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| **Story** | Lesson | Lesson Pages | Reader Pages | Worktext Pages | Teaching Visuals | Vocabulary Words | Bible Truths | Comprehension Skills | Other Skills |
| Unit 1—Perspectives Lessons 1-30 |  |  |  |  |  |
| Unit page |  | 2 | 1 |  |  |  |  |  |  |
| IntroductionPurposes for writing and reading | 1 | 3-4 |  | 1-2 | *1—The Author’s Purpose**2—Reading with Purpose* |  |  | discerning purposes for readingrecognizing a need for personal selection criteria | **Study skills:**identifying parts of a book’s formatusing the table of contents and index to locate information**Literature:**identifying authors’ purposes for writingscanning text to determine the author’s purposeidentifying the author’s purpose in paragraphs |
| Jake Sparks and the Case of the Missing MonkeyHumorous fictionby Sharon Hambrick | 2 | 5-11 | 2-7 | 3-4 |  | gavelconfidantdeceasedtransfixed | 2a Authority5a Love | recalling and inferring facts and detailsmatching characters and dialogue | **Literature:**noting the narrator of the storynoting the author’s use of a character to provide foreshadowingidentifying the author’s use of details to provide imagery**Study skills:**using the parts of a glossary to determine information |
| 3 | 12–18 | 8–13 | 5–6 |  | diminutivepillarprosperity | 2a Obedience2c Faithfulness2e Work5a Kindness5a Love5b Unselfishness | identifying growth and change in a characterinterpreting a character’s motivesidentifying cause-and-effect relationships | **Literature:**identifying foreshadowing used by the author to make a mystery believable noting the author’s use of humoridentifying the elements of a mystery**Vocabulary:**matching words and definitions**Study skills:**identifying the main idea of a paragraph |
| A Visit with a Humorist: Sharon HambrickAn interviewby Eileen M. Berry | 4 | 19–23 | 14–16 | 7–8 |  | publishdialogueuniversalcadencephilosophicalhumorist | 5a Kindness |  | **Literature:**identifying elements of a humorous storyrelating the humorist’s statements to examples in her writingidentifying exaggeration**Vocabulary:** matching words and definitionsdetermining word meaning from prefixes**Composition:**recognizing practice as an important element in gaining writing skill composing sentences with exaggeration |
| Skill DayPoint of view | 5 | 24–25 |  | 240–41 | *3—Who’s Telling?* |  |  |  | **Literature:**distinguishing between the use of first-person narrator and third-person narrator |
| The Squire’s BrideA folktaleretold by Peter Christian Asbjörnsen and Jorgen Möe, translated by George Webbe Dasent | 6 | 26–30 | 17–20 | 9–10 |  | widowercontradictedcoaxingparsontetheredcourting | 5a Love7d Contentment7e Humility | interpreting the moral of a storyinterpreting the motives of charactersrecalling facts and detailsmatching characters and dialogue | **Literature:**identifying third-person point of viewnoting the author’s use of humor**Vocabulary:**matching words and definitions |
| 7 | 31 |  | 11–12 |  |  |  |  | **Literature:**identifying third-person point of viewnoting the author’s use of humor**Vocabulary:**matching words and definitions |

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| **The Scullery Boy****From *The Foundling****by Linda Hayner* | 8 | 32–39 | 21–27 | 13–14 |  | VicarscuttledominatedflankedparchmentvellumreverentlyMoslemsculleryirksome | 4c Honesty | discerning between right and wrong actions and choices | **Literature:**identifying elements of settingidentifying point of viewidentifying the author’s use of imagery**Study skills:**paraphrasing sentences**Vocabulary:**identifying synonyms to develop word meaningmatching synonyms to build vocabulary |
| 9 | 40–47 | 28–35 | 15–16 |  | parishionersexploitsbungingbodiceflouncedhedgesdraymenliveryaskew | 2a Authority2a Obedience4c Honesty5a Courtesy5a Kindness | identifying different characters’ perspectivesdiscerning good and evil charactersusing adjectives to describe characterscompleting analogiesinferring unstated detailsidentifying fact and opinioninterpreting imagery | **Literature:**recognizing the author’s purposedescribing humorous elementsidentifying point of viewidentifying elements of mood**Oral reading:**interpreting literature through oral reading |
| 10 | 48–55 | 36–42 | 17–18 |  | unlettered breachresumefrivolousfortnightembezzlementamenitiesapoplexyapprenticevalisepresume | 3c Emotional control4c Honesty5a Compassion5a Courtesy5b Giving5b Unselfishness6c Spirit-filled | comparing and contrasting characters in a storydescribing characters’ motivesdescribing characters’ traitssequencing eventsrecalling stated and unstated details | **Literature:**identifying elements of humor**Oral reading:**interpreting literature through oral reading**Vocabulary:**matching words and definitionsdetermining word meaning from context |
| **Skill Day****Syllables and accents** | 11 | 56–57 |  | 242–43 | *4—Syllables and Swords**5— Accents and Arrows* |  |  |  | **Structural analysis:**dividing words with the *VC/CV* pattern into syllables (syllable division rule 1) dividing compound words into syllables (syllable division rule 2) determining the accented syllables in two-syllable words without affixes (accent rule 3)determining the primary and secondary accented syllables in two- and three-syllable compound words (accent rule 1) |
| **Skill Lesson: The Dewey Decimal System** | 12 | 58–62 | 43–45 | 19–20 |  |  |  | recalling facts and details | **Study skills:**using charts to locate informationusing the Dewey decimal system to classify and locate booksdistinguishing between skimming and scanning |

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| **Story** | **Lesson** | **Lesson Pages** | **Reader Pages** | **Worktext Pages** | **Teaching Visuals** | **Vocabulary Words** | **Bible Truths** | **Comprehension Skills** | **Other Skills** |
| **Listening to Katey****Humorous fiction***by Louise D. Nicholas* | 13 | 63–68 | 46–50 | 21 |  | thresholdfelonygratifyingtransfixedenterpriseappalled | 2a Obedience7d Contentment |  | **Literature:**identifying first-person point of viewidentifying and completing similesnoting the author’s use of irony to create humornoting the author’s use of exaggeration to create humor**Composition:**writing a paragraph in first-person point of view |
| 14 | 69–73 | 51–55 | 22–23 |  | endeavor revoked artifacts cul-de-sacdwindlingrelicwaveringcapitalmalice | 2c Faithfulness2e Work5a Love | determining cause-and-effect relationshipscontrasting character traits | **Literature:**noting the author’s use of a blending element**Vocabulary:**determining word meaning from context**Study skills**:reading a chart to locate information |
| 15 | 74–81 | 56–63 | 24–26 |  | latticedarborstrellisesresolveconsolationsalliedwitch hazelrevelingexcavation | 2e Work4a Sowing and reaping5a Love | inferring unstated facts and detailsidentifying character growth and changerecalling and inferring facts and details | **Literature:**evaluating the author’s choice of wordsidentifying similenoting the author’s use of humoridentifying types of humor**Vocabulary:**determining word usage from context**Study skills:**reading a map |
| 16 |  | 82 | 27–28 |  |  |  |  | **Literature:**recognizing the use of flashback in a storyidentifying flashback |
| **The Apple of Contentment****A literary folktale***by Howard Pyle* | 17 | 83–93 | 64–72 | 29–30 |  | paringsstewardmelancholysimpleton | 3c Emotional control4c Honesty5a Love7d Contentment | relating story content to biblical truth: contentment is found in Christ | **Literature:**recognizing the author as the narrator: third-person point of viewrecognizing the genre *literary folktale*identifying personificationnoting the use of understatement in the story**Composition:**using personification in writingwriting creative similes from clichés**Vocabulary:**matching words and definitions |
| **Author Scrapbook****Howard Pyle** | 18 | 94–97 |  | 269–74 | *8—E.A.R.S.**9—Listen and Learn* |  |  | recalling facts and detailsdeveloping a sense of history | **Study skills:**using a strategy for listening with comprehension |
| **A Tree for the Wilderness****Biblical fiction***by Jean Mundell* | 19 | 98–107 | 73–80 | 31–32 |  | acacialoomincensecondemnedredemptiontormented | 1b Repentance and faith2e Work5a Love5c Evangelism and missions6c Spirit-filled7d Contentment8a Faith in God’s promisesE. Christ as SacrificeH. God as Father | identifying change in characterrelating story content to biblical truth: God provides salvation through repentance and faithdiscriminating between a spirit of gratitude and ingratitudedetermining cause-and-effect relationshipsidentifying character traits and attitudesapplying biblical truth | **Literature:**identifying similerecognizing the genre *biblical fiction***Study skills:**locating verses in the Bibleparaphrasing Bible verses**Vocabulary:**determining word meaning from context |

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| **Aunt Mazey Ain’t Crazy****Regional fiction***by Dawn L. Watkins* | 20 | 108–14 | 81–86 | 33–34 |  | hearinglullstatusjauntyaugervast | 2e Cooperativeness | recognizing that the rewards of hard work are more than monetaryrelating story content to biblical principles | **Literature:**demonstrating an awareness of the author’s use of imageryidentifying an element of foreshadowingnoting how the author reveals characters through their actionsapplying literary elements—setting, point of view, and main characters**Oral reading:**reading aloud dialogue and actions in a way that interprets the “heart” of the character**Study skills:**locating verses in the Bibleusing a glossary**Structural analysis:**applying syllable division rules 1 and 2—*VC/CV* pattern, compound wordsapplying accent rules 1 and 3—compound words, two-syllable words without affixes |
| 21 | 115–20 | 87–92 | 35–36 |  | gloweredchiseleddiagnosisbreachwinced | 2e Diligence5a Love5a Thoughtfulness | making predictionscontrasting characters’ reactions and judging the appropriateness of eachinterpreting imagerymatching characters and dialogue | **Literature:**demonstrating an understanding of figurative language**Vocabulary:**matching words and definitions |
| 22 | 121–28 | 93–99 | 37–38 |  | clientcompetencyviolationaghastassessmentprioritycontemptbailiff | 5a Love5e Loyalty | demonstrating an understanding of the principle that many things are more important than moneyidentifying and interpreting responses of charactersgiving evidence to support a conclusion | **Oral reading:**reading aloud character dialogue in a way that communicates motive**Literature:**interpreting imagery**Vocabulary:**matching words and definitions |

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| **Story** | **Lesson** | **Lesson Pages** | **Reader Pages** | **Worktext Pages** | **Teaching Visuals** | **Vocabulary Words** | **Bible Truths** | **Comprehension Skills** | **Other Skills** |
| **The Greater God****A missionary story***by Sharon Woodruff* | 23 | 129–37 | 100–107 | 39–40 |  | malignappeasetauntingbiasedruefullycompound | 3c Self-control5a Love5c Evangelism and missions6a Bible study8a Faith in God’s promises8b Faith in the power of the Word of God8c Fight8d CourageI. God as Master | demonstrating an understanding of the scope of God’s powerrecognizing that God will use anyone who is willingnoting personal growth of a characterrelating story content to biblical truth: God’s promises are trueidentifying character growth and changeidentifying adverbs and the questions that adverbs answer | **Literature:**identifying the beginning and end of a flashbackidentifying flashback**Vocabulary:**determining word meaning from context**Composition:**completing a flashback scene |
| 24 | 138 |  | 41–42 |  |  |  |  | **Study skills:**identifying the main idea and important details of a paragraphidentifying statements that support a main ideasummarizing with main ideas and important details |
| **Wind-Wolves****Poetry***by William D. Sargent* | 25 | 139–42 | 108–9 | 43–44 |  | flanks |  | identifying rhyming words—hink pinks | **Literature:**recognizing an extended metaphorrecognizing that rhythm supports meaningidentifying the mood of the poemidentifying similes, metaphors, and personification**Composition:**using repetition in writing |
| **Mowgli’s Brothers****From *The Jungle Book****by Rudyard Kipling* | 26 | 143–50 | 110–16 | 45–46 | *5—Accents and Arrows* | thresholdhydrophobiameanmoonscourmangyquarryfostering | 4c Honesty7e Humility8d Courage | identifying the emotional responses of characterscompleting analogies | **Literature:**recognizing the author’s use of sarcasm and irony**Oral reading:**reading orally to convey the personality of a character**Vocabulary:**identifying synonymsdetermining word meaning from contextdetermining word usage from context**Structural analysis:**applying accent rules 1 and 3—compound words, two-syllable words without affixes |
| 27 | 151–59 | 117–25 | 47–48 |  | cunningveteransmonotonousdisputeassemblypadscultivatedsullenly | 4b Purity | describing the qualities of charactersdetermining sentence meaning from contextidentifying character traitsrecalling and inferring facts and detailscompleting analogies | **Literature:**noting the author’s use of foreshadowingrecognizing the author’s use of ironyidentifying elements of realism in fanciful fiction**Vocabulary:**determining word meaning from contextidentifying antonyms**Composition:**writing descriptive sentences |
| 28 | 160–67 | 126–32 | 49–50 |  | fodderhusbandmanwickerbyreprimefawnmarrowgullet | 5e Loyalty | detecting change in a character | **Literature:**identifying ironyrecognizing the author’s use of personificationidentifying elements of realism in fanciful fiction**Oral reading:**reading orally in a persuasive manner**Composition:**writing an example of irony**Study skills:**paraphrase sentences**Vocabulary:**determine word meaning from context |
| **Literature Lesson: Character****An article***by Morgan Reed Persun* | 29 | 168–72 | 133–36 | 51–52 |  | statureilluminateloathedtraitsindustrious |  |  | **Study skills:**skimming to get the general idea of an article**Literature:**identifying methods of revealing character in literature |
| 30 | 173–75 | 133–36 | 53–54 |  |  |  |  | **Literature:**recognizing and listing five ways that characters are revealed in literatureidentifying methods of revealing character**Composition:**brainstorming and recording ideas about a character and how it is revealedwriting a character sketch |

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| **Story** | **Lesson** | **Lesson Pages** | **Reader Pages** | **Worktext Pages** | **Teaching Visuals** | **Vocabulary Words** | **Bible Truths** | **Comprehension Skills** | **Other Skills** |
| **Unit 2—Victories** Lessons 31–52 |
| **Unit page** |  | 176 | 137 |  |  |  |  |  |  |
| **Skill Day****Types of characters** | 31 | 177–78 |  | 244–45 | *10—The Shape It’s In**11—A Change of Character* |  |  |  | **Literature:**distinguishing between types of characters: *round* and *flat*, *dynamic* and *static* |
| **The Granddaddy of All Frogs****Regional fiction**by Milly Howard | 32 | 179–84 | 138–42 | 55–56 | *4— Syllables and Swords**5—Accents and Arrows**6—More Syllables and Swords**7— More Accents and Arrows* | towheadedmonologuescrapperbrandishedgingerlycrooning | 3c Emotional control | matching story characters with actions and traitsinterpreting dialect | **Literature:**identifying elements of settingrecognizing the author’s use of humornoting the author’s use of foreshadowing**Vocabulary:**determining word meaning from context**Structural analysis:**applying syllable division rules 1, 2, and 4—*VC/CV* pattern, compound words, and words with affixesapplying accent rules 1, 2, and 3—compound words, words with affixes, and two-syllable words without affixes**Oral reading:**reading orally to interpret dialect |
| 33 | 185–90 | 143–47 | 57–58 | *10—The Shape It’s In* | degeneratedinitiatedfeudawestruckdistraughtdisengagedindignantlyincredulous |  | predicting outcomesmatching story characters with character traits | **Literature:**noting the author’s choice of wordsnoting how the action builds in a storydistinguishing between round and flat characters**Oral reading:**reading orally to interpret dialect**Vocabulary:**writing sentences to convey word meaningdetermining meanings of words with prefixes *de*-, *dis*-, *in* |
| **The Nisei****An article***by Jenna Wright* | 34 | 191–98 | 148–53 | 59–60 |  | suppressed“in office”prestigiousprominentpotentialevacuaterestrictedhonoraryplightoccupantssecludedcontributing | 2a Authority2e Work3b Mind3c Emotional control6a Bible study6b Prayer6e Forgiveness8a Faith in God’s promises8d Courage | recognizing cause-and-effect relationshipsmaking inferencesidentifying prejudicecomparing facts and opinionsdrawing conclusions | **Vocabulary:**matching antonymsdetermining word meaning from context**Study skills:**scanning to locate specific details in an articleidentifying the main idea of an article |
| **Skill Day****Propaganda** | 35 | 199–200 |  | 246–47 | *12—Jump on the Band-wagon**13—Don’t Be Fooled**14—Hear Ye! Hear Ye!**15—All That Glitters* |  |  | recognizing the need to think critically when reading and listening | **Literature:**recognizing four propaganda techniques: *bandwagon*, *name calling*, *testimonial*, and *glittering generalities***Study skills:** locating Bible versesapplying biblical truth |
| **Brethren Nisei****Christian fiction***by Jeri Massi* | 36 | 201–6 | 154–58 | 61 | *10—The Shape It’s In (optional)* | civil actionresolutededucingmarredanguishedstolidlyambushedbannedstrafedgravely | 1a Understanding Jesus Christ3c Self-control5a Compassion5a Love5b Giving6b Prayer8a Faith in God’s promisesC. Basis for PrayerE. Christ as SacrificeG. Christ as FriendH. God as FatherI. God as Master | noting the emotional struggles of a characterdemonstrating an understanding of historical events during World War IIrelating story content to biblical truth: God is sovereigninferring the motives of characters | **Literature:**recognizing third-person point of view**Vocabulary:**matching words and definitions |
| 37 | 207–11 | 159–62 | 62–63 |  | devoutvandalstojosmutelyrousedlamentedroved | 1a Understanding Jesus Christ1b Repentance and faith5a Love5c Evangelism and missions6e Forgiveness8b Faith in the power of the Word of God | noting change in characterrelating story content to biblical truths: Christians are to be the light of the world; God is sovereigndistinguishing fact and opinionrecognizing the attitudes of characters | **Literature:**identifying round and flat characters**Vocabulary:**determining word usage from context |
| **Skill Lesson: Atlas** | 38 | 212–18 | 163–67 | 64–66 |  | topographicalprecipitationagriculturalpopulationdenselyliteracy |  |  | **Study skills:**recognizing the purposes of an atlasscanning to locate specific details in an articleusing graphs and maps to compare informationreading bar graphs and line graphsreading a precipitation mapdetermining the appropriate sources of information in an atlasreading maps and interpreting time changes |

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| **Story** | **Lesson** | **Lesson Pages** | **Reader Pages** | **Worktext Pages** | **Teaching Visuals** | **Vocabulary Words** | **Bible Truths** | **Comprehension Skills** | **Other Skills** |
| **A Ride to Honor****Fanciful fiction***by Dawn L. Watkins* | 39 | 219–25 | 168–73 | 67–68 |  | martingalegantletsumbocampaign medalsniggling | 2a Authority2d Goal setting5a Compassion5d Communication | discerning character traitsinterpreting meaning from contextrelating story content to biblical truth: a wise person thinks before he speaksrecognizing characteristics of loyalty, compassion, and obediencepredicting the meaning of a riddle | **Literature:**recognizing the author’s unique word choices**Study skills:**reading and interpreting a map**Vocabulary:**determining word usage from context |
| 40 | 226–34 | 174–81 | 69–70 |  | pommelconstraintfalterturretsdisembarkedparapet | 4a Sowing and reaping5a Kindness5a Thankfulness to men | interpreting imageryinterpreting symbolism in a riddlerecognizing characteristics of loyalty, compassion, and obedienceinterpreting meaning from contextdetermining character traitsdrawing conclusions | **Vocabulary:**matching words and definitions |
| **Stickball****Poetry***by Virginia Schonborg* | 41 | 235–38 | 182–83 | 71–72 |  | ricochets |  | describing the person speaking in a poem | **Literature:**identifying anaphoranoting the author’s choice of words**Oral reading:**participating in a choral reading of a poem**Composition:**using anaphora to write lines of poetryrewriting a poem to reflect another setting |
| **The Secret Pitch****Humorous fiction***by Earl Chapin* | 42 | 239–45 | 184–89 | 73–74 | *4— Syllables and Swords**5—Accents and Arrows**6—More Syllables and Swords**7— More Accents and Arrows* | troupeformidableascribedseedyprofuselyconcededunnervedingloriouslypatsycomplacentprematurelyvehementlychortledprimly |  | discerning the motives of charactersdetecting change in character | **Literature:**describing the mood of the storyidentifying first-person point of viewidentifying figurative languagenoting the author’s use of descriptive verbsidentifying similenoting the author’s use of descriptive words**Vocabulary:**matching words and definitionsdetermining word usage from context**Structural analysis:**applying syllable division rules 1, 2, and 4—*VC/CV* pattern, compound words, and words with affixesapplying accent rules 1, 2, and 3—compound words, words with affixes, and two-syllable words without affixes |
| 43 | 246 |  | 75–76 | *16—PQ3R* |  |  |  | **Study skills:**using the PQ3R study method to read informational text |
| **America’s Favorite Pastime****An article***by Amy Miller* | 44 | 247–53 | 190–94 | 77–78 | *16—PQ3R* | destinedevolvecounterpartsintegrationlapsed | 4c Honesty6d Clear conscience | recalling facts and detailsidentifying actions that reflect character | **Study skills:**using the PQ3R study method to read informational textplotting related events on a time line |
| **Rest in Hope: The Michael Weathers Story****A testimony***by John Weathers**with Eileen M. Berry* | 45 | 254–60 | 195–99 | 79–80 | *7— More Accents and Arrows* | stimulatedgrafts | 1a Understanding Jesus Christ6b Prayer7c Praise7d ContentmentD. Identified in ChristH. God as FatherI. God as Master | relating story content to biblical truth: all that happens to us is for our good and God’s glory | **Literature:**identifying the perspective from which the story is toldidentifying how the perspective affects the way the story is presentedidentifying the theme of the story**Study skills:**locating and paraphrasing verses from the Bible**Structural analysis:**identify the schwa soundrecognizing that schwa syllables have various spellingsrecognizing that the accent never falls on a syllable with a schwa soundrecognizing that in words with the schwa ending /shǝn/, the accent usually falls on the syllable that precedes the endingapplying accent rule 4—schwa syllables**Vocabulary:**matching words and definitions |
| **The Proud-Minded Princess****A folktale***dramatized by Dawn L. Watkins* | 46 | 261–69 | 200–207 | 81–82 |  | dramatis personaepredecessorssuitorsbolsterlavishinclinedbeseechchambersdodderingindistinctcomposebeguilesdowryimpertinentimploreinsufferablecomportvagabonddisposedstationarsenalpauper | 3c Emotional control7d Contentment7e Humility | demonstrating an understanding of arranged marriages and class distinctions from a historical perspectivecomparing and contrasting charactersrelating story content to biblical truth: before honor is humilitymaking predictionscompleting analogiesdrawing conclusions | **Literature:**recognizing puns as word play that colors the dialogue**Oral reading:**reading orally to convey character traits**Vocabulary:**matching words and definitions |
| 47 | 270–76 | 208–14 | 83 |  | refraininquiringindulgenceobliviousshrewdispositionduration | 2b Servanthood2f Enthusiasm3c Emotional control5a Love5b Unselfishness7e Humility | interpreting meaning from contextinferring unstated facts and detailsevaluating characters’ motivesrecognizing noble qualities of unselfish loveidentifying character traits | **Oral reading:**reading orally to demonstrate emotional responses of characters**Vocabulary:**interpreting word meaning from context |

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| **Story** | **Lesson** | **Lesson Pages** | **Reader Pages** | **Worktext Pages** | **Teaching Visuals** | **Vocabulary Words** | **Bible Truths** | **Comprehension Skills** | **Other Skills** |
| **The Proud-Minded Princess****A folktale***dramatized by Dawn L. Watkins* | 48 | 277–85 | 215–22 | 84–86 | *10— The Shape It’s In**11—A Change of Character* | royaltyaughtreign“on my account”outridersprecisionresplendentregaliadevices | 2e Work5b Giving7d Contentment | relating story content to personal experiencecomparing and contrasting story eventsmatching characters and dialogueprojecting characters beyond the plot | **Literature:**demonstrating an understanding of static and dynamic charactersrecognizing foreshadowingrecognizing and interpreting punsidentifying types of characters**Composition:**writing a pun**Oral reading:**reading orally to reveal a change in a character**Vocabulary:**determining word usage from context |
| 49 | 286 |  | 87–88 |  |  |  |  | **Oral reading:**reading orally with varied voice expression**Acting:**identifying ways to interact with other charactersidentifying verbs that describe motivation of characters |
| 50 | 287 |  |  |  |  |  | recognizing change in a character | **Oral reading:**reading orally with confidence before othersidentifying voice expression**Literature:**identifying themes that are carried out throughout the play |
| **Literature Lesson: Setting****An article***by Morgan Reed Persun* | 51 | 288–92 | 223–26 | 89–90 |  | encompassesintegral |  |  | **Literature:**recognizing the influence of setting on a storyidentifying types of setting: integral and backdroprecognizing setting as a symbolidentifying details of a story’s setting**Study skills:**skimming to get the general idea of an article |
| 52 | 293–95 | 223–26 | 91–92 |  |  |  | inferring details of a setting | **Composition:**brainstorming and recording ideas about settingwriting the details of a setting |
| **Unit 3—Ventures** Lessons 53–71 |
| **Unit page** |  | 296 | 227 |  |  |  |  |  |  |
| **Skill Day****Types of conflict** | 53 | 297–98 |  | 248–49 | *17—What’s the Problem?* |  |  |  | **Literature:**distinguishing between external and internal conflictdistinguishing among the types of conflict: man vs. self; man vs. man; man vs. society; and man vs. nature |
| **Antarctica****Christian fiction***by Jeri Massi* | 54 | 299–305 | 228–33 | 93–94 | *17—What’s the Problem? (optional)* | expeditionsisolationhostileportalwharvesdehydratedreconstitutedexcursionstrekcommunetoboggandeliberatestint | 5b Unselfishness6a Bible study6b Prayer | relating story content to biblical truth: personal Bible study and prayer are important | **Literature:**noting the author’s use of similenoting the author’s use of metaphornoting the author’s use of details to create settingrecognizing foreshadowingidentifying the conflict in the storydistinguishing between metaphors and similes**Composition:**writing metaphors and definitions**Vocabulary:**matching words and definitions**Study skills:**using a Venn diagram to compare and contrast information |
| 55 | 306–13 | 234–40 | 95–97 |  | exposuretemperatemaroonresortpoachingdikewaftingmoorednavigationrecoiledrummagedgloweredgauze  | 7e Humility8d Courage | comparing and contrasting charactersrecognizing the value of respect and cooperationinterpreting word meaning from contextdistinguishing between good and evil characters | **Literature:**identifying the conflict in the storycompleting a story map**Vocabulary:**matching words and definitions**Study skills:**reading a catalog order form |
| **Skill Day****Prose and poetry** | 56 | 314–15 |  | 250–51 | *18—Prose or Poetry?* |  |  |  | **Literature:**recognizing characteristics of prose and poetryclassifying literature as prose or poetry on a writing spectrumdistinguishing the differences between prose and poetry |
| **Poems of Day****Sunrise****Poetry***by Emily Dickinson***Weaver of Light****Poetry***by Louise D. Nicholas* | 57 | 316–19 | 241–42 | 98 |  | amethystbobolink |  | comparing and contrasting two poems | **Literature:**identifying personificationrecognizing the poet’s use of figurative languagerecognizing and marking rhyme scheme |

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| **Story** | **Lesson** | **Lesson Pages** | **Reader Pages** | **Worktext Pages** | **Teaching Visuals** | **Vocabulary Words** | **Bible Truths** | **Comprehension Skills** | **Other Skills** |
| **Ornan the Jebusite****Biblical fiction***by Becky Davis* | 58 | 320–27 | 243–49 | 99–100 |  | tediouswinnowingdeftloathimpregnableboisterouslyprominencepragmaticshamcompelled | 1c Separation from the world4b Purity5c Evangelism and missions6b Prayer | identifying character traitscomparing the story to biblical contentrelating story content to biblical truth: a Christian’s actions affect his testimonydistinguishing traits of story characters | **Study skills:**reading a map to determine locations and directionsdrawing a map with a map key |
| 59 | 328–34 | 250–55 | 101–2 | *17—What’s the Problem?* | privy tovulnerableindulgeshrinesexpediencypestilencepetitioningplaguecontrite | 4a Sowing and reaping8d CourageH. God as Father | identifying character growth and changerelating story content to biblical truth: God punishes sin yet is loving and forgivingidentifying the sequence of character growth and change | **Literature:**identifying the main conflict in the story: man vs. selfrecognizing the genre biblical fictiondistinguishing types of conflict**Vocabulary:**matching words and definitions |
| **Skill Lesson: Bible Reference Tools****An article***by Tammie Jacobs* | 60 | 335–40 | 256–59 | 103–4 |  |  | 8b Faith in the power of the Word of God |  | **Study skills:**identifying five types of Bible reference tools: Bible concordance, Bible commentary, Bible dictionary, Bible encyclopedia, and Bible atlasscanning to locate specific details in an articleusing a concordance to locate informationlocating verses in the Biblereading a Bible atlas mapcomparing and contrasting a Bible atlas map and a modern-day map |
| **Shipwrecked!****From *The Swiss Family Robinson****by Johann Wyss* | 61 | 341–47 | 260–65 | 105–6 |  | resignperilousrefugeerectedsubsideadieutransportsnauticalundiminishedballastcapsizingladensumptuousindulgences | 6b Prayer7c Thankfulness to God8a Faith in God’s promisesC. Basis for PrayerI. God as Master | relating story content to biblical truth: God’s will is perfectidentifying character traitsrecalling facts and detailsapplying biblical truth to story content | **Literature:**identifying the narrator and the point of view of the storydescribing the mood of a situation**Vocabulary:**interpreting word meaning from context**Study skills:**locating verses in the Bible |
| 62 | 348–52 | 266–69 | 107–8 |  | devisedue coursefamouslyimprovisedsow tureendrawingsavage | 2e Industriousness7d Contentment | inferring cause-and-effect relationshipsinterpreting meaning from contextrecalling facts and detailsidentifying cause-and-effect relationships | **Literature:**identifying the main conflict: man vs. nature**Vocabulary:**matching words and definitions |
| **Author Scrapbook****Daniel Defoe** | 63 | 353–56 |  | 275–78 | *8—E.A.R.S.**9—Listen and Learn* |  |  | recalling facts and detailsdeveloping a sense of history | **Study skills:**using a strategy for listening with comprehensiontaking notes and making drawings to aid in listening |
| **The Quisling Hunt****Regional fiction***by Gloria Repp* | 64 | 357–63 | 270–75 | 109 |  | appraisingpoacherstraitortarpaulin | 5a Kindness5a Love5e Loyalty6c Spirit-filled7d Contentment7e Humility | evaluating the characters’ responsesinferring unstated facts and detailsdescribing traits of story characterscomparing and contrasting story charactersdistinguishing character traits and actions | **Vocabulary:**matching words and definitionswriting sentences to convey word meanings |
| 65 | 364–71 | 276–82 | 110–12 | *16—PQ3R* | nuisanceintriguedtaxiingstraightaway | 6e Forgiveness7d Contentment8a Faith in God’s promises8b Faith in the power of the Word of God8d CourageD. Identified in ChristI. God as Master | interpreting the types of conflict in the storyinferring and recalling story detailsrecognizing character growth and changerelating story content to biblical truth: God is sovereign and He makes no mistakesdrawing conclusions | **Literature:**identifying the types of conflict in the story: man vs. self; man vs. man; man vs. naturenoting the author’s use of foreshadowingidentifying the importance of details to the story plot**Study skills:**using the PQ3R method of study |
| **A Visit with a Mystery Writer: Gloria Repp****An interview***by Eileen M. Berry* | 66 | 372–76 | 283–85 | 113–14 |  | intersectcrisistritestereotypicalcharacterizationsuperficialanalyze |  |  | **Literature:**identifying a characteristic of a good mystery storyrelating the mystery writer’s statements to examples in her writingdemonstrating an understanding of how an author plans for consistent and interesting characters**Study skills:**conducting and recording an interviewidentifying irrelevant informationidentifying the main idea of a paragraph |

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| **Story** | **Lesson** | **Lesson Pages** | **Reader Pages** | **Worktext Pages** | **Teaching Visuals** | **Vocabulary Words** | **Bible Truths** | **Comprehension Skills** | **Other Skills** |
| **Yeoman Knight****Historical fiction***by Dawn L. Watkins* | 67 | 377–85 | 286–93 | 115–16 | *1—The Author’s Purpose**17—What’s the Problem?* | yeomanmuckunabashedcurrysteeddocilebrandishingboarwretchesswathvenisonroustgulesazure | 2d Goal setting3a Self-concept4c Honesty5a Courtesy7e Humility8c Fight8d Courage | recognizing the character traits of wit, courage, and dutyrelating story content to biblical truth: a Christian must put on the whole armor of Godnoting how a character’s actions reveal character traitsrecalling and inferring acts and details | **Vocabulary:**determining word usage from context clues |
| 68 | 386–93 | 294–300 | 117–18 |  | burnishedincredulousgreaveslurepauldronsquandaryrepugnantreverieaspireentourages | 2e Work4a Sowing and reaping4b Purity4d Victory | recognizing the character traits of wit, courage, and dutyrelating story content to biblical truth: those who are faithful in small things can be trusted with greater responsibilities | **Literature:**identifying a similerecognizing the author’s use of imagerynoting the author’s use of setting to reflect the character’s emotionsidentifying types of conflictidentifying the author’s purpose for writing**Vocabulary:**determining word usage from context clues |
| **Skill Day****Etymologies** | 69 | 394–95 |  | 252–53 | *19— Word Equations* |  |  |  | **Vocabulary:**determining word meanings from prefixes, suffixes, and Latin and Greek rootsdetermining the etymology of a wordbuilding words based on etymologies |
| **Literature Lesson: Plot****An article***by Morgan Reed Persun* | 70 | 396–400 | 301–4 | 119 |  | intuitivelyelementsincitingdenouement |  |  | **Study skills:**skimming to get the general idea of an article**Literature:**identifying elements of plotdescribing how conflict affects plotdescribing how a good plot supports a themedetermining the plot sequence of a story |
| 71 | 401–3 | 301–4 | 120 |  |  |  |  | **Literature:**recognizing the function of plot**Composition:**brainstorming and recording ideas about plot and how it is developeddetermining a plot sequence in preparation for writing a story |