

Chapter 1: Sentences

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
1	Sentences & Fragments	4–6	1–2	1		<i>sentence</i>	<ul style="list-style-type: none"> • Identify sentences and fragments • Correct fragments • Identify complete subjects and complete predicates, simple subjects and simple predicates • Identify nouns and pronouns • Identify and punctuate declarative, imperative, interrogative, and exclamatory sentences • Change from one sentence type to a different sentence type • Diagram the simple subject and simple predicate (action verb or linking verb) • Differentiate imperative and declarative sentences ending with a period • Distinguish between imperative and exclamatory sentences ending with an exclamation mark • Diagram imperative, declarative, and exclamatory sentences • Identify sentences with a compound subject or a compound predicate • Make a compound subject or a compound predicate by combining a pair of sentences using the conjunction <i>and</i> or <i>or</i> • Make a compound sentence by combining simple sentences and the conjunction <i>and</i>, <i>but</i>, or <i>or</i> • Diagram compound subjects, compound predicates, and compound sentences • Identify prepositions, objects of the preposition, and prepositional phrases in sentences
2	Types of Sentences	6–7	3–4	2	• Picture that displays a dilemma from your reader or a library book	<i>compound sentence</i> <i>declarative sentence</i>	
3	Simple Subjects	8–9	5–6	3		<i>interrogative sentence</i>	
4	Simple Predicates	10–11	7–8	4		<i>imperative sentence</i>	
5	Subject of Imperative Sentences	12–13	9–10	5		<i>exclamatory sentence</i>	
6	Compounds: Subjects, Predicates, & Sentences	14–15, S75–S77	11–12	6		<i>complete subject</i> <i>simple subject</i>	
7	Prepositions	16–17, S78	13–14	7	• Pennies	<i>compound subject</i>	
8	Object of the Preposition	18–19, S78	15–16	8		<i>complete predicate</i>	
9	Prepositional Phrases	20–21, S78	17–18	9	• Several kernels of popcorn • Book, can, eraser	<i>simple predicate</i> <i>compound predicate</i>	
10	Chapter 1 Review	22–23	19–20	10–11	• Two cubes numbered 1–6 for class game • Matzo bread for optional Food Connection	<i>conjunction</i> <i>preposition</i> <i>object of the preposition</i>	
	Bridge: Growing Grain		21			<i>prepositional phrase</i>	

Chapter 2: Writing a Compare-Contrast Essay

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing	25	22			<i>paragraph</i>	<ul style="list-style-type: none"> • Identify the topic sentence of a paragraph • Recognize logical structure in paragraphs • Distinguish between comparing and contrasting • Identify sentences that do not belong in a paragraph • Insert comparing and contrasting words at appropriate places in an essay • Identify the parts of a model essay • Plan, draft, revise, and proofread a compare-contrast essay together • Recognize the thesaurus as a source of descriptive words • Identify the stages of the Writing Process • Choose a topic for a compare-contrast essay • List details about two subjects • Organize details in a Venn diagram • Analyze the student model • Recall the purpose of each paragraph in a compare-contrast essay • Participate in a writing conference • Recognize errors using a Proofreading Checklist • Draft, revise, proofread, publish, and illustrate a compare-contrast essay
11	Paragraphs That Make Sense	28–29	23–24			<i>introduction</i>	
12	Compare-Contrast Essays	30–31	25–26		• Football and baseball (or any two different types of balls)	<i>topic sentence</i>	
						<i>comparison</i>	
13	Descriptive Words	32–33	27–28			<i>contrast</i>	
14	Compare-Contrast Essay: Planning	34–35, S79	29–30			<i>conclusion</i>	
15	Compare-Contrast Essay: Drafting	36–37, S79	31–32			<i>comparing words</i>	
16	Compare-Contrast Essay: Revising	38–39	33–34			<i>contrasting words</i>	
17	Compare-Contrast Essay: Proofreading	40–41	35–36			<i>descriptive words</i>	
18	Compare-Contrast Essay: Publishing	42–43			• Poster board for each student (optional)	<i>synonyms</i>	
19	Chapter 2 Review	44–45, S80	37–38	12–13		<i>antonyms</i>	
						<i>T-chart</i>	
20	Cumulative Review	46–47	39–40			<i>Venn diagram</i>	
						<i>Writing Process</i>	
						<i>planning</i>	
						<i>drafting</i>	
						<i>revising</i>	
						<i>proofreading</i>	
						<i>publishing</i>	

Chapter 3: Nouns

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
21	Nouns: Common & Proper	50–51, S81	41–42	14		<i>noun</i>	<ul style="list-style-type: none"> Identify nouns that name a person, place, thing, idea, or feeling Distinguish between common and proper nouns and singular and plural nouns Distinguish between nouns used as subjects and nouns used as objects Capitalize proper nouns and titles of poems, stories, and books Identify words that become proper nouns based on their usage Write and identify abbreviations for months, days, titles, times, metric measurement units, and customary measurement units Form plural nouns by adding s or es to singular nouns Write plural forms for nouns ending in y, o, f, or fe Identify correct spellings of plural nouns Identify nouns that form their plurals by changing their spellings and those that do not change their spellings Identify singular possessive nouns and plural possessive nouns Write possessive forms of plural nouns Use commas correctly in parts of a letter and in sentences with a series, an appositive, an introductory word, or a long introductory phrase; in dialogue; in direct address; and in a compound sentence
22	Proper Nouns: Capitalization Rules	52–53	43–44	15		<i>common noun</i>	
23	Abbreviations	54–55	45–46	16	• Ingredients for Bag of Fudge (optional)	<i>proper noun</i> <i>abbreviation</i>	
24	Common Nouns: Singular & Plural	56–57	47–48	17		<i>singular noun</i>	
25	Common Nouns: Special Plurals	58–59	49–50	18		<i>plural noun</i>	
26	Possessive Nouns: Singular	60–61	51–52	19	• Some items belonging to the students	<i>possessive noun</i>	
27	Possessive Nouns: Plural	62–63	53–54	20		<i>plural possessive noun</i>	
28	Language Link: (Punctuation) Using Commas	64–65, S82–S83	55–56	21		<i>singular possessive noun</i>	
29	Chapter 3 Review	66–67	57–58	22–23	• Items for optional Science Connection	<i>commas</i>	
30	Cumulative Review	68–69	59–60				
	Bridge: Visiting Natural History Museums	70	61				

Chapter 4: Writing a Persuasive Business Letter

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing	71	62			<i>persuade</i>	<ul style="list-style-type: none"> Identify persuasion Distinguish strong reasons from weak reasons Identify supporting facts and examples for reasons Write reasons to support opinions Recognize dishonest tactics in persuasion Identify types of dishonest tactics Rewrite dishonest persuasion to be honest Identify four features of good business letters Learn the six parts of a business letter Recognize the proper form for a business letter Identify changes that need to be made in a business letter Choose a purpose for a persuasive business letter Find the address of the recipient of the business letter Plan, draft, revise, proofread, and publish a persuasive business letter Learn the correct method of writing business addresses Recall the four Ps of good business letters Participate in a writing conference Identify mistakes in business letter form Recognize errors using a checklist Address an envelope correctly
31	Persuasive Writing	74–75	63–64			<i>tactics</i>	
32	Dishonest Tactics	76–77	65–66		<ul style="list-style-type: none"> Several magazine or newspaper advertisements that include text 	<i>opinion</i> <i>reason</i>	
33	Parts of a Business Letter	78–79	67–68		<ul style="list-style-type: none"> Business letters you have received or a copy of one you have sent 	<i>facts and examples</i> <i>precise wording</i>	
34	Persuasive Business Letter: Planning	80–81	69–70		<ul style="list-style-type: none"> Local telephone directory Advertisements or brochures containing addresses 	<i>polite tone</i> <i>plain facts</i> <i>proper form</i>	
35	Persuasive Business Letter: Drafting	82–83	71			<i>heading</i>	
36	Persuasive Business Letter: Revising	84–85	72–73			<i>inside address</i>	
37	Persuasive Business Letter: Proofreading	86–87, S84	74–75			<i>greeting</i>	
38	Persuasive Business Letter: Publishing	88–89	76		<ul style="list-style-type: none"> Stamped business envelope for each student 	<i>body</i> <i>closing</i> <i>signature</i>	
39	Chapter 4 Review	90–91, S85	77–78	24–25	<ul style="list-style-type: none"> Ten 3" X 5" note cards 	<i>purpose</i> <i>audience</i>	
40	Cumulative Review	92–93	79–80			<i>mailing address</i> <i>return address</i> <i>Writing Process</i> <i>planning</i> <i>drafting</i> <i>revising</i> <i>proofreading</i> <i>publishing</i>	

Chapter 5: Verbs

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
41	Action Verbs & Linking Verbs	96–97	81–82	26		<i>verb</i>	<ul style="list-style-type: none"> • Distinguish action verbs from linking verbs • Identify sensory verbs and forms of be used as linking verbs • Identify the predicate noun or predicate adjective to which the subject is linked by the verb • Identify prepositional phrases • Label sentence patterns: S LV PA and S LV PN • Define and identify direct objects • Label sentence patterns with action verbs and direct objects • Diagram sentences and label sentence patterns: S V, S V DO, S LV PN, S LV PA • Distinguish main verbs from helping verbs • Identify the form of the helping verb that agrees with the subject • Use <i>am, is, are, was, were, do, does, did, have, has, or had</i> with singular and plural subjects in sentences • Identify words that come between helping verbs and main verbs • Form contractions using pronouns and verbs • Form contractions using verbs and the word <i>not</i> • Correct double negatives in writing and in speech • Recognize and use the correct forms of <i>lie, lay, sit, set, rise, raise, teach, learn, let, leave, can, and may</i> in writing and in speech
42	Linking Verbs	98–99	83–84	27	• Hockey stick, puck, helmet, or any other piece of hockey equipment	<i>action verb</i> <i>linking verb</i> <i>predicate noun</i>	
43	Direct Objects	100–101	85–86	28		<i>predicate adjective</i>	
44	Sentence Patterns	102–3	87–88	29		<i>diagram</i>	
45	Main Verbs & Helping Verbs	104–5	89–90	30		<i>sensory word</i>	
46	Using Helping Verbs	106–7	91–92	31		<i>prepositional phrase</i>	
47	Contractions & Double Negatives	108–9	93–94	32		<i>preposition</i>	
48	Language Link: (Usage) Confusing Verbs	110–11	95–96	33		<i>object of the preposition</i>	
49	Chapter 5 Review	112–13	97–98	34–35		<i>direct object</i>	
50	Cumulative Review	114–15	99–100			<i>sentence pattern</i>	
	Bridge: Playing Hockey	116				<i>main verb</i> <i>helping verb</i> <i>contraction</i> <i>double negative</i>	

Chapter 6: Writing a Diamante & a Sense Poem

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing	117	102			<i>thesaurus</i>	<ul style="list-style-type: none"> Recall the function of a thesaurus Recognize the importance of a thesaurus in poetry writing Use the thesaurus to find interesting, unusual, and appropriate words Recall the meaning of antonyms Identify characteristics of a diamante Draft a diamante together Choose two nouns to contrast in a diamante Plan, draft, revise, proofread, and publish a diamante Identify characteristics of sense poems Draft a sense poem together Choose a topic for a sense poem Plan a sense poem using a word web Draft, revise, proofread, and publish a sense poem
51	Using a Thesaurus	120–21	103–4			<i>diamante</i>	
52	Diamantes	122–23	105			<i>sense poem</i>	
53	Diamante: Planning & Drafting	124–25	106–7			<i>word web</i>	
54	Diamante: Revising & Proofreading	126–27	108			<i>Writing Process</i>	
55	Sense Poems	128–29	109			<i>planning</i>	
56	Sense Poem: Planning & Drafting	130–31	110–11			<i>drafting</i>	
57	Sense Poem: Revising & Proofreading	132–33	112		<ul style="list-style-type: none"> Anthology of children's poems (optional) 	<i>revising</i>	
58	Sense Poem: Publishing	134–35			<ul style="list-style-type: none"> Anthology of children's poems Construction paper in various colors Stencils or templates to cut out diamond, square, or circle shapes 	<i>proofreading</i>	
						<i>publishing</i>	
59	Chapter 6 Review	136–37	113–14	36–37			
60	Cumulative Review	138–39	115–16				

Chapter 7: Study & Reference Skills

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
61	Parts of a Book	142–43	117–18	38	<ul style="list-style-type: none"> World map, globe, or map of Africa (optional) 	<i>title page</i>	<ul style="list-style-type: none"> Locate the title page, copyright page, table of contents, index, glossary, and bibliography in a book Identify the title, author, publisher, location of the publisher, and copyright date of a book Use a table of contents and index to find information Differentiate fiction, nonfiction, reference materials, and biographies Determine where to search the library for specific information Determine when to search by author, title, and subject Identify guide words, entry words, pronunciation guide, and etymology on a dictionary page Use guide words to determine the location of words in a dictionary and articles in an encyclopedia Use a dictionary page for information about definitions, spelling, and pronunciation Determine the meaning of a word by comparing the context of the sentence with definitions in the dictionary Write sample sentences to go with definitions Identify keywords and volume numbers Use an atlas, an almanac, a textbook, an encyclopedia, and an index for information Identify specific information in the Readers' Guide to Periodical Literature Determine the title, author, and location of the periodical's publisher Take notes from an article
62	Library	144–45	119–20	39	<ul style="list-style-type: none"> Fiction book, nonfiction book, biography, and reference books 	<i>copyright page</i> <i>index</i>	
63	Dictionaries	146–47	121–22	40	<ul style="list-style-type: none"> Dictionary to display Dictionary for each pair of students (optional) 	<i>table of contents</i> <i>glossary</i>	
64	More About Dictionaries	148–49	123–24	41		<i>bibliography</i>	
65	Encyclopedias	150–51	125–26	42	<ul style="list-style-type: none"> Encyclopedia volumes Dictionary 	<i>electronic card catalog</i> <i>nonfiction</i>	
66	Atlas, Almanac, & Textbooks	152–53	127–28	43	<ul style="list-style-type: none"> World atlas, almanac, and textbooks 	<i>fiction</i>	
67	Periodicals	154–55, S91	129–30	44	<ul style="list-style-type: none"> Magazines and newspapers 	<i>call number</i>	
68	Taking Notes from an Article	156–57	131–32	45		<i>biography</i>	
69	Chapter 7 Review	158–59, S92	133–34	46–47	<ul style="list-style-type: none"> Soft or spongy ball (optional) Large map (optional) Items for optional Bible Connection 	<i>dictionary</i> <i>guide words</i> <i>entry word</i> <i>etymology</i>	
70	Cumulative Review	160–61	135–36			<i>encyclopedia</i>	
	Bridge: Sightseeing in Alexandria, Egypt	162	137			<i>volume</i> <i>keyword</i> <i>atlas</i> <i>key/legend</i> <i>map scale</i> <i>almanac</i> <i>periodical</i>	

Chapter 8: Writing a Personal Narrative

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing	163	138			<i>run-on sentence</i>	<ul style="list-style-type: none"> • Identify run-on sentences • Learn two methods of revising run-on sentences • Rewrite run-on sentences correctly • Define personal narrative • Identify first-person point of view • List possible topics for a personal narrative • Identify three good ways to begin a personal narrative • Learn how to close a personal narrative • Write openings and closings for imaginary personal narratives • Choose a topic for a personal narrative • Plan events and details to include in a personal narrative • Plan an opening and a closing for a personal narrative • Use time-order words to make the order of events clear • Include dialogue and description in the narrative • Participate in a writing conference • Recall ways to correct sentence errors • Recognize errors using a Proofreading Checklist • Draft, revise, proofread, and publish a personal narrative
71	Revising Run-on Sentences	166–67	139–40			<i>joining word</i>	
72	A Personal Narrative	168–69	141–42			<i>narrative writing</i>	
73	Good Openings & Closings	170–71	143–44			<i>personal narrative</i>	
74	Personal Narrative: Planning	172–73	145–46			<i>first-person point of view</i>	
75	Personal Narrative: Drafting	174–75				<i>description</i>	
76	Personal Narrative: Revising	176–77	147–48			<i>paragraph</i>	
77	Personal Narrative: Proofreading	178–79	149–50			<i>Writing Process</i>	
78	Personal Narrative: Publishing	180–81			<ul style="list-style-type: none"> • Book published in diary format • Materials and supplies for a classroom scrapbook • Each student's photographs that illustrate his personal narrative (optional) 		
79	Chapter 8 Review	182–83, S93	151–52	48–49	<ul style="list-style-type: none"> • Excerpt from a sermon (recorded or in print) in which the preacher tells a story about himself to illustrate a point (optional) 		
80	Cumulative Review	184–85	153–54				

Chapter 9: Pronouns

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
81	Singular & Plural Pronouns	188–89	155–56	50		<i>pronoun</i>	<ul style="list-style-type: none"> • Identify singular and plural pronouns • Replace singular nouns with singular pronouns and plural nouns or more than one noun or pronoun with plural pronouns • Differentiate singular and plural subject pronouns and singular and plural object pronouns • Replace a subject of a sentence with a subject pronoun • Write sentences with subject pronouns and object pronouns • Identify subject pronouns and object pronouns • Determine whether an object pronoun is a direct object or the object of a preposition • Replace subjects with subject pronouns and objects with object pronouns • Identify compound subjects and objects • Combine sentences to form compound subjects or direct objects • Identify pronouns and their antecedents • Write pronouns that rename antecedents • Identify possessive nouns as singular or plural • Use possessive pronouns in sentences • Identify reflexive pronouns and the subjects they rename • Differentiate reflexive pronouns used as direct objects and reflexive pronouns used as objects of a preposition • Use homophones correctly in sentences
82	Subject Pronouns	190–91	157–58	51		<i>singular pronoun</i>	
83	Object Pronouns	192–93	159–60	52		<i>plural pronoun</i>	
84	Compound Subjects & Compound Objects	194–95, S94	161–62	53		<i>subject pronoun</i>	
85	Pronoun/Antecedent Agreement	196–97, S95	163–64	54		<i>object pronoun</i>	
86	Possessive Pronouns	198–99	165–66	55		<i>direct object</i>	
87	Reflexive Pronouns	200–201	167–68	56		<i>object of the preposition</i>	
88	Language Link: (Vocabulary) Homophones	202–3	169–70	57	• Beanbag	<i>compound subject</i>	
89	Chapter 9 Review	204–5	171–72	58–59	• Twenty-five index cards or construction paper squares	<i>compound object</i>	
90	Cumulative Review	206–7	173–74	60–61		<i>antecedent</i>	
	Bridge: Evangelizing Australia and New Zealand					<i>possessive pronoun</i> <i>reflexive pronoun</i> <i>homophone</i>	

Chapter 10: Writing a Book Review

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing	209	176			<i>opinion</i>	<ul style="list-style-type: none"> • Express opinions clearly • Identify reasons for an opinion • Place transitional words and phrases in an opinion paragraph • Distinguish between positive and negative opinions • Evaluate a book • List both positive and negative aspects of a book • Formulate an overall opinion of a book • Recognize the structure of the book review • Plan a book review using a planning chart • Identify characteristics of good beginnings and endings • Draft, revise, proofread, and orally publish a book review • Use a thesaurus to find more interesting or exact words • Participate in a writing conference • Recall the correct way to write book titles • Recognize errors using a Proofreading Checklist • Prepare a "book bag" for the oral publishing stage • Identify and practice good speaking and listening skills • Use visual aids effectively
91	Expressing Your Opinion	212–13	177–78			<i>reason</i>	
92	Evaluating Your Book	214–15	179		• Each student's chosen book	<i>transitional words and phrases</i>	
93	Book Review: Planning	216–17	180–81		• Each student's chosen book	<i>characters</i>	
94	Book Review: Drafting	218–19	182		• Each student's chosen book	<i>setting</i>	
95	Book Review: Revising	220–21	183–84			<i>plot</i>	
96	Book Review: Proofreading	222–23	185–86			<i>T-chart</i>	
97	Preparing for Oral Publishing	224–25				<i>theme</i>	
98	Book Review: Oral Publishing	226–27	187–88			<i>introduction</i>	
99	Chapter 10 Review	228–29	189–90	60–61		<i>main events</i>	
100	Cumulative Review	230–31	191–92			<i>supporting details</i>	
						<i>visual aid</i>	
						<i>conclusion</i>	
						<i>recommendation</i>	
						<i>Writing Process</i>	
						<i>planning</i>	
						<i>drafting</i>	
						<i>revising</i>	
						<i>proofreading</i>	
						<i>publishing</i>	

Chapter 12: Writing a Research Report

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing	255	214			<i>research report</i>	<ul style="list-style-type: none"> • Identify the content of a research report • Evaluate a student model of a research report • Identify steps in writing a research report • Choose a topic for a research report • Analyze notes taken from an encyclopedia • Identify notes that do not belong under specific note card headings • Prepare note cards for research • Take notes from nonfiction sources • Analyze a student model of transferring notes to an outline • Recognize the levels of an outline • Write an outline using details from note cards • Analyze the student model excerpt from a first draft • Draft, revise, proofread, and publish a research report • Analyze a revised draft • Recognize ways to combine sentences for variety • Recognize errors using the Proofreading Checklist • Identify the purpose of a bibliography • Identify the format for recording books, encyclopedias, dictionaries, articles, and online sources in a bibliography • Write a bibliography using source information
111	A Research Report	258–59, S98	215–16			<i>facts</i>	
112	Planning: Taking Notes	260–61, S99–S100	217–18		<ul style="list-style-type: none"> • Ten 4" X 6" lined index cards for each student • Encyclopedias • Informational nonfiction book about each student's topic (person) • Rubber band or resealable bag for each student (optional) 	<i>biography</i> <i>sources</i> <i>outline</i> <i>main point</i> <i>subpoints</i> <i>supporting details</i>	
113	Planning: Writing an Outline	262–63	219–20			<i>bibliography</i>	
114	Research Report: Drafting	264–65	221			<i>Writing Process</i> <i>planning</i>	
115	Research Report: Revising	266–67	222–23			<i>drafting</i>	
116	Research Report: Proofreading	268–69, S101	224–25			<i>revising</i>	
117	The Bibliography	270–71, S99–S100	226			<i>proofreading</i> <i>publishing</i>	
118	Research Report: Publishing	272–73			<ul style="list-style-type: none"> • Materials for the publishing method of your choice • Samples of published biographies 		
119	Chapter 12 Review	274–75	227–28	72–73			
120	Cumulative Review	276–77	229–30				

Chapter 13: Adjectives & Adverbs

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
121	Adjectives	280–81, S102	231–32	74		<i>verb</i>	<ul style="list-style-type: none"> • Define adjectives • Identify adjectives and the nouns or pronouns they describe • Identify articles, demonstratives, and proper adjectives as adjectives • Diagram adjectives and adverbs in sentences • Distinguish between adverbs and adjectives and the words they describe • Identify the negative adverbs <i>not</i>, <i>never</i>, <i>nowhere</i>, and <i>rarely</i> • Identify adverbs that describe verbs, adjectives, and other adverbs • Use the correct form of adjectives and adverbs (<i>er</i>, <i>est</i>) to compare • Use the correct form of adjectives and adverbs (<i>more</i>, <i>most</i>, <i>less</i>, and <i>least</i>) to compare • Identify <i>good</i> as an adjective and <i>well</i> as an adverb • Use the correct comparison forms for the adjectives <i>good</i>, <i>better</i>, <i>best</i>, and <i>bad</i>, <i>worse</i>, <i>worst</i> • Use the correct comparison forms for the adverbs <i>well</i>, <i>better</i>, <i>best</i>, and <i>badly</i>, <i>worse</i>, <i>worst</i> • Identify the conjunctions <i>and</i>, <i>but</i>, and <i>or</i> • Identify the words or groups of words that conjunctions join • Recognize that commas are used with conjunctions in a series and in a compound sentence
122	Special Adjectives	282–83	233–34	75	• Adhesive file folder label for each student	<i>tense</i>	
123	Adverbs	284–85	235–36	76		<i>present-tense verb</i>	
124	Adjectives & Adverbs	286–87	237–38	77		<i>past-tense verb</i>	
125	Comparing with <i>er</i> & <i>est</i>	288–89	239–40	78		<i>future-tense verb</i>	
126	Comparing with <i>More</i> , <i>Most</i> , <i>Less</i> , & <i>Least</i>	290–91	241–42	79	• Four different brands of potato chips or pretzels for each student	<i>sentence pattern</i> <i>singular subject</i>	
127	Special Forms for <i>Good</i> & <i>Bad</i>	292–93	243–44	80		<i>plural subject</i>	
128	Language Link: (Usage) Conjunctions	294–95, S75, S103	245–46	81		<i>past participle</i>	
129	Chapter 13 Review	296–97	247–48	82–83	• Items for optional Science Connection	<i>regular verbs</i> <i>irregular verbs</i>	
130	Cumulative Review	298–99	249–50			<i>present-perfect tense</i> <i>past-perfect tense</i> <i>future-perfect tense</i> <i>prefix</i> <i>suffix</i>	
	Bridge: Forecasting Weather	300	251				

Chapter 14: Writing Imaginative Instructions

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing	301	252			<i>precise words</i>	<ul style="list-style-type: none"> • Recognize the difference between precise and imprecise wording in instructions • Find precise words using a thesaurus • Replace imprecise words with precise words • Add details to make a sentence more precise • Understand the role of imagination in creativity • Analyze a student model of instructions • Use imagination in answering questions designed to lead to a topic • Recognize the effectiveness of time-order and spatial words in instructions • Choose appropriate time-order and spatial words to clarify instructions • Choose an imaginative topic to explain • Complete a time-order chart to plan instructions • Recall the structure of paragraphs that give instructions • Draft, revise, proofread, and publish imaginative instructions • Participate in a writing conference • Recognize errors using a Proofreading Checklist
131	Using Precise Words	304–5	253–54			<i>time-order words</i>	
132	Imaginative Instructions	306–7	255–56			<i>spatial words</i>	
133	Time-Order & Spatial Words	308–9	257–58			<i>Writing Process</i>	
134	Imaginative Instructions: Planning	310–11	259–60			<i>planning</i>	
135	Imaginative Instructions: Drafting	312–13				<i>drafting</i>	
136	Imaginative Instructions: Revising	314–15	261–62			<i>revising</i>	
137	Imaginative Instructions: Proofreading	316–17	263–64			<i>proofreading</i>	
138	Imaginative Instructions: Publishing	318–19			<ul style="list-style-type: none"> • Copy of Emily Dickinson's poem "To Make a Prairie" • Materials for the publishing method of your choice 	<i>publishing</i>	
139	Chapter 14 Review	320–21, S104	265–66	84–85			
140	Cumulative Review	322–23	267–68				

Chapter 15: More About Sentences

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
141	Prepositions	326–27, S78, S105	269–70	86		<i>preposition</i>	<ul style="list-style-type: none"> Determine when to use <i>between</i> and <i>among</i> Identify prepositions, objects of prepositions, and prepositional phrases in sentences Use a comma after a dependent clause at the beginning of a complex sentence Place commas after the greeting and the closing in letters, between the city and state, and between the day and year Use commas correctly with quotation marks that show dialogue, with direct address, and before a coordinating conjunction in a compound sentence Use commas correctly in sentences with a series of words, an appositive, an introductory word, or a long introductory phrase Identify the subject and verb in a sentence with prepositional phrases at the beginning, in the middle, or at the end of a sentence Expand sentences by adding prepositional phrases or adverbs Replace the object of the preposition with an object pronoun Differentiate a word used as a preposition and the same word used as an adverb Identify subordinating conjunctions Identify dependent and independent clauses Differentiate simple, compound, and complex sentences Combine simple sentences to form compound and complex sentences
142	Prepositional Phrases	328–29, S78	271–72	87	• Pictures	<i>prepositional phrase</i>	
143	Object Pronouns in Prepositional Phrases	330–31, S78, S106	273–74	88		<i>object of the preposition</i>	
144	Preposition or Adverb?	332–33	275–76	89		<i>adverb</i>	
145	Subordinating Conjunctions	334–35	277–78	90	• Several pictures	<i>subordinating conjunction</i>	
146	Sentences: Compound & Complex	336–37	279–80	91		<i>independent clause</i>	
147	Sentences: Simple, Compound, & Complex	338–39, S107	281–82	92		<i>dependent clause</i>	
148	Language Link: (Punctuation) Commas & Comma Splices	340–41, S108–S109	283–84	93		<i>simple sentence</i>	
149	Chapter 15 Review	342–43	285–86	94–95	• Five flashcards • Items for optional Heritage Studies Connection	<i>compound sentence</i>	
150	Cumulative Review	344–45	287–88			<i>complex sentence</i>	
	Bridge: Visiting Landmarks and Monuments	346	289			<i>comma splice</i>	

Chapter 16: Writing a Play

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing	347–51	290–94		<ul style="list-style-type: none"> Anthologies of fables or folktales (optional) Computer access for each student to research fables or folktales (optional) 	<i>plot</i> <i>setting</i> <i>characters</i>	<ul style="list-style-type: none"> Recognize the dramatic impact of a play Recognize differences between a play and a short story Consider fables or folktales to dramatize Identify features of a play Analyze a student model of a play Choose a fable or folktale to dramatize Plan one or two settings for a play Develop the characters for a play using a character web Identify the parts of a play's plot Analyze a map of the action in a student play Map the action in a play Develop further the plans prepared in the planning stage Divide the fable or folktale into scenes Plan a scene description, action, and dialogue to include in each scene of the play Participate in a writing conference Draft, revise, proofread, and publish a play
151	Writing a Play	354–55	295–96			<i>cast list</i>	
152	Features of a Play	356–57	297–98			<i>problem</i>	
153	Play: Planning the Setting & Developing the Characters	358–59	299–300			<i>solution</i>	
154	Play: Mapping the Action	360–61	301–2			<i>script</i>	
155	Play: Drafting	362–63				<i>adaptation</i>	
156	Play: Revising	364–65	303–4			<i>dramatization</i>	
157	Play: Proofreading	366–67	305–6			<i>cast</i>	
158	Play: Publishing	368–69			<ul style="list-style-type: none"> Each student's props for his play (optional) 	<i>scene description</i>	
159	Chapter 16 Review	370–71	307–8	96–97		<i>props</i>	
160	Cumulative Review	372–73	309–10			<i>stage directions</i> <i>character web</i> <i>offstage</i> <i>scenes</i> <i>Writing Process</i> <i>planning</i> <i>drafting</i> <i>revising</i> <i>proofreading</i> <i>publishing</i>	