbs, predicate nouns, predicate adjectives, and sensory verbs.  |  | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 173–74</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Quiz 9</li> </ul>           |
| <b>Lesson 84</b> Sentence Patterns                                |   |  |   |
| <b>Teacher Edition</b><br>187–88<br><br><b>Worktext</b><br>175–76 | <b>84.1</b> Label the sentence patterns <i>S-V</i> , <i>S-V-DO</i> , <i>S-LV-PN</i> , and <i>S-LV-PA</i> .<br><b>84.2</b> Use a variety of sentence patterns in a paragraph.  | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 53: Sentence Patterns</li> </ul> <b>Teacher Tools Online</b><br><ul style="list-style-type: none"> <li>Video: Sentence Patterns</li> </ul> <b>AfterSchoolHelp.com</b><br><ul style="list-style-type: none"> <li>Sentence Patterns</li> </ul> | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 175–76</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 84 Review</li> </ul> |

# Lesson Plan Overview

| Pages   | Objectives   | Resources  | Assessments  |
|---|--|--|--|
| <b>Lesson 85</b> Contractions and Double Negatives                |  |  |  |
| <b>Teacher Edition</b><br>189–90<br><br><b>Worktext</b><br>177–78 | <b>85.1</b> Form contractions.<br><b>85.2</b> Correct a double negative in a sentence.<br><b>85.3</b> Use a contraction in a sentence.   | <b>Teacher Edition</b><br>• IA 54: Contractions and Double Negatives   | <b>Worktext</b><br>• Worktext pages 177–78<br><b>Assessments</b><br>• Lesson 85 Review             |
| <b>Lesson 86</b> Confusing Verbs                                  |  |  |  |
| <b>Teacher Edition</b><br>191–92<br><br><b>Worktext</b><br>179–80 | <b>86.1</b> Proofread for incorrect uses of confusing verbs.<br><b>86.2</b> Use the correct forms of confusing verbs in sentences.   | <b>Teacher Edition</b><br>• IA 55: Confusing Verbs<br><b>Teacher Tools Online</b><br>• Video: Confusing Verbs<br><b>AfterSchoolHelp.com</b><br>• Confusing Verbs | <b>Worktext</b><br>• Worktext pages 179–80<br><b>Assessments</b><br>• Lesson 86 Review             |
| <b>Lesson 87</b> Practice   |  |  |  |
| <b>Teacher Edition</b><br>193–94<br><br><b>Worktext</b><br>181–82 | <b>87.1</b> Review and apply understanding of sentence patterns, contractions, double negatives, and confusing verbs.  |  | <b>Worktext</b><br>• Worktext pages 181–82<br><b>Assessments</b><br>• Quiz 10                      |
| <b>Lesson 88</b> Chapter 7 Review                                 |  |  |  |
| <b>Teacher Edition</b><br>195–96<br><br><b>Worktext</b><br>183–84 | <b>88.1</b> List different ways that writing can be enjoyable.<br><b>BWS</b> Pleasure (evaluate)<br><b>88.2</b> Review and apply understanding of action verbs, direct objects, linking verbs, predicate nouns, predicate adjectives, sensory verbs, sentence patterns, contractions, double negatives, and confusing verbs. | <b>Teacher Edition</b><br>• IA 55: Confusing Verbs   | <b>Worktext</b><br>• Worktext pages 183–84<br><b>Assessments</b><br>• Lesson 88 Review             |
| <b>Lesson 89</b> Chapter 7 Test                                   |  |  |  |
| <b>Teacher Edition</b><br>196                                     | <b>89.1</b> Apply skills presented in Chapter 7 by taking the test.  |  | <b>Assessments</b><br>• Chapter 7 Test<br><b>Teacher Tools Online</b><br>• EV: Chapter 7 test bank |
| <b>Lesson 90</b> Journal; Cumulative Review                       |  |  |  |
| <b>Teacher Edition</b><br>197–98<br><br><b>Worktext</b><br>185–88 | <b>90.1</b> Formulate a plan for finding pleasure in writing.<br><b>BWS</b> Pleasure (formulate)<br><b>90.2</b> Review and apply skills presented in Chapters 1–7.   | <b>Teacher Tools Online</b><br>• Video: Encourage Others   | <b>Worktext</b><br>• Worktext pages 185–88   |

# Lesson Plan Overview

| Chapter 8: Writing a Compare-Contrast Essay                        |  | IA   | Instructional Aid  |
|--|--|--|--|
| Pages  | Objectives   | Resources  | Assessments  |
| <b>Lesson 91</b> Paragraph Structure                               |  |  |  |
| <b>Teacher Edition</b><br>201–4<br><br><b>Worktext</b><br>189–92   | <b>91.1</b> Identify ways a character grows in perception.<br><b>BWS</b> Perception (explain)<br><b>91.2</b> Identify sentences that do not belong in a paragraph.<br><b>91.3</b> Distinguish between comparing and contrasting. |  | <b>Worktext</b><br>• Worktext page 192   |
| <b>Lesson 92</b> Compare-Contrast Essay                            |  |  |  |
| <b>Teacher Edition</b><br>205–6<br><br><b>Worktext</b><br>193–94   | <b>92.1</b> Analyze a model of a compare-contrast essay.<br><b>92.2</b> Insert comparing and contrasting words at appropriate places in an essay.  | <b>Teacher Edition</b><br>• IA 56: Compare-Contrast Essay Model<br><b>Teacher Tools Online</b><br>• Video: Introductions and Conclusions | <b>Worktext</b><br>• Worktext page 194<br><b>Assessments</b><br>• Lesson 92 Write It Right |
| <b>Lesson 93</b> Compare-Contrast Essay: Shared Writing            |  |  |  |
| <b>Teacher Edition</b><br>207–8<br><br><b>Worktext</b><br>195–96   | <b>93.1</b> List differences between two perceptions of the same thing.<br><b>BWS</b> Perception (evaluate)<br><b>93.2</b> Participate in the shared writing of a compare-contrast essay.  | <b>Teacher Edition</b><br>• IA 11: The Writing Process<br>• IA 57: T-Chart<br>• IA 58: Venn Diagram                                      | <b>Assessments</b><br>• Lesson 93 Write It Right   |
| <b>Lesson 94</b> Compare-Contrast Essay: Plan                      |  |  |  |
| <b>Teacher Edition</b><br>209–10<br><br><b>Worktext</b><br>197–98  | <b>94.1</b> Choose a topic for a compare-contrast essay.<br><b>94.2</b> List details for the essay in a T-chart.<br><b>94.3</b> Organize details in a Venn diagram.  | <b>Teacher Edition</b><br>• IA 58: Venn Diagram  | <b>Worktext</b><br>• Worktext page 198<br><b>Assessments</b><br>• Lesson 94 Write It Right |
| <b>Lessons 95–96</b> Compare-Contrast Essay: Draft                 |  |  |  |
| <b>Teacher Edition</b><br>211–12<br><br><b>Worktext</b><br>199–200 | <b>95–96.1</b> Analyze a model of a rough draft.<br><b>95–96.2</b> Draft a compare-contrast essay.<br><b>95–96.3</b> Participate in a writing conference.  | <b>Teacher Edition</b><br>• IA 59: Comparing and Contrasting Words   | <b>Worktext</b><br>• Worktext page 200<br><b>Assessments</b><br>• Lesson 95 Write It Right |

# Lesson Plan Overview

| Pages  | Objectives   | Resources   | Assessments   |
|--|--|---|---|
| <b>Lessons 97–98</b> Compare-Contrast Essay: Revise              |  |   |   |
| <b>Teacher Edition</b><br>213–14<br><br><b>Worktext</b><br>201–2 | <b>97–98.1</b> Participate in a peer conference.<br><b>97–98.2</b> Evaluate the essay to improve the text.   | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 11: The Writing Process</li> </ul>                  | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext page 202</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 97 Write It Right</li> </ul>     |
| <b>Lesson 99</b> Compare-Contrast Essay: Proofread               |  |   |   |
| <b>Teacher Edition</b><br>215–16<br><br><b>Worktext</b><br>203–4 | <b>99.1</b> Evaluate the essay for errors in capitalization, punctuation, and spelling.  |   | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext page 204</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 99 Write It Right</li> </ul>     |
| <b>Lessons 100–101</b> Compare-Contrast Essay: Publish           |  |   |   |
| <b>Teacher Edition</b><br>217                                    | <b>100–101.1</b> Produce a final copy of the essay.<br><b>100–101.2</b> Present the essay to an audience.  | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 36: Tips for Good Listening and Speaking</li> </ul> | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 37: My Speaking Self-Check</li> <li>IA 38: Presentation Rubric</li> <li>IA 60: Compare-Contrast Essay Rubric</li> </ul> |
| <b>Lesson 102</b> Reflection; Cumulative Review                  |  |   |   |
| <b>Teacher Edition</b><br>218–19<br><br><b>Worktext</b><br>205–8 | <b>102.1</b> Describe a personal example of growth in perception.<br><b>BWS</b> Perception (evaluate)<br><b>102.2</b> Review and apply skills presented in Chapters 1–8. | <b>Teacher Tools Online</b><br><ul style="list-style-type: none"> <li>Video: Perception</li> </ul>                      | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 205–8</li> </ul>   |

# Lesson Plan Overview

| Chapter 9: Pronouns   |   | IA<br>EV   | Instructional Aid<br>ExamView   |
|---|---|--|---|
| Pages   | Objectives  | Resources  | Assessments   |
| <b>Lesson 103</b> Singular and Plural Pronouns                    |   |  |   |
| <b>Teacher Edition</b><br>223–26<br><br><b>Worktext</b><br>209–12 | <b>103.1</b> List personal preferences about geographic places.<br><b>BWS</b> <i>Pleasure (explain)</i><br><b>103.2</b> Identify singular and plural pronouns.<br><b>103.3</b> Use singular and plural pronouns in sentences.   | <b>Teacher Tools Online</b><br>• Video: Pronoun Song<br><b>AfterSchoolHelp.com</b><br>• Singular & Plural Pronouns                       | <b>Worktext</b><br>• Worktext pages 211–12<br><b>Assessments</b><br>• Lesson 103 Review |
| <b>Lesson 104</b> Subject Pronouns                                |   |  |   |
| <b>Teacher Edition</b><br>227–28<br><br><b>Worktext</b><br>213–14 | <b>104.1</b> Identify subject pronouns.<br><b>104.2</b> Use subject pronouns in sentences.  | <b>AfterSchoolHelp.com</b><br>• Subject & Object Pronouns  | <b>Worktext</b><br>• Worktext pages 213–14<br><b>Assessments</b><br>• Lesson 104 Review |
| <b>Lesson 105</b> Object Pronouns                                 |   |  |   |
| <b>Teacher Edition</b><br>229–30<br><br><b>Worktext</b><br>215–16 | <b>105.1</b> Identify object pronouns.<br><b>105.2</b> Use object pronouns in sentences.  | <b>AfterSchoolHelp.com</b><br>• Subject & Object Pronouns  | <b>Worktext</b><br>• Worktext pages 215–16<br><b>Assessments</b><br>• Lesson 105 Review |
| <b>Lesson 106</b> Practice  |   |  |   |
| <b>Teacher Edition</b><br>231–32<br><br><b>Worktext</b><br>217–18 | <b>106.1</b> Compare and contrast two paragraphs for reader interest.<br><b>BWS</b> <i>Pleasure (evaluate)</i><br><b>106.2</b> Review and apply understanding of singular, plural, subject, and object pronouns.  | <b>Teacher Edition</b><br>• IA 61: Describing Places   | <b>Worktext</b><br>• Worktext pages 217–18<br><b>Assessments</b><br>• Quiz 11           |
| <b>Lesson 107</b> Pronouns and Prepositions                       |   |  |   |
| <b>Teacher Edition</b><br>233–34<br><br><b>Worktext</b><br>219–20 | <b>107.1</b> Distinguish between singular and plural object pronouns.<br><b>107.2</b> Distinguish an object pronoun used as a direct object from an object pronoun used as an object of a preposition.<br><b>107.3</b> Use an object pronoun in a prepositional phrase. | <b>Teacher Edition</b><br>• IA 62: Pronouns and Prepositions<br><b>AfterSchoolHelp.com</b><br>• Object Pronouns in Prepositional Phrases | <b>Worktext</b><br>• Worktext pages 219–20<br><b>Assessments</b><br>• Lesson 107 Review |

| Pages   | Objectives  | Resources  | Assessments  |
|---|---|--|--|
| <b>Lesson 108</b> Compound Subjects and Compound Objects          |   |  |  |
| <b>Teacher Edition</b><br>235–36<br><br><b>Worktext</b><br>221–22 | <b>108.1</b> Use pronouns in compound subjects or compound objects.<br><b>108.2</b> Distinguish between correct and incorrect pronoun courtesy order.<br><b>108.3</b> Use pronouns to reduce sentences.   | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 63: Compound Subjects and Compound Objects</li> </ul> <b>AfterSchoolHelp.com</b><br><ul style="list-style-type: none"> <li>Compound Subjects &amp; Compound Objects</li> </ul> | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 221–22</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 108 Review</li> </ul> |
| <b>Lesson 109</b> Pronoun-Antecedent Agreement                    |   |  |  |
| <b>Teacher Edition</b><br>237–38<br><br><b>Worktext</b><br>223–24 | <b>109.1</b> Identify pronouns and their antecedents.<br><b>109.2</b> Use pronouns that agree with antecedents.   | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 64: Pronoun-Antecedent Agreement</li> </ul> <b>AfterSchoolHelp.com</b><br><ul style="list-style-type: none"> <li>Pronoun/Antecedent Agreement</li> </ul>                       | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 223–24</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 109 Review</li> </ul> |
| <b>Lesson 110</b> Possessive Pronouns                             |   |  |  |
| <b>Teacher Edition</b><br>239–40<br><br><b>Worktext</b><br>225–26 | <b>110.1</b> Identify possessive pronouns.<br><b>110.2</b> Use possessive pronouns before nouns in sentences.<br><b>110.3</b> Use independent possessive pronouns in sentences.   | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 65: Possessive Pronouns</li> </ul> <b>AfterSchoolHelp.com</b><br><ul style="list-style-type: none"> <li>Possessive Pronouns</li> </ul>   | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 225–26</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 110 Review</li> </ul> |
| <b>Lesson 111</b> Reflexive Pronouns                              |   |  |  |
| <b>Teacher Edition</b><br>241–42<br><br><b>Worktext</b><br>227–28 | <b>111.1</b> Identify reflexive pronouns and the subjects they rename.<br><b>111.2</b> Distinguish a reflexive pronoun used as a direct object from a reflexive pronoun used as the object of a preposition.<br><b>111.3</b> Write a sentence with a reflexive pronoun. | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 66: Reflexive Pronouns</li> </ul> <b>AfterSchoolHelp.com</b><br><ul style="list-style-type: none"> <li>Reflexive Pronouns</li> </ul>   | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 227–28</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 111 Review</li> </ul> |
| <b>Lesson 112</b> Homophones                                      |   |  |  |
| <b>Teacher Edition</b><br>243–44<br><br><b>Worktext</b><br>229–30 | <b>112.1</b> Distinguish between homophones.<br><b>112.2</b> Use homophones correctly in sentences.   | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 67: Homophones</li> <li>Handbook: Homophones</li> </ul>  | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 229–30</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 112 Review</li> </ul> |
| <b>Lesson 113</b> Prefixes and Suffixes                           |   |  |  |
| <b>Teacher Edition</b><br>245–46<br><br><b>Worktext</b><br>231–32 | <b>113.1</b> Add a prefix or suffix to a word to make the word fit the intended meaning and context.<br><b>113.2</b> Analyze prefixes and suffixes for clues to the meaning of words.   | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 68: Prefixes and Suffixes</li> </ul>   | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 231–32</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 113 Review</li> </ul> |

# Lesson Plan Overview

| Pages   | Objectives   | Resources   | Assessments   |
|---|--|---|---|
| <b>Lesson 114</b> Practice  |  |   |   |
| <b>Teacher Edition</b><br>247–48<br><br><b>Worktext</b><br>233–34 | <b>114.1</b> Analyze a photo for interesting details.<br><b>BWS</b> Pleasure (evaluate)<br><b>114.2</b> Write an engaging photo caption.<br><b>BWS</b> Pleasure (apply)<br><b>114.3</b> Review and apply understanding of singular and plural pronouns, subject pronouns, object pronouns, pronoun-antecedent agreement, possessive pronouns, reflexive pronouns, homophones, and prefixes and suffixes. |   | <b>Worktext</b><br><ul style="list-style-type: none"> <li>• Worktext pages 233–34</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>• Quiz 12</li> </ul>                      |
| <b>Lesson 115</b> Chapter 9 Review                                |  |   |   |
| <b>Teacher Edition</b><br>249–50<br><br><b>Worktext</b><br>235–36 | <b>115.1</b> Review and apply understanding of singular, plural, subject, object, possessive, and reflexive pronouns; pronoun-antecedent agreement; homophones; and prefixes and suffixes.   | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>• IA 67: Homophones</li> </ul>             | <b>Worktext</b><br><ul style="list-style-type: none"> <li>• Worktext pages 235–36</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>• Lesson 115 Review</li> </ul>            |
| <b>Lesson 116</b> Chapter 9 Test                                  |  |   |   |
| <b>Teacher Edition</b><br>250                                     | <b>116.1</b> Apply skills presented in Chapter 9 by taking the test.   |   | <b>Assessments</b><br><ul style="list-style-type: none"> <li>• Chapter 9 Test</li> </ul> <b>Teacher Tools Online</b><br><ul style="list-style-type: none"> <li>• EV: Chapter 9 test bank</li> </ul> |
| <b>Lesson 117</b> Journal; Cumulative Review                      |  |   |   |
| <b>Teacher Edition</b><br>251–52<br><br><b>Worktext</b><br>237–40 | <b>117.1</b> Describe a favorite geographic place in a way that will bring pleasure to others.<br><b>BWS</b> Pleasure (apply)<br><b>117.2</b> Review and apply skills presented in Chapters 1–9.   | <b>Teacher Tools Online</b><br><ul style="list-style-type: none"> <li>• Video: Describing Places</li> </ul> | <b>Worktext</b><br><ul style="list-style-type: none"> <li>• Worktext pages 237–40</li> </ul>  |

# Lesson Plan Overview

| Chapter 10: Writing a Persuasive Letter                           |   | IA   | Instructional Aid  |
|---|---|--|--|
| Pages   | Objectives  | Resources  | Assessments  |
| <b>Lesson 118</b> Dishonest Tactics                               |   |  |  |
| <b>Teacher Edition</b><br>255–58<br><br><b>Worktext</b><br>241–44 | <b>118.1</b> Identify right and wrong perceptions in a mentor text.<br><b>BWS</b> Perception (explain)<br><b>118.2</b> Identify types of dishonest persuasive tactics.<br><b>118.3</b> Revise dishonest persuasion to be honest.                                | <b>Teacher Tools Online</b><br><ul style="list-style-type: none"> <li>Video: Dishonest Persuasion</li> </ul>                                       | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext page 244</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 118 Write It Right</li> </ul> |
| <b>Lesson 119</b> Formal and Informal Letters                     |   |  |  |
| <b>Teacher Edition</b><br>259–60<br><br><b>Worktext</b><br>245–46 | <b>119.1</b> Distinguish between formal and informal letters.<br><b>119.2</b> Identify four features of good formal letters.  |  | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext page 246</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 119 Write It Right</li> </ul> |
| <b>Lesson 120</b> Parts of a Formal Letter                        |   |  |  |
| <b>Teacher Edition</b><br>261–62<br><br><b>Worktext</b><br>247–48 | <b>120.1</b> Identify the six parts of a formal letter.<br><b>120.2</b> Evaluate a model for four features of a good formal letter.   |  | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext page 248</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 120 Write It Right</li> </ul> |
| <b>Lesson 121</b> Email Form and Etiquette                        |   |  |  |
| <b>Teacher Edition</b><br>263–64<br><br><b>Worktext</b><br>249–50 | <b>121.1</b> Identify features of good email form and etiquette.<br><b>121.2</b> Explain how email form and etiquette can affect a reader's perception of the writer.<br><b>BWS</b> Perception (explain)<br><b>121.3</b> Revise an email using good email form. | <b>Teacher Tools Online</b><br><ul style="list-style-type: none"> <li>Video: Message Etiquette</li> </ul>  | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext page 250</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 121 Write It Right</li> </ul> |
| <b>Lesson 122</b> Persuasive Letter: Plan                         |   |  |  |
| <b>Teacher Edition</b><br>265–66<br><br><b>Worktext</b><br>251–52 | <b>122.1</b> Choose a purpose for a persuasive letter.<br><b>122.2</b> Plan a persuasive letter.  | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 69: Persuasive Letter Model</li> <li>IA 70: Persuasive Letter Ideas</li> </ul> | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext page 252</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 122 Write It Right</li> </ul> |



# Lesson Plan Overview

| Pages   | Objectives  | Resources  | Assessments   |
|---|---|--|---|
| <b>Lessons 123–24</b> Persuasive Letter: Draft                    |   |  |   |
| <b>Teacher Edition</b><br>267–68<br><br><b>Worktext</b><br>253–54 | <b>123–24.1</b> Analyze model addresses for formal letters.<br><b>123–24.2</b> Draft a persuasive letter.<br><b>123–24.3</b> Participate in a writing conference.                       | <b>Teacher Edition</b><br>• IA 69: Persuasive Letter Model | <b>Worktext</b><br>• Worktext page 254<br><b>Assessments</b><br>• Lesson 123 Write It Right |
| <b>Lesson 125</b> Persuasive Letter: Revise                       |   |  |   |
| <b>Teacher Edition</b><br>269–70<br><br><b>Worktext</b><br>255–56 | <b>125.1</b> Participate in a peer conference.<br><b>125.2</b> Evaluate the persuasive letter to improve the text.  | <b>Teacher Edition</b><br>• IA 11: The Writing Process     | <b>Worktext</b><br>• Worktext page 256  |
| <b>Lesson 126</b> Persuasive Letter: Proofread                    |   |  |   |
| <b>Teacher Edition</b><br>271–72<br><br><b>Worktext</b><br>257–58 | <b>126.1</b> Evaluate a model persuasive letter for errors in form.<br><b>126.2</b> Evaluate the persuasive letter for errors in form, punctuation, capitalization, and spelling.       | <b>Teacher Edition</b><br>• IA 71: Persuasive Letter Form  | <b>Worktext</b><br>• Worktext page 258  |
| <b>Lesson 127</b> Persuasive Letter: Publish                      |   |  |   |
| <b>Teacher Edition</b><br>273                                     | <b>127.1</b> Produce a final copy of the persuasive letter.   | <b>Teacher Edition</b><br>• IA 72: Mailing a Formal Letter | <b>Teacher Edition</b><br>• IA 73: Persuasive Letter Rubric                                 |
| <b>Lesson 128</b> Reflection; Cumulative Review                   |   |  |   |
| <b>Teacher Edition</b><br>274–75<br><br><b>Worktext</b><br>259–62 | <b>128.1</b> Evaluate a given text for effectiveness and honesty in persuasion.<br><b>BWS</b> Perception (evaluate)<br><b>128.2</b> Review and apply skills presented in Chapters 1–10. | <b>Teacher Tools Online</b><br>• Video: Honest Persuasion  | <b>Worktext</b><br>• Worktext pages 259–62  |

# Lesson Plan Overview

| Chapter 11: More Sentences  |  | IA<br>EV   | Instructional Aid<br>ExamView   |
|---|--|--|---|
| Pages   | Objectives   | Resources  | Assessments   |
| <b>Lesson 129</b> Coordinating Conjunctions                       |  |  |   |
| <b>Teacher Edition</b><br>279–82<br><br><b>Worktext</b><br>263–66 | <b>129.1</b> List reasons that humans build monuments.<br><b>BWS</b> Personality (explain)<br><b>129.2</b> Define <i>coordinating conjunction</i> .<br><b>129.3</b> Identify the coordinating conjunctions <i>and</i> , <i>but</i> , and <i>or</i> .<br><b>129.4</b> Identify the function of the words joined by a conjunction in a sentence.<br><b>129.5</b> Use commas in a series and before a conjunction in a compound sentence. | <b>Teacher Edition</b><br>• IA 74: Coordinating Conjunctions<br><b>AfterSchoolHelp.com</b><br>• Conjunctions   | <b>Worktext</b><br>• Worktext pages 265–66<br><b>Assessments</b><br>• Lesson 129 Review |
| <b>Lesson 130</b> Correlative Conjunctions                        |  |  |   |
| <b>Teacher Edition</b><br>283–84<br><br><b>Worktext</b><br>267–68 | <b>130.1</b> Define <i>correlative conjunction</i> .<br><b>130.2</b> Identify correlative conjunctions.<br><b>130.3</b> Use correlative conjunctions in sentences.   | <b>Teacher Edition</b><br>• IA 75: Correlative Conjunctions<br><b>Teacher Tools Online</b><br>• Video: Correlative Conjunctions  | <b>Worktext</b><br>• Worktext pages 267–68<br><b>Assessments</b><br>• Lesson 130 Review |
| <b>Lesson 131</b> Subordinating Conjunctions                      |  |  |   |
| <b>Teacher Edition</b><br>285–86<br><br><b>Worktext</b><br>269–70 | <b>131.1</b> Define <i>subordinating conjunction</i> .<br><b>131.2</b> Identify subordinating conjunctions.<br><b>131.3</b> Distinguish a dependent clause from an independent clause.<br><b>131.4</b> Combine simple sentences using a subordinating conjunction.   | <b>Teacher Edition</b><br>• IA 76: Subordinating Conjunctions<br><b>Teacher Tools Online</b><br>• Video: Subordinating Conjunctions<br><b>AfterSchoolHelp.com</b><br>• Subordinating Conjunctions                                  | <b>Worktext</b><br>• Worktext pages 269–70<br><b>Assessments</b><br>• Lesson 131 Review |
| <b>Lesson 132</b> Sentences: Simple, Compound, and Complex        |  |  |   |
| <b>Teacher Edition</b><br>287–88<br><br><b>Worktext</b><br>271–72 | <b>132.1</b> Distinguish between simple, compound, and complex sentences.<br><b>132.2</b> Combine simple sentences to form compound or complex sentences.  | <b>Teacher Edition</b><br>• IA 77: Simple, Compound, and Complex Sentences<br><b>Teacher Tools Online</b><br>• Video: Simple, Compound & Complex Sentences<br><b>AfterSchoolHelp.com</b><br>• Simple, Compound & Complex Sentences | <b>Worktext</b><br>• Worktext pages 271–72<br><b>Assessments</b><br>• Lesson 132 Review |

| Pages   | Objectives  | Resources   | Assessments   |
|---|---|---|---|
| <b>Lesson 133</b> Practice  |   |   |   |
| <b>Teacher Edition</b><br>289–90<br><br><b>Worktext</b><br>273–74 | <b>133.1</b> Analyze a biblical example of a monument.<br><b>BWS</b> Personality (evaluate)<br><b>133.2</b> Review and apply understanding of conjunctions, dependent clauses, independent clauses, compound sentences, and complex sentences.                          |   | <b>Worktext</b><br>• Worktext pages 273–74<br><b>Assessments</b><br>• Quiz 13           |
| <b>Lesson 134</b> Sentences and Fragments                         |   |   |   |
| <b>Teacher Edition</b><br>291–92<br><br><b>Worktext</b><br>275–76 | <b>134.1</b> Distinguish a sentence from a fragment.<br><b>134.2</b> Rewrite a fragment as a complete sentence.<br><b>134.3</b> Write a simple sentence.<br><b>134.4</b> Write a compound sentence.<br><b>134.5</b> Write a complex sentence.                           | <b>Teacher Edition</b><br>• IA 78: Revising Fragments<br><b>AfterSchoolHelp.com</b><br>• Simple, Compound & Complex Sentences | <b>Worktext</b><br>• Worktext pages 275–76<br><b>Assessments</b><br>• Lesson 134 Review |
| <b>Lesson 135</b> Commas and Comma Splices                        |   |   |   |
| <b>Teacher Edition</b><br>293–94<br><br><b>Worktext</b><br>277–78 | <b>135.1</b> Identify comma splices.<br><b>135.2</b> Revise a sentence to correct a comma splice.<br><b>135.3</b> Use a comma before a conjunction in a compound sentence.<br><b>135.4</b> Use a comma after a dependent clause at the beginning of a complex sentence. | <b>Teacher Edition</b><br>• IA 79: Commas and Comma Splices<br><b>AfterSchoolHelp.com</b><br>• Commas and Comma Splices       | <b>Worktext</b><br>• Worktext pages 277–78<br><b>Assessments</b><br>• Lesson 135 Review |
| <b>Lesson 136</b> Revising Fused Sentences                        |   |   |   |
| <b>Teacher Edition</b><br>295–96<br><br><b>Worktext</b><br>279–80 | <b>136.1</b> Identify fused sentences.<br><b>136.2</b> Revise to correct a fused sentence.  | <b>Teacher Edition</b><br>• IA 80: Types of Conjunctions<br>• IA 81: Revising Fused Sentences                                 | <b>Worktext</b><br>• Worktext pages 279–80<br><b>Assessments</b><br>• Lesson 136 Review |
| <b>Lesson 137</b> Comma Rules                                     |   |   |   |
| <b>Teacher Edition</b><br>297–98<br><br><b>Worktext</b><br>281–82 | <b>137.1</b> Use commas with dialogue tags, nouns of direct address, and tag questions.   | <b>Teacher Tools Online</b><br>• Video: Additional Comma Rules  | <b>Worktext</b><br>• Worktext pages 281–82<br><b>Assessments</b><br>• Lesson 137 Review |

# Lesson Plan Overview

| Pages  | Objectives   | Resources  | Assessments  |
|--|--|--|--|
| <b>Lesson 138</b> Practice   |  |  |  |
| <b>Teacher Edition</b><br>299–300<br><br><b>Worktext</b><br>283–84 | <b>138.1</b> Analyze a biblical example of a monument.<br><b>BWS Personality (evaluate)</b><br><b>138.2</b> Review and apply understanding of fragments, comma splices, fused sentences, and comma rules.  |  | <b>Worktext</b><br>• Worktext pages 283–84<br><b>Assessments</b><br>• Quiz 14                        |
| <b>Lesson 139</b> Chapter 11 Review                                |  |  |  |
| <b>Teacher Edition</b><br>301–2<br><br><b>Worktext</b><br>285–86   | <b>139.1</b> Compare the writing process to the process of building a monument.<br><b>BWS Personality (formulate)</b><br><b>139.2</b> Review and apply understanding of conjunctions, dependent clauses, independent clauses, compound sentences, complex sentences, fragments, comma splices, fused sentences, and comma rules. | <b>Teacher Edition</b><br>• IA 82: Sentences Proofreading Practice | <b>Worktext</b><br>• Worktext pages 285–86<br><b>Assessments</b><br>• Lesson 139 Review              |
| <b>Lesson 140</b> Chapter 11 Test                                  |  |  |  |
| <b>Teacher Edition</b><br>302                                      | <b>140.1</b> Apply skills presented in Chapter 11 by taking the test.  |  | <b>Assessments</b><br>• Chapter 11 Test<br><b>Teacher Tools Online</b><br>• EV: Chapter 11 test bank |
| <b>Lesson 141</b> Journal; Cumulative Review                       |  |  |  |
| <b>Teacher Edition</b><br>303–4<br><br><b>Worktext</b><br>287–90   | <b>141.1</b> Record a personal experience of God's goodness.<br><b>BWS Personality (apply)</b><br><b>141.2</b> Review and apply skills presented in Chapters 1–11.   | <b>Teacher Tools Online</b><br>• Video: God's Goodness             | <b>Worktext</b><br>• Worktext pages 287–90   |

# Lesson Plan Overview

| Chapter 12: Writing a Personal Narrative                           |  | IA  | Instructional Aid   |
|--|--|---|---|
| Pages  | Objectives   | Resources   | Assessments   |
| <b>Lesson 142</b> Personal Narrative                               |  |   |   |
| <b>Teacher Edition</b><br>307–10<br><br><b>Worktext</b><br>291–94  | <b>142.1</b> Analyze a model of a personal narrative.<br><b>142.2</b> Identify textual elements that show writer personality.<br><b>BWS</b> Personality (explain)<br><b>142.3</b> Define <i>personal narrative</i> .<br><b>142.4</b> Recall the definition of <i>first-person point of view</i> .<br><b>142.5</b> List possible topics for a personal narrative. |   | <b>Worktext</b><br>• Worktext page 294<br><b>Assessments</b><br>• Lesson 142 Write It Right |
| <b>Lesson 143</b> Good Openings and Closings                       |  |   |   |
| <b>Teacher Edition</b><br>311–12<br><br><b>Worktext</b><br>295–96  | <b>143.1</b> Analyze example openings for personal narratives.<br><b>143.2</b> Write a good opening for a personal narrative about a given situation.<br><b>143.3</b> Write a good closing for a personal narrative about a given situation.   |   | <b>Worktext</b><br>• Worktext page 296<br><b>Assessments</b><br>• Lesson 143 Write It Right |
| <b>Lesson 144</b> Personal Narrative: Plan                         |  |   |   |
| <b>Teacher Edition</b><br>313–14<br><br><b>Worktext</b><br>297–98  | <b>144.1</b> Choose a topic for a personal narrative.<br><b>144.2</b> Analyze a model of a planning chart.<br><b>144.3</b> Plan events and details to include in the narrative.<br><b>144.4</b> Plan an opening and a closing for the narrative.   |   | <b>Worktext</b><br>• Worktext page 298<br><b>Assessments</b><br>• Lesson 144 Write It Right |
| <b>Lessons 145–46</b> Personal Narrative: Draft                    |  |   |   |
| <b>Teacher Edition</b><br>315–16<br><br><b>Worktext</b><br>299–300 | <b>145–46.1</b> Draft a personal narrative.<br><b>145–46.2</b> Choose time-order and spatial words for the narrative.<br><b>145–46.3</b> Include dialogue in the narrative.  | <b>Teacher Edition</b><br>• IA 83: Personal Narrative Model<br>• IA 84: More Transitional Words and Phrases | <b>Worktext</b><br>• Worktext page 300<br><b>Assessments</b><br>• Lesson 145 Write It Right |

# Lesson Plan Overview

| Pages  | Objectives  | Resources   | Assessments   |
|--|---|---|---|
| <b>Lessons 147–48</b> Personal Narrative: Revise                 |   |   |   |
| <b>Teacher Edition</b><br>317–18<br><br><b>Worktext</b><br>301–2 | <b>147–48.1</b> Participate in a peer conference.<br><b>147–48.2</b> Evaluate the narrative to improve the text.<br><b>147–48.3</b> Revise the narrative to communicate writer personality.<br><b>BWS</b> Personality (apply) |   | <b>Worktext</b><br>• Worktext page 302<br><b>Assessments</b><br>• Lesson 147 Write It Right                                     |
| <b>Lesson 149</b> Personal Narrative: Proofread                  |   |   |   |
| <b>Teacher Edition</b><br>319–20<br><br><b>Worktext</b><br>303–4 | <b>149.1</b> Evaluate the narrative for errors in punctuation, capitalization, and spelling.  |   | <b>Worktext</b><br>• Worktext page 304<br><b>Assessments</b><br>• Lesson 149 Write It Right                                     |
| <b>Lessons 150–51</b> Personal Narrative: Publish                |   |   |   |
| <b>Teacher Edition</b><br>321                                    | <b>150–51.1</b> Produce a final copy of the narrative.<br><b>150–51.2</b> Present the narrative to an audience.   | <b>Teacher Edition</b><br>• IA 36: Tips for Good Listening and Speaking | <b>Teacher Edition</b><br>• IA 37: My Speaking Self-Check<br>• IA 38: Presentation Rubric<br>• IA 85: Personal Narrative Rubric |
| <b>Lesson 152</b> Reflection; Cumulative Review                  |   |   |   |
| <b>Teacher Edition</b><br>322–23<br><br><b>Worktext</b><br>305–8 | <b>152.1</b> Evaluate the narrative for expression of personality.<br><b>BWS</b> Personality (evaluate)<br><b>152.2</b> Review and apply skills presented in Chapters 1–12.   | <b>Teacher Tools Online</b><br>• Video: Expressing Personality          | <b>Worktext</b><br>• Worktext pages 305–8   |

# Lesson Plan Overview

| Chapter 13: Developing Research Skills    |  |   | IA  | Instructional Aid |
|---|--|---|---|-------------------|
|   |  |   | G/E   | Games/Enrichment  |
|   |  |   | EV  | ExamView          |
| Pages                                     | Objectives   | Resources   | Assessments   |                   |
| <b>Lesson 153</b> Parts of a Book         |  |   |   |                   |
| <b>Teacher Edition</b><br>327–30          | <b>153.1</b> Explain the importance of accurate sources of information.<br><b>BWS Precision (explain)</b>          | <b>Teacher Edition</b><br>• IA 86: Elements of Good Research<br>• IA 87: Parts of a Book  | <b>Worktext</b><br>• Worktext pages 311–12<br><b>Assessments</b><br>• Lesson 153 Review |                   |
| <b>Worktext</b><br>309–12                 | <b>153.2</b> Identify the parts of a book.   |   |   |                   |
|   | <b>153.3</b> Use the parts of a book to find information.  |   |   |                   |
| <b>Lesson 154</b> Using the Library       |  |   |   |                   |
| <b>Teacher Edition</b><br>331–32          | <b>154.1</b> Choose the best type of source for locating a given piece of information.                             | <b>Teacher Edition</b><br>• IA 86: Elements of Good Research<br>• IA 88: Reference Materials<br><b>Teacher Tools Online</b><br>• Video: The Library | <b>Worktext</b><br>• Worktext pages 313–14<br><b>Assessments</b><br>• Lesson 154 Review |                   |
|   | <b>154.2</b> Choose keywords for a library catalog search.   |   |   |                   |
| <b>Worktext</b><br>313–14                 | <b>154.3</b> Identify the best type of catalog search for a given book or topic.                                   |   |   |                   |
| <b>Lesson 155</b> Dictionaries            |  |   |   |                   |
| <b>Teacher Edition</b><br>333–34          | <b>155.1</b> Identify the features of a dictionary page.   | <b>Teacher Edition</b><br>• IA 89: Dictionary Skills  | <b>Worktext</b><br>• Worktext page 316<br><b>Assessments</b><br>• Lesson 155 Review     |                   |
|   | <b>155.2</b> Use guide words to locate a given word in the dictionary.   |   |   |                   |
| <b>Worktext</b><br>315–16                 | <b>155.3</b> Locate specific information about a given word in the dictionary.                                     |   |   |                   |
| <b>Lesson 156</b> More about Dictionaries |  |   |   |                   |
| <b>Teacher Edition</b><br>335–36          | <b>156.1</b> Explain how a dictionary can help with precision in writing.<br><b>BWS Precision (explain)</b>        | <b>Teacher Edition</b><br>• IA 90: More Dictionary Skills   | <b>Worktext</b><br>• Worktext pages 317–18<br><b>Assessments</b><br>• Lesson 156 Review |                   |
|   | <b>156.2</b> Define <i>homograph</i> .   |   |   |                   |
| <b>Worktext</b><br>317–18                 | <b>156.3</b> Determine the meaning of a word in context.   |   |   |                   |
|   | <b>156.4</b> Use a word in context to communicate a specific meaning.  |   |   |                   |
| <b>Lesson 157</b> Practice                |  |   |   |                   |
| <b>Teacher Edition</b><br>337–38          | <b>157.1</b> Review and apply understanding of parts of books, libraries, reference materials, and the dictionary. |   | <b>Worktext</b><br>• Worktext pages 319–20<br><b>Assessments</b><br>• Quiz 15           |                   |
| <b>Worktext</b><br>319–20                 |  |   |   |                   |

| Pages   | Objectives  | Resources   | Assessments  |
|---|---|---|--|
| <b>Lesson 158</b> Internet Research                               |   |   |  |
| <b>Teacher Edition</b><br>339–40<br><br><b>Worktext</b><br>321–22 | <b>158.1</b> Recall the terms <i>web browser</i> , <i>URL</i> , <i>search engine</i> , and <i>keyword</i> .<br><b>158.2</b> Choose a keyword or keywords for a research question.<br><b>158.3</b> Analyze a list of search results.<br><b>158.4</b> Refine a keyword search to improve results. | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 91: Research Sources Form</li> </ul>  | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 321–22</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 158 Review</li> </ul> |
| <b>Lesson 159</b> Internet Safety                                 |   |   |  |
| <b>Teacher Edition</b><br>341–42<br><br><b>Worktext</b><br>323–24 | <b>159.1</b> Apply the principles of internet safety to a given scenario.<br><b>159.2</b> Recall the definition of <i>reliable</i> .<br><b>159.3</b> Evaluate potential research sources for reliability.<br><b>BWS Precision (evaluate)</b>  | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 86: Elements of Good Research</li> <li>IA 92: Internet Safety</li> </ul>  | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 323–24</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 159 Review</li> </ul> |
| <b>Lesson 160</b> Taking Notes: Outlining                         |   |   |  |
| <b>Teacher Edition</b><br>343–44<br><br><b>Worktext</b><br>325–26 | <b>160.1</b> Analyze a model of notes taken in outline form.<br><b>160.2</b> Take notes in outline form.  | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 93: Hedgehog Outline</li> </ul> <b>Teacher Tools Online</b><br><ul style="list-style-type: none"> <li>Video: Outlining</li> </ul>   | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 325–26</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 160 Review</li> </ul> |
| <b>Lesson 161</b> Taking Notes: Making Note Cards                 |   |   |  |
| <b>Teacher Edition</b><br>345–46<br><br><b>Worktext</b><br>327–28 | <b>161.1</b> Analyze a model of a note card.<br><b>161.2</b> Take notes on a note card.<br><b>161.3</b> Recall the definition of <i>plagiarism</i> .<br><b>161.4</b> Describe ways to avoid plagiarism.<br><b>BWS Precision (explain)</b>   | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 86: Elements of Good Research</li> <li>IA 94: Note Card Guidelines</li> </ul> <b>Teacher Tools Online</b><br><ul style="list-style-type: none"> <li>Video: Note Taking</li> </ul> | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext page 328</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 161 Review</li> </ul>     |
| <b>Lesson 162</b> Practice  |   |   |  |
| <b>Teacher Edition</b><br>347–48<br><br><b>Worktext</b><br>329–30 | <b>162.1</b> Review and apply understanding of internet research, internet safety, and note-taking.   | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 92: Internet Safety</li> <li>IA 95: Note Card Practice</li> <li>IA 94: Note Card Guidelines</li> </ul>  | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext pages 329–30</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Quiz 16</li> </ul>           |



# Lesson Plan Overview

| Pages   | Objectives   | Resources  | Assessments  |
|---|--|--|--|
| <b>Lesson 163</b> Chapter 13 Review                               |  |  |  |
| <b>Teacher Edition</b><br>349–50<br><br><b>Worktext</b><br>331–32 | <b>163.1</b> Review and apply understanding of parts of books, libraries, reference materials, internet research, internet safety, and note-taking.                    | <b>Teacher Edition</b><br>• IA 96: Research Game<br><b>Teacher Tools Online</b><br>• Link: <i>Jeopardy!</i> -Style Quiz Website<br>• G/E: Spreadsheet of Research Game Questions | <b>Worktext</b><br>• Worktext pages 331–32<br><b>Assessments</b><br>• Lesson 163 Review              |
| <b>Lesson 164</b> Chapter 13 Test                                 |  |  |  |
| <b>Teacher Edition</b><br>350                                     | <b>164.1</b> Apply skills presented in Chapter 13 by taking the test.  |  | <b>Assessments</b><br>• Chapter 13 Test<br><b>Teacher Tools Online</b><br>• EV: Chapter 13 test bank |
| <b>Lesson 165</b> Journal; Cumulative Review                      |  |  |  |
| <b>Teacher Edition</b><br>351–52<br><br><b>Worktext</b><br>333–36 | <b>165.1</b> Formulate a plan for handling research precisely.<br><b>BWS Precision (formulate)</b><br><b>165.2</b> Review and apply skills presented in Chapters 1–13. | <b>Teacher Tools Online</b><br>• Video: Precise Research   | <b>Worktext</b><br>• Worktext pages 333–36   |

# Lesson Plan Overview

| Chapter 14: Writing a Research Report                             |   | IA  | Instructional Aid  |
|---|---|---|--|
| Pages   | Objectives  | Resources   | Assessments  |
| <b>Lesson 166</b> Research Reports                                |   |   |  |
| <b>Teacher Edition</b><br>355–58<br><br><b>Worktext</b><br>337–40 | <b>166.1</b> Describe ways Christians of the past have influenced the perceptions of others.<br><b>BWS</b> Perception (explain)<br><b>166.2</b> Analyze a model of a research report.<br><b>166.3</b> Identify the steps for writing a research report.<br><b>166.4</b> Choose a topic for a research report. | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 97: Famous Christians of the Past</li> </ul>                              | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext page 340</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 166 Write It Right</li> </ul> |
| <b>Lessons 167–69</b> Research Report: Taking Notes               |   |   |  |
| <b>Teacher Edition</b><br>359–60<br><br><b>Worktext</b><br>341–42 | <b>167–69.1</b> Analyze a model of notes taken from a nonfiction source.<br><b>167–69.2</b> Take notes from nonfiction sources.<br><b>167–69.3</b> List ways in which the subject of the research report was influential.<br><b>BWS</b> Perception (explain)  | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 94: Note Card Guidelines</li> <li>IA 91: Research Sources Form</li> </ul> | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext page 342</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 167 Write It Right</li> </ul> |
| <b>Lessons 170–71</b> Research Report: Writing an Outline         |   |   |  |
| <b>Teacher Edition</b><br>361–62<br><br><b>Worktext</b><br>343–44 | <b>170–71.1</b> Analyze a model of transferring details from note cards to an outline.<br><b>170–71.2</b> Write an outline using details from note cards.   | <b>Teacher Edition</b><br><ul style="list-style-type: none"> <li>IA 98: Research Report Outline Model</li> </ul>                              | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext page 344</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 170 Write It Right</li> </ul> |
| <b>Lessons 172–73</b> Research Report: Draft                      |   |   |  |
| <b>Teacher Edition</b><br>363–64<br><br><b>Worktext</b><br>345–46 | <b>172–73.1</b> Analyze a model of a first draft.<br><b>172–73.2</b> Draft the research report.<br><b>172–73.3</b> Participate in a writing conference.   |   | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext page 346</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 172 Write It Right</li> </ul> |
| <b>Lessons 174–75</b> Research Report: Revise                     |   |   |  |
| <b>Teacher Edition</b><br>365–66<br><br><b>Worktext</b><br>347–48 | <b>174–75.1</b> Analyze a model of a revised draft.<br><b>174–75.2</b> Participate in a peer conference.<br><b>174–75.3</b> Evaluate the report to improve the text.  |   | <b>Worktext</b><br><ul style="list-style-type: none"> <li>Worktext page 348</li> </ul> <b>Assessments</b><br><ul style="list-style-type: none"> <li>Lesson 174 Write It Right</li> </ul> |

# Lesson Plan Overview

| Pages   | Objectives   | Resources  | Assessments   |
|---|--|--|---|
| <b>Lesson 176</b> Research Report: Proofread                      |  |  |   |
| <b>Teacher Edition</b><br>367–68<br><br><b>Worktext</b><br>349–50 | <b>176.1</b> Evaluate the report for errors in capitalization, punctuation, and spelling.  | <b>Teacher Edition</b><br>• IA 99: Identifying Errors in a Paragraph   | <b>Worktext</b><br>• Worktext page 350<br><b>Assessments</b><br>• Lesson 176 Write It Right                                   |
| <b>Lesson 177</b> The Bibliography                                |  |  |   |
| <b>Teacher Edition</b><br>369–70<br><br><b>Worktext</b><br>351–52 | <b>177.1</b> Identify the format for recording sources in a bibliography.<br><b>177.2</b> Write a bibliography using source information.   | <b>Teacher Edition</b><br>• IA 100: Bibliographic Form<br><b>Teacher Tools Online</b><br>• Video: Bibliographies | <b>Worktext</b><br>• Worktext page 352  |
| <b>Lessons 178–79</b> Research Report: Publish                    |  |  |   |
| <b>Teacher Edition</b><br>371                                     | <b>178–79.1</b> Produce a final copy of the report.<br><b>178–79.2</b> Present the report to an audience.  | <b>Teacher Edition</b><br>• IA 36: Tips for Good Listening and Speaking  | <b>Teacher Edition</b><br>• IA 37: My Speaking Self-Check<br>• IA 38: Presentation Rubric<br>• IA 101: Research Report Rubric |
| <b>Lesson 180</b> Reflection; Cumulative Review                   |  |  |   |
| <b>Teacher Edition</b><br>372–73<br><br><b>Worktext</b><br>353–56 | <b>180.1</b> Evaluate the life of the research report subject for influence on the writer.<br><b>BWS</b> Perception (evaluate)<br><b>180.2</b> Develop a personal plan based on the influence of the research report subject.<br><b>BWS</b> Perception (apply)<br><b>180.3</b> Review and apply skills presented in Chapters 1–14. | <b>Teacher Tools Online</b><br>• Video: Influencing Others   | <b>Worktext</b><br>• Worktext pages 353–56  |