

Lesson Plan Overview

Chapter 1: Words and Sentences			
Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
1	2–5	1–2	<ul style="list-style-type: none"> • Locate the Worktext title, Contents page, and Handbook • Understand that God created language and gave people the ability to use language • Identify and give examples of the four language skills
2	6–7	3–4	<ul style="list-style-type: none"> • Affirm that God uses words to give us the message of His truth and His love • Distinguish between complete and incomplete sentences • Complete a sentence by using words in the right order • Recognize that a sentence begins with a capital letter and ends with a punctuation mark (a period)
3	8–9	5–6	<ul style="list-style-type: none"> • Review the definition of a sentence • Recognize a group of words as a sentence • Identify the action word in a sentence
4	10–11	7–8	<ul style="list-style-type: none"> • Identify the action word in a sentence • Choose a naming word, or noun, from among a group of words • Identify the naming word, or noun, in a sentence
5	12–13	9–10	<ul style="list-style-type: none"> • Identify the action word in a sentence • Identify the action part of a sentence
6	14–15	11–12	<ul style="list-style-type: none"> • State the two main parts of a sentence: a naming part and an action part • Identify the naming part of a sentence • Write a complete sentence
7	16–17	13–14	<ul style="list-style-type: none"> • Recognize that a sentence is a complete thought • Write a sentence that begins with a capital letter and ends with a punctuation mark (a period)
8	18–19	15–16	<ul style="list-style-type: none"> • Complete a sentence prompt with an example of using words to please God or show love to others • Write a sentence about using each language skill: listen, speak, read, and write

Chapter 2: Sentences

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
9	20–23	17, 19–20	<ul style="list-style-type: none"> • Affirm that God communicates His thoughts and tells about His actions in sentences • Distinguish between a complete thought and an incomplete thought • Write a complete sentence, using a capital letter at the beginning and a punctuation mark at the end
10	24–25	21–22	<ul style="list-style-type: none"> • Define the action part of a sentence • Identify the action part of a sentence • Write a complete sentence • Use self-assessment questions to identify sentence parts
11	26–27	23–24	<ul style="list-style-type: none"> • Locate the action part of a sentence • Identify the subject part of a sentence • Divide a sentence between the subject part and the action part • Use self-assessment questions to identify sentence parts
12	28–29	25–26	<ul style="list-style-type: none"> • Identify the subject part • Identify the action part • Distinguish between the subject part and the action part • Write a complete sentence • Use self-assessment questions to identify sentence parts
13	30–31	18, 27–28	<ul style="list-style-type: none"> • Identify a statement and a question in a Bible passage • Distinguish a statement from a question • Write a statement and a question using correct end punctuation
14	32–33	29–30	<ul style="list-style-type: none"> • Explain what an exclamation does • Distinguish exclamations from statements and questions • Write the correct end punctuation for statements, questions, and exclamations
15	34–35	31–32	<ul style="list-style-type: none"> • Explain what a command does • Distinguish the four kinds of sentences from each other • Write the punctuation mark appropriate for each kind of sentence • Understand that God gives commands in the Bible • Write a command
16	36–37	33–34	<ul style="list-style-type: none"> • Define a sentence • Define a fragment • Distinguish between a sentence and a fragment • Change a fragment to a complete sentence
17	38–39	35–36	<ul style="list-style-type: none"> • Match each kind of sentence with its punctuation mark • Distinguish the four kinds of sentences from each other • Write the appropriate punctuation mark for each kind of sentence • Identify the subject part of a sentence
18	40	37–38	<ul style="list-style-type: none"> • Distinguish between sentences and fragments • Write sentences using correct capitalization and punctuation • Add a subject part or action part to complete sentences • Identify the action part/action word of a sentence • Draw a vertical line between the two parts of a sentence • Determine the four kinds of sentences and the corresponding end punctuation
19	41		<ul style="list-style-type: none"> • Demonstrate knowledge of concepts from Chapter 2 by taking the test
20	42	39–40	<ul style="list-style-type: none"> • Choose a word that completes a sentence • Distinguish between sentences and fragments • Identify the sentence with correct capitalization and punctuation • Identify the action word of a sentence • Identify the subject part of a sentence
	43	41	<ul style="list-style-type: none"> • Write two sentences that show love or concern for others

Chapter 3: Writing Poetry

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
21	44–47	43, 45	<ul style="list-style-type: none"> • Write words to praise God • Write different names for God • Read and repeat Hebrew poetry in the Psalms
22	48–49	47, 49	<ul style="list-style-type: none"> • Write a Hebrew poem with the teacher using the Writing Process
23	50–51	44, 51–52	<ul style="list-style-type: none"> • Generate a list of words that rhyme • Write a couplet with the teacher using the Writing Process
24	52–53	53	<ul style="list-style-type: none"> • Recognize couplets as a type of poetry • Generate pairs of rhyming words associated with a picture in the Plan step of the couplet
25	54	55	<ul style="list-style-type: none"> • Recognize couplets as a type of poetry • Draft two sentences that end with rhyming words • Name steps in the Writing Process
26	55	55	<ul style="list-style-type: none"> • Demonstrate understanding of the steps of the Writing Process • Revise the couplet
27	56	55	<ul style="list-style-type: none"> • Demonstrate understanding of the steps of the Writing Process • Proofread the couplet
28	57	57	<ul style="list-style-type: none"> • Publish the couplet
29	58–59	59–60	<ul style="list-style-type: none"> • Describe the association between words and shapes • Write a shape poem together • Choose an animal for a shape poem
30	60–61	61–62	<ul style="list-style-type: none"> • Plan a poem by generating colorful words to describe an animal • Draft a shape poem
31	62–63	63–64	<ul style="list-style-type: none"> • Revise the shape poem
32	64	65	<ul style="list-style-type: none"> • Identify the steps in proofreading • Apply the proofreading checklist to the shape poem
33	65	65	<ul style="list-style-type: none"> • Publish the shape poem
34	66–67	67–68	<ul style="list-style-type: none"> • Complete a sentence • Identify a sentence that answers a question • Identify the kinds of sentences and their punctuation marks • Identify the action part of a sentence

Chapter 4: Nouns

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
35	68–71	69–72	<ul style="list-style-type: none"> • Define a noun • Explain why learning about nouns is important for a Christian • Identify nouns in a sentence • Categorize a noun as a person, place, or thing
36	72–73	73–74	<ul style="list-style-type: none"> • Identify nouns in sentences • Categorize a noun as a person, place, or thing • Construct a compound word by combining two words
37	74–75	75–76	<ul style="list-style-type: none"> • Define <i>singular</i> and <i>plural</i> • Change a singular noun to its plural form by adding -s • Change a singular noun ending in <i>ch, sh, s, x, or z</i> to its plural form by adding -es
38	76–77	77–78	<ul style="list-style-type: none"> • Identify nouns that form their plurals by changing their spellings • Write the correct plural form of nouns
39	78–79	79–80	<ul style="list-style-type: none"> • Recognize nouns and compound words • Write the plural form of nouns by adding -s, adding -es, or changing the spelling of the noun • Identify the action part and subject part of a sentence • Write the end punctuation mark
40	80–81	81–82	<ul style="list-style-type: none"> • Define a common noun • Define a proper noun • Identify common and proper nouns • Apply capitalization rules to the names of God
41	82–83	83–84	<ul style="list-style-type: none"> • Locate nouns in a series • Use commas to separate three or more words in a series
42	84–85	85–86	<ul style="list-style-type: none"> • Identify common and proper nouns • Categorize nouns • Construct compound words • Create plural nouns by adding -s or -es or changing the form of the word • Use commas in a series of three or more nouns
43	86–87	87–88	<ul style="list-style-type: none"> • Identify common and proper nouns • Construct compound words • Write the plural form of nouns by adding -s, adding -es, or changing the spelling of the noun • Use nouns to thank God for the good things that He has given
44	87		<ul style="list-style-type: none"> • Demonstrate knowledge of concepts from Chapter 4 by taking the test
45	88	89–90	<ul style="list-style-type: none"> • Identify the action part of a sentence • Choose the missing action part or subject part • Identify the sentence that answers the question • Choose sentences that have been punctuated correctly • Identify a rhyming couplet
	89	91	<ul style="list-style-type: none"> • Complete a word web, using proper nouns to name people

Chapter 5: Action Verbs

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
46	90–93	93–96	<ul style="list-style-type: none"> • Locate action verbs in a sentence • Choose action verbs that fit the sentence context • Write a sentence using an action verb
47	94–95	97–98	<ul style="list-style-type: none"> • Identify the now action verb in a sentence • Determine subject-verb agreement
48	96–97	99–100	<ul style="list-style-type: none"> • Determine whether an action verb is in the present or past tense • Change present-tense action verbs to past tense by adding the suffix <i>-ed</i> • Locate the suffix <i>-ed</i> in a past-tense verb • Use a past-tense action verb to tell about something Jesus did
49	98–99	101–2	<ul style="list-style-type: none"> • Determine subject-verb agreement • Identify past-tense verbs
50	100–101	103–4	<ul style="list-style-type: none"> • Identify the action verb and subject part in a sentence using self-assessment questions • Determine subject-verb agreement • Determine whether an action verb is in the present or past tense • Change present-tense action verbs to past tense by adding the suffix <i>-ed</i> • Identify the past-tense verbs telling about a Christian's actions
51	102–3	105–6	<ul style="list-style-type: none"> • Identify the past-tense verbs that tell how Christians served God • Recognize the past-tense forms of the irregular verbs <i>tell, give, and sing</i> • Use the present- and past-tense forms of these verbs correctly in sentences • Use self-assessment questions to locate sentence parts
52	104–5	107–8	<ul style="list-style-type: none"> • Recognize the past-tense forms of the irregular verbs <i>see, do, and go</i> • Use the present- and past-tense forms of these verbs correctly in sentences • Use self-assessment questions to locate sentence parts
53	106–7	109–10	<ul style="list-style-type: none"> • Identify the action verb and subject part of a sentence • Recognize the present- and past-tense forms of the irregular verbs <i>tell, give, sing, see, do, and go</i> • Determine subject-verb agreement
54	108	111–12	<ul style="list-style-type: none"> • Identify the action verb and subject part of a sentence • Determine subject-verb agreement • Identify the past forms of regular and certain irregular verbs • Determine whether a verb is in the present or past tense
55	109		<ul style="list-style-type: none"> • Demonstrate knowledge of concepts from Chapter 5 by taking the test
56	110	113–14	<ul style="list-style-type: none"> • Recognize the action part or subject part of sentences and fill in the missing parts • Distinguish among the kinds of sentences • Identify compound words and the correct form of plural nouns • Recognize a complete sentence with capitalization, internal punctuation, and punctuation marks
	111	115	<ul style="list-style-type: none"> • Write sentences using verbs to tell about God's actions

Chapter 6: Writing a Personal Story

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
57	112–15	117–19	<ul style="list-style-type: none"> Recognize that a personal story can tell about what God does in someone's life Identify the three parts of a paragraph Identify details that support a topic or topic sentence
58	116–17	121–22	<ul style="list-style-type: none"> Identify details in a personal story about what God has done or is doing in the storyteller's life Identify and label the topic sentence, details, and ending sentence of a paragraph Demonstrate self-assessment when evaluating paragraphs
59	118–19	123	<ul style="list-style-type: none"> Organize thoughts and information for a personal story as a topic sentence, details, and an ending sentence Participate in completing a planning chart for a personal story
60	120–21	125	<ul style="list-style-type: none"> Classify the characteristics of a sentence, a paragraph, and a personal story Participate in drafting a personal story Produce possible topics for a personal story
61	122–23	127	<ul style="list-style-type: none"> Explain that a Christian honors God and helps the reader when he makes the effort to improve his writing and correct mistakes Define <i>revise</i> Define <i>proofread</i> Participate in revising and proofreading a personal story
62	124–25	129–30	<ul style="list-style-type: none"> Choose a topic for a personal story Complete a planning chart for a personal story Write a topic sentence and an ending sentence Determine details to include in the story and number them in order
63–64	126–27	131–32	<ul style="list-style-type: none"> Explain the purpose of a draft Write a draft for a personal story Indent the first line of a paragraph Write complete sentences
65	128–29	133–34	<ul style="list-style-type: none"> Explain the purpose of revising Apply proofreading marks to mark improvements Demonstrate self-assessment when revising
66	130–31	135	<ul style="list-style-type: none"> Explain the purpose of proofreading Apply proofreading marks to mark corrections Demonstrate self-assessment when proofreading
67–68	132–33	137–38	<ul style="list-style-type: none"> Publish a neat final writing and illustrate the personal story Demonstrate self-assessment when evaluating the final copy of the story Share the personal story
69	134–35	139–40	<ul style="list-style-type: none"> Complete a sentence Answer questions with sentences Identify words that should be capitalized Use irregular plural nouns in context Distinguish between now and past verb forms Identify the correct use of commas in a series

Chapter 7: More Nouns

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
70	136–39	141–44	<ul style="list-style-type: none"> • Differentiate between common and proper nouns found in the Bible and elsewhere • Apply capitalization to names of people, streets, cities, and states • Write a city and its state using a comma • Capitalize product names
71	140–41	145–46	<ul style="list-style-type: none"> • Write commas correctly in dates • Use capitalization for nouns naming the titles of people, months, days of the week, and holidays • Use capitalization and punctuation when writing initials
72	142–43	147–48	<ul style="list-style-type: none"> • Define an abbreviation • Recognize abbreviations for days, months, and titles of people • Write abbreviations correctly
73	144–45	149–50	<ul style="list-style-type: none"> • Distinguish proper nouns from common nouns • Use capitalization and punctuation when writing dates, a city with its state, titles, initials, and abbreviations • Use capitalization when writing names of specific people, holidays, months, and days
74	146–47	151–52	<ul style="list-style-type: none"> • Identify the abbreviations of streets and states of the United States • Apply abbreviations when addressing envelopes
75	148–49	153–54	<ul style="list-style-type: none"> • Recognize nouns that show ownership • Use an apostrophe and an <i>s</i> to make nouns possessive • Write possessive nouns correctly in sentences
76	150–51	155–56	<ul style="list-style-type: none"> • Use capitalization for specific names of people, products, and holidays • Use capitalization and punctuation when writing titles, initials, dates, and days of the week • Use abbreviations, capitalization, and punctuation when addressing envelopes • Identify and form possessive nouns
77	152–53	157–58	<ul style="list-style-type: none"> • Identify and capitalize proper nouns • Apply capitalization and punctuation skills to abbreviations of titles, initials, days, months, addresses, and states • Demonstrate ability to address an envelope
78	153		<ul style="list-style-type: none"> • Demonstrate knowledge of concepts from Chapter 7 by taking the test
79	154	159–60	<ul style="list-style-type: none"> • Identify a complete sentence • Choose the question that matches the statement • Identify plural and compound nouns • Use capitalization and punctuation in sentences • Identify the action part and subject part of sentences
	155	161	<ul style="list-style-type: none"> • Write a prayer request list, including nouns in the list

Chapter 8: Pronouns

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
80	156–59	163–66	<ul style="list-style-type: none"> • Define a pronoun • Identify pronouns <i>he, she, and it</i> • Replace sentence subjects with singular personal pronouns
81	160–61	167–68	<ul style="list-style-type: none"> • Identify the use of the pronoun <i>I</i> in the subject part of the sentence and <i>me</i> in the action part of the sentence • Demonstrate placing <i>I</i> or <i>me</i> last when writing or speaking about yourself and another person
82	162–63	169–70	<ul style="list-style-type: none"> • Identify and use the plural pronouns <i>we</i> and <i>they</i> • Recognize that the pronoun <i>you</i> may be singular or plural • Compose a sentence using a plural pronoun
83	164–65	171–72	<ul style="list-style-type: none"> • Recognize that possessive pronouns show ownership of things that God has given to us • Use singular possessive pronouns in sentences
84	166–67	173–74	<ul style="list-style-type: none"> • Review singular possessive pronouns • Recognize plural possessive pronouns • Use plural possessive pronouns in sentences
85	168–69	175–76	<ul style="list-style-type: none"> • Recognize and use personal pronouns <i>I, me, you, he, she, it, we, you, and they</i> and possessive pronouns <i>my, your, his, her, its, our, your, and their</i> • Replace nouns with pronouns in sentences
86	170–71	177–78	<ul style="list-style-type: none"> • Recognize that reflexive pronouns end in <i>self</i> or <i>selves</i> • Locate reflexive pronouns in sentences

Chapter 9: More Verbs

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
87	172–75	179–82	<ul style="list-style-type: none"> • Define a verb • Identify the helping verbs <i>has</i> and <i>have</i> • Distinguish between <i>came/come</i> and <i>ran/run</i> as they are used in sentences • Determine the action part and subject part in sentences
88	176–77	183–84	<ul style="list-style-type: none"> • Identify helping verbs <i>has</i> and <i>have</i> • Distinguish between <i>went/gone</i> and <i>saw/seen</i> as they are used in sentences • Use <i>went</i>, <i>gone</i>, <i>saw</i>, and <i>seen</i> in sentences
89	178–79	185–86	<ul style="list-style-type: none"> • Distinguish between action verbs and linking verbs • Know that the linking verbs <i>is</i> and <i>are</i> do not show action • Use <i>is</i> and <i>are</i> correctly in sentences demonstrating subject-verb agreement
90	180–81	187–88	<ul style="list-style-type: none"> • Distinguish between action verbs and linking verbs • Know that the linking verbs <i>was</i> and <i>were</i> do not show action • Use <i>was</i> and <i>were</i> correctly in sentences demonstrating subject-verb agreement
91	182–83	189–90	<ul style="list-style-type: none"> • Use the helping verbs <i>has</i> and <i>have</i> with <i>come</i>, <i>run</i>, <i>gone</i>, <i>seen</i> • Distinguish between <i>came/come</i>, <i>ran/run</i>, <i>went/gone</i>, and <i>saw/seen</i> • Distinguish between linking verbs and action verbs • Use <i>is</i>, <i>are</i>, <i>was</i>, and <i>were</i> with correct subject-verb agreement
92	184–85	191–92	<ul style="list-style-type: none"> • Define a contraction • Demonstrate the formation of contractions • Write contractions in sentences
93	186–87	193–94	<ul style="list-style-type: none"> • Define an adverb • Locate adverbs that answer the question “How?” • Use adverbs in sentences
94	188–89	195–96	<ul style="list-style-type: none"> • Define an adverb • Locate adverbs that answer the question “Where?” • Use adverbs in sentences
95	190–91	197–98	<ul style="list-style-type: none"> • Use the helping verbs <i>has</i> and <i>have</i> in sentences with <i>come</i>, <i>run</i>, <i>gone</i>, and <i>seen</i> • Distinguish between action verbs and linking verbs • Choose the correct linking verbs in sentences reflecting subject-verb agreement • Write contractions in sentences
96	192–93	199–200	<ul style="list-style-type: none"> • Identify and use the helping verbs <i>has</i> and <i>have</i> with <i>come</i>, <i>run</i>, <i>gone</i>, and <i>seen</i> • Distinguish between action verbs and linking verbs • Use the linking verbs <i>is</i>, <i>are</i>, <i>was</i>, and <i>were</i> in sentences • Rewrite words as contractions
97	193		<ul style="list-style-type: none"> • Demonstrate knowledge of concepts from Chapter 9 by taking the test
98	194	201–2	<ul style="list-style-type: none"> • Identify complete sentences and the action and subject parts of sentences • Distinguish nouns from verbs • Use commas in a series of words and in dates • Identify the correct verb form • Identify the plural form of a verb • Recognize an address that is written correctly
	195	203	<ul style="list-style-type: none"> • List the actions needed to complete a task, beginning each item with an action verb

Chapter 10: Writing a Friendly Letter

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
99	196–98	205, 207	<ul style="list-style-type: none"> • Identify the purpose of a Bible letter • Identify the audience and purpose of a friendly letter • Identify the parts of a friendly letter
100	199–200	206, 209–10	<ul style="list-style-type: none"> • Label the parts of a letter and describe what each part tells or means • Discover the use of commas and capital letters in a letter • Identify the audience and purpose of a letter • Identify the parts of a paragraph in the body of the letter
101	201		<ul style="list-style-type: none"> • Identify an expression of thankfulness in a Bible passage • Identify the audience and purpose of a thank-you letter • Participate in planning and drafting a class thank-you letter
102	202		<ul style="list-style-type: none"> • Explain the purpose of revising, proofreading, and publishing • Participate in revising, proofreading, and publishing the class thank-you letter
103–4	203–5	211, 213–14	<ul style="list-style-type: none"> • Organize the parts of a letter • Explain the audience and purpose of a thank-you letter • Plan and draft a personal thank-you letter
105	206–7	215–16	<ul style="list-style-type: none"> • Apply proofreading marks to mark improvements • Use a checklist to guide self-assessment
106–7	208–9	217	<ul style="list-style-type: none"> • Explain the purpose of proofreading • Apply proofreading marks to mark corrections • Use a checklist to guide self-assessment
108	210–11	219–20	<ul style="list-style-type: none"> • Differentiate between a return address and a mailing address • Demonstrate the use of capital letters, periods, and commas in an address • Draft and proofread the return address and mailing address • Publish the addresses on an envelope
109	212–13	221, 223	<ul style="list-style-type: none"> • Explain the purpose of publishing • Write a neat copy of the thank-you letter • Use a checklist to guide self-assessment
110	214–15	225–26	<ul style="list-style-type: none"> • Identify complete sentences and sentence parts • Distinguish verbs from nouns • Use commas in a series of words and in dates • Choose the correct noun or verb form • Recognize an address that is written correctly • Identify the correct way to write parts of a letter

Chapter 11: Adjectives

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
111	216–19	227–30	<ul style="list-style-type: none"> • Define an adjective • Identify adjectives that use the sense of sight • Use adjectives to answer the question “What kind?”
112	220–21	231–32	<ul style="list-style-type: none"> • Identify adjectives that use the senses of smell and sound • Differentiate among adjectives that describe the look, sound, and smell of nouns • Use adjectives to answer the question “What kind?”
113	222–23	233–34	<ul style="list-style-type: none"> • Identify adjectives that use the senses of taste and feel • Differentiate among adjectives that describe the look, smell, sound, taste, and feel of nouns • Use adjectives to answer the question “What kind?”
114	224–25	235–36	<ul style="list-style-type: none"> • Categorize adjectives by sense • Differentiate among adjectives that describe the look, smell, sound, taste, and feel of nouns • Identify adjectives that answer the question “What kind?”
115	226–27	237–38	<ul style="list-style-type: none"> • Identify adjectives that answer “How many?” • Identify adjectives that answer “What kind?”
116	228–29	239–40	<ul style="list-style-type: none"> • Locate nouns that are being compared by adjectives • Identify adjectives that end in <i>-er</i> when used to compare two nouns • Identify adjectives that end in <i>-est</i> when used to compare more than two nouns • Determine how many nouns are being compared
117	230–31	241–42	<ul style="list-style-type: none"> • Choose the correct adjective to complete a sentence • Write adjectives that end in <i>-er</i> when used to compare two nouns • Write adjectives that end in <i>-est</i> when used to compare more than two nouns
118	232–33	243–44	<ul style="list-style-type: none"> • Identify adjectives that are synonyms and add color or interest to a sentence • Use a thesaurus to find synonyms
119	234–35	245–46	<ul style="list-style-type: none"> • Identify adjectives that answer the question “What kind?” by using the five senses • Choose whether adjectives are comparing two or more than two nouns • Use the correct adjective form to compare items • Identify adjectives that answer the question “How many?” • Use a thesaurus to find colorful adjectives that are synonyms for other adjectives • Identify colorful adjectives that are synonyms for other adjectives
120	236	247–48	<ul style="list-style-type: none"> • Identify adjectives that answer the question “What kind?” or “How many?” • Categorize adjectives by sense • Identify adjectives that compare using <i>-er</i> or <i>-est</i> endings
121	237		<ul style="list-style-type: none"> • Demonstrate knowledge of concepts from Chapter 11 by taking the test
122	238	249–50	<ul style="list-style-type: none"> • Use commas and capital letters when appropriate • Identify command sentences • Distinguish action verbs from nouns • Identify the plural form of a noun • Identify an address that is written correctly • Identify the action part and subject part of a sentence
	239	251–52	<ul style="list-style-type: none"> • Complete a senses chart to describe a food item • Write a paragraph about a food item, using adjectives from the senses chart

Chapter 12: Writing an Instructions Paragraph

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
123	240–43	253–56	<ul style="list-style-type: none"> • Identify instructions given in a Bible passage • Identify the purpose and audience for a set of instructions • Identify the materials and the steps in a model instructions paragraph • Explain the purpose of time-order words
124	244–45	257	<ul style="list-style-type: none"> • Identify the materials needed to follow a set of instructions • Write a time-order chart to plan an instructions paragraph with the class • Draft an instructions paragraph with the class
125	246–47	259–60	<ul style="list-style-type: none"> • Revise, proofread, and publish an instructions paragraph with the class
126–27	248–49	261–62	<ul style="list-style-type: none"> • Choose a topic for an instructions paragraph • Identify the materials needed to follow the instructions • Complete a plan with a time-order chart for the instructions paragraph
128–29	250–51	263–64	<ul style="list-style-type: none"> • Identify the audience, purpose, and materials of instructions in a Bible passage • Write the draft for an instructions paragraph by using a list of materials and a time-order chart
130–31	252–53	265–66	<ul style="list-style-type: none"> • Explain the purpose of revising • Apply proofreading marks to mark improvements • Assess writing progress using a rubric
132	254–55	267	<ul style="list-style-type: none"> • Proofread an instructions paragraph • Apply proofreading marks to mark corrections • Assess writing progress using a rubric
133	256–57	269, 271–72	<ul style="list-style-type: none"> • Write a neat copy of the instructions paragraph • Publish the paragraph by reading it aloud to an audience
134	258–59	273–74	<ul style="list-style-type: none"> • Apply capitalization and punctuation to sentences • Identify the action verb in a sentence • Identify the proper placement of commas • Identify the correct punctuation in a letter greeting • Use pronouns in sentences

Chapter 13: More Sentences

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
135	260–63	275–78	<ul style="list-style-type: none"> • Match a subject part with a predicate part to form a sentence • Identify the missing part to complete a sentence • Distinguish between the subject part and predicate part of a sentence
136	264–65	279–80	<ul style="list-style-type: none"> • Define the predicate part • Match a subject part with a predicate part to form a sentence • Identify the action verb in the predicate part • Distinguish between the subject part and predicate part of a sentence
137	266–67	281–82	<ul style="list-style-type: none"> • Identify adjectives • Match a subject part with a predicate part to form a sentence • Identify the linking verb in the predicate part • Distinguish between the subject part and predicate part of a sentence
138	268–69	283–84	<ul style="list-style-type: none"> • Locate an action verb or a linking verb at the beginning of the predicate part • Distinguish between the subject part and predicate part of a sentence • Identify the subject as a noun or pronoun in the subject part • Choose a subject to complete a sentence
139	270–71	285–86	<ul style="list-style-type: none"> • Match a subject part with a predicate part to form a sentence • Locate an action verb or a linking verb at the beginning of the predicate part • Distinguish between the subject part and predicate part of a sentence • Identify the subject as a noun or pronoun in the subject part • Choose a subject to complete a sentence
140	272–73	287–88	<ul style="list-style-type: none"> • Distinguish between the subject part and predicate part of a sentence • Identify the subject in the subject part • Combine sentences with the same predicate part by joining the two subjects with <i>and</i>
141	274–75	289–90	<ul style="list-style-type: none"> • Distinguish between the subject part and predicate part of a sentence • Identify words in the predicate part that could be joined with <i>and</i> • Combine sentences with the same subject part by joining the two different words in the predicate parts with <i>and</i>
142	276–77	291–92	<ul style="list-style-type: none"> • Identify subject parts and predicate parts in a run-on sentence • Change a run-on sentence into two separate sentences
143	278–79	293–94	<ul style="list-style-type: none"> • Select expanded sentences that are more interesting because adjectives have been added • Identify adjectives • Choose an adjective to make a sentence more interesting
144	280–81	295–96	<ul style="list-style-type: none"> • Distinguish between the subject part and predicate part of a sentence • Identify the subject and the verb in a sentence • Identify adjectives • Combine sentences that have the same subject part • Combine sentences that have the same predicate part • Change a run-on sentence into two separate sentences • Use adjectives to make sentences more interesting
145	282	297–98	<ul style="list-style-type: none"> • Match a subject part with a predicate part to form a sentence • Distinguish between the subject part and predicate part of a sentence • Identify the subject and the verb in a sentence • Combine sentences that have the same predicate part • Combine sentences that have the same subject part • Change a run-on sentence into two separate sentences

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
146	283		<ul style="list-style-type: none"> • Demonstrate knowledge of concepts from Chapter 13 by taking the test
147	284	299–300	<ul style="list-style-type: none"> • Recognize and punctuate kinds of sentences • Identify parts of a letter with correct capitalization and punctuation • Use capitalization and punctuation with proper nouns, abbreviations, and initials • Identify the correct use of irregular verbs and helping verbs • Distinguish among adjectives that use the five senses
	285	301	<ul style="list-style-type: none"> • Write a paragraph about being encouraged by what someone said or wrote

Chapter 14: Writing an Opinion Paragraph

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
148	286–89	303, 305–6	<ul style="list-style-type: none"> • Distinguish between a fact and an opinion • Identify reasons that support an opinion • Write an opinion sentence using <i>because</i> to connect the opinion and a reason
149–50	290–91	304, 307–8	<ul style="list-style-type: none"> • Identify the parts of an opinion paragraph about a book • Write a book title and author's name with correct capitalization, punctuation, and underlining • Identify reasons that support an opinion • Recognize that the ending sentence restates the opinion
151–52	292–93	309–10	<ul style="list-style-type: none"> • Identify the audience and purpose of an opinion paragraph • Participate in brainstorming reasons for an opinion • Write opinion words to plan an opinion paragraph • Write transition words to plan an opinion paragraph • Plan an opinion paragraph about a book
153–54	294–95	311–12	<ul style="list-style-type: none"> • Order sentences to make an opinion paragraph • Write the draft of an opinion paragraph using a planning chart
155–56	296–97	313–14	<ul style="list-style-type: none"> • Demonstrate an understanding of putting others first • Apply proofreading marks to make improvements • Demonstrate the appropriate use of opinion words • Assess writing progress using a rubric
157	298–99	315	<ul style="list-style-type: none"> • Apply proofreading marks to mark corrections • Consult a dictionary to check or correct spelling • Assess writing progress using a rubric
158–59	300–301	317, 319–20	<ul style="list-style-type: none"> • Explain the purpose of the publishing step • Publish a neat final copy of the paragraph • Demonstrate self-assessment when evaluating the final copy • Publish the paragraph by reading expressively to an audience
160	302–3	321–22	<ul style="list-style-type: none"> • Recognize sentences with correct capitalization and punctuation • Identify compound words • Replace nouns with pronouns • Complete sentences with adjectives

Chapter 15: Study and Research Skills

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
161	304–7	323–26	<ul style="list-style-type: none"> • Differentiate among the author, illustrator, and publisher of a book • Identify the content on the title page of a book • Use the contents page to find information
162	308–9	327–28	<ul style="list-style-type: none"> • Identify guide words and entry words on a dictionary page • Locate definitions • Locate sample sentences within entries
163	310–11	329–30	<ul style="list-style-type: none"> • Differentiate among fiction, nonfiction, and biography • Demonstrate an understanding of the alphabetical arrangement of books in the library • Identify respect in handling library materials
164	312–13		<ul style="list-style-type: none"> • Demonstrate the use of the library catalog • Locate a book on the shelf using its call number information
165	314–15		<ul style="list-style-type: none"> • Explain that words should please God • Identify TOOLS of Internet safety • Identify ways that technology can be used to love and serve others
166	316–17	331–32	<ul style="list-style-type: none"> • Record source information with correct capitalization and punctuation • Demonstrate the ability to research a topic with the Internet • Determine information that is helpful for their research
167	318–19	333–34	<ul style="list-style-type: none"> • Determine the difference between hearing and listening • Use the Tips for Good Listening to guide listening and to successfully answer questions
168	320–21	335–36	<ul style="list-style-type: none"> • Identify four questions for remembering facts • Apply the four questions to identify facts and details • Determine the main idea of a listening activity

Chapter 16: Writing a Research Report

Lesson	Teacher's Edition	Worktext	Lesson Objectives and Biblical Worldview
169	322–25	337–40	<ul style="list-style-type: none"> • Identify facts in a text • Identify the parts of a research report • Differentiate between facts and opinions • Choose a topic for the research report
170	326–27	341–42	<ul style="list-style-type: none"> • List the steps of the Writing Process • Write an interesting title for the research report • Identify the paragraph parts of a model report • Differentiate between the topic sentence and supporting details in a paragraph
171–72	328–29	343–44	<ul style="list-style-type: none"> • Analyze model notes • Evaluate the truthfulness of information to include in the report • Take notes from nonfiction sources • Reference the sources of the notes
173–74	330–31	345	<ul style="list-style-type: none"> • Analyze a model draft of a research report • Create three paragraphs by writing information from the note cards into sentences
175–76	332–33	347–48	<ul style="list-style-type: none"> • Explain the purpose of revising • Analyze a model revised report • Apply proofreading marks to mark improvements • Conference with a peer to make improvements to your draft
177	334–35	349	<ul style="list-style-type: none"> • Analyze a model proofread report • Identify capitalization, punctuation, and spelling mistakes • Apply proofreading marks to mark corrections
178–79	336–37	351	<ul style="list-style-type: none"> • Write a final corrected copy with best penmanship • Create a cover for the report • Share the report with others
180	338–39	353–54	<ul style="list-style-type: none"> • Distinguish kinds of sentences • Identify subject-verb agreement • Complete sentences with the correct predicate part • Combine sentences • Complete sentences with adjectives • Identify the correct use of capitalization and punctuation in dates, addresses, abbreviations, and titles