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| Story | Lesson | Lesson Pages | Reader Pages | Worktext Pages | Teaching Visuals | Vocabulary Words | Bible Truths | Comprehension Skills | Other Skills |
| Unit 4—Extravaganzas Lessons 72–97 | | | | | | | | | |
| Unit page |  | 418 | 305 |  |  |  |  |  |  |
| Skill Day  Genres | 72 | 419-20 |  | 254-55 |  |  |  |  | **Literature:**  identifying different genres  recognizing characteristics of different genres |
| Six Hot Buns  Classical fiction  **From Sara Crewe or The Little Princess**  by Frances Hodgson Burnett | 73 | 421–28 | 306–12 | 121–22 |  | seminary  pall  bedraggled  persevered  obstinately  currants  populace  ravenous | 4c Honesty  5a Compassion  5b Generosity  5b Giving | relating story content to biblical truths: God is not a respecter of persons; God commands and praises sacrificial giving  recognizing the use of dialect in a character’s speech  recalling facts and details | **Literature:**  identifying conflict  noting the author’s use of descriptive words to create imagery  identifying tone and mood  identifying descriptive terms for characters  **Composition:**  relating story to personal experiences |
| 74 | 429–36 | 313–19 | 123–24 | *1—The Author’s Purpose* | perambulator  Hindustani  salaams  profound  Sahib  grate  vent  garret  hob  savory  improbabilities | 3a Self-concept  5d Communication  5e Friendliness  7d Contentment  H. God as Father | relating story content to biblical truth: it is better to trust in God than to trust in riches  inferring facts and details  determining cause-and-effect relationships  reading for information | **Literature:**  noting the author’s use of descriptive words to create imagery  recognizing the crisis and falling action of the story  identifying the author’s purpose  **Study skills:**  identifying the topic sentence of a paragraph  identifying the main idea of a paragraph  **Vocabulary:**  determining word usage from context clues |
| The Christmas Story  A choral reading of Scripture  by Christa G. Habegger | 75 | 437–43 | 320–24 | 125–26 |  | espoused  cast  barren  privily | 1a Understanding Jesus Christ  7b Exaltation of Christ  7c Praise  8a Faith in God’s promises  E. Christ as Sacrifice  I. God as Master | determining the meaning of a word through context  relating the Christmas story to Old Testament prophecy  determining choral reading symbols | **Oral reading:**  reading orally to communicate meaning  adapting reading rate according to choral reading symbols  **Study skills:**  locating verses in the Bible  identifying information  **Vocabulary:**  applying word meaning in sentence context |
| Skill Day  Discernment I | 76 | 444–45 |  | 256–57 | *20—Defend with Discern-ment* |  | 2a Obedience  8b Faith in the power of the Word of God | recognizing how God deals with sin  applying discernment principles to other areas of life | **Literature:**  recognizing that God’s Word is the standard by which we determine good literature  using God’s Word to identify principles of discernment |
| The Adventures of Tom Sawyer  “The Glorious Whitewasher” and “The Cat and the Painkiller”  **from Tom Sawyer**  by Mark Twain | 77 | 446–52 | 325–30 | 127–28 | *20—Defend with Discern-ment* | delectable  melancholy  vigor  straitened  tranquilly  contemplated  alacrity  jeer  dilapidated | 2c Faithfulness  2e Work  2f Enthusiasm  7e Humility | interpreting dialect | **Literature:**  recognizing the genre of the story: *historical fiction*  identifying onomatopoeia  noting the author’s use of imagery  **Oral reading:**  reading orally to convey mood  **Vocabulary:**  matching words and definitions  **Composition:**  applying principles of discernment |
| 78 | 453–56 | 331–33 | 129–30 |  | sentimentality  quack  windfall  deluge  havoc  petrified  remorse  gravity |  | identifying characters’ traits and actions | **Literature:**  recognizing an allusion to the Bible  interpreting figurative language  identifying the type of plot in the story: *episodic*  noting the author’s use of irony and imagery  recognizing the author’s use of elements of humor  **Oral reading:**  reading orally to interpret character emotion and motivation  **Vocabulary:**  determining word usage from context clues |
| There Is a Fountain  Sacred poetry  by William Cowper | 79 | 457–60 | 334–35 | 131–32 |  | plunged  vile  redeeming  lisping | B. Guiltless by the Blood | recognizing a progression of ideas  interpreting the symbolism of blood in the gospel message  interpreting sacred poetry | **Literature:**  identifying common meter  identifying and interpreting metaphor |
| Author Scrapbook  William Cowper | 80 | 461–64 |  | 279–82 | *8—E.A.R.S.*  *9—Listen and Learn* |  |  | recalling facts and details  developing a sense of history | **Study skills:**  using a strategy for listening with comprehension  taking notes and making drawings to aid in listening |

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| **Story** | **Lesson** | **Lesson Pages** | **Reader Pages** | **Worktext Pages** | **Teaching Visuals** | **Vocabulary Words** | **Bible Truths** | **Comprehension Skills** | **Other Skills** |
| **Literature Lesson:**  **Devices of Style**  **An article**  *by Morgan Reed Persun* | 81 | 465–67 | 336–37 | 133–35 |  | picturesque  hyperbole  convey  credibility |  |  | **Study skills:**  skimming to get the general idea of an article  **Literature:**  recognizing and defining three devices of style used in literature: imagery, hyperbole, and allusion  identifying *imagery*, *hyperbole*, and *allusion*  **Composition:**  writing imagery, hyperbole, and allusion  **Vocabulary:**  determining word meaning from context |
| 82 | 468–70 |  | 136 |  |  |  |  | **Literature:**  recognizing and defining three devices of style used in literature: *imagery*, *hyperbole*, and *allusion*  **Composition:**  brainstorming and recording examples of imagery, hyperbole, and allusion |
| **The Adventures of Alexander Selkirk**  **A true narrative** | 83 | 471–79 | 338–45 | 137 |  | commissioned  sustenance  divers  appease  insolent  verdant  obstinate  gorge  pinnace  myriads  mutinous  whelps  buoyed  trifle  trice  downs  revulsion  stupor  firelock | 1b Repentance and faith  3c Emotional control  6c Spirit-filled  6d Clear conscience  6e Forgiveness  7d Contentment  8a Faith in God’s promises  H. God as Father | comparing the traits of two characters  relating story content to biblical truth: God’s Word can bring repentance and peace; the most miserable life is life without God  developing a sense of history | **Literature:**  describing the setting and mood of the story  identifying the genre of the story: *nonfiction*  identifying elements of plot  interpreting biblical allusion  **Vocabulary:**  matching words and definitions  determining word usage from context clues |
| 84 | 480–87 | 346–53 | 138–39 |  | procurable  brook  victuals  ascertain  tempestuous  implement  precipitate  precipice  haft | 2d Goal setting  2e Work  2f Enthusiasm  4d Victory  6a Bible study  6b Prayer  7d Contentment  8a Faith in God’s promises  I. God as Master | recognizing positive change in a character’s outlook and resourcefulness  relating story content to biblical truth: a clean life reflects a clean heart  understanding alternative methods of calculating time  recognizing the value of hard work | **Study skills:**  comparing and contrasting information |
| 85 | 488–94 | 354–59 | 140–42 |  | compelled  reconciled  descried  reconnoiter  yawl  renowned | 5b Unselfishness  6c Spirit-filled  7d Contentment  8a Faith in God’s promises | identifying cause-and-effect relationships  making judgments about a character’s decisions  relating story content to biblical truths: God created man with the need for companionship; God comforts believers through the presence of the Holy Spirit  identifying character traits and changes in character | **Literature:**  sequencing events on a plot mountain  **Vocabulary:**  determining word usage from context  matching words and definitions  **Study skills:**  identifying primary and secondary sources  determining the value of primary and secondary sources |
| **The Unintentional Hero**  **An Indian folktale**  *retold by Elizabeth A. Abbott* | 86 | 495–504 | 360–67 | 143–44 |  |  | 2c Responsibility  5a Love  5b Giving  7d Contentment  7e Humility | comparing and contrasting story characters  identifying faulty conclusions drawn in the story  demonstrating an understanding of the principle: great wealth does not guarantee great happiness  interpreting character responses  identifying character differences  completing analogies | **Literature:**  identifying dynamic characters  identifying elements of humor  identifying personification  discerning nonrealistic elements of a folktale  **Composition:**  writing sentences using personification |
| **Call It Courage**  **Classic fiction from the novel**  ***Call It Courage***  *by Armstrong Sperry* | 87 | 505–10 | 368–71 | 145–46 | *17—What’s the Problem?* | lagoon  perilous  sennit  fathom  veritable  elation  imperative  deference  formidable  dorsal  impotent | 2e Work  5a Love  8a Faith in God’s promises  8b Faith in the power of the Word of God  8d Courage  I. God as Master | relating a story character to a character from another story  identifying and inferring facts and details  determining cause-and-effect relationships | **Literature:**  identifying elements of plot  identifying types of conflict  describing the mood of the story  recognizing awards given for children’s literature  differentiating between John Newbery and Randolph Caldecott  **Study skills:**  labeling a diagram |
| **Sir Alexander Fleming: Master of His Craft**  **A historical narrative**  *by Karen Wilt* | 88 | 511–19 | 372–78 | 147–48 |  | mackintosh  converted  staphylococci  capsulized  culture  adverse  petri  bobby  contaminated  relapsed  disinfectant  enveloped  shrouding  placidly | 2d Goal setting  2e Diligence  7e Humility | recognizing the historical significance of medical discoveries  recognizing and appreciating traits of hard work and dedication  determining a character’s traits from his actions  evaluating outcomes  determining cause-and-effect relationships | **Literature:**  identifying the genre nonfiction  describing the setting and mood of the story  **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 Pied Piper of Hamelin**  **Poetry**  *by Robert Browning* | 89 | 520–24 | 379–82 | 149–50 |  | ditty  glutinous  vermin  swarthy  sprats  kith and kin  noddy  vesture  ermine  Tartary  obese  Nizam  consternation  guilder  paunch  mutinous | 2e Work | interpreting emotions in a poem  identifying character traits | **Literature:**  discerning how an author creates mood  identifying rhyming words  determining rhyme scheme  **Study skills:**  locating information in a newspaper article |
| 90 | 525–28 | 383–86 | 151–52 |  | adept  trifling  commentary  bate  tripe  stiver  gripe  brook  train-oil flasks  ribald  psaltery  piebald  drysaltery  enraptured  nuncheon  flaxen  puncheon  staved  poke | 2c Faithfulness | identifying characters’ motives  discerning between honest and dishonest actions | **Oral reading:**  reading orally to convey the emotions of the characters  **Vocabulary:**  determining word meaning from context  **Study skills:**  rewriting newspaper headlines  identifying newspaper sections in which to locate information |
| 91 | 529–32 | 387–89 | 153–54 | *6—More Syllables and Swords* | portal  Transylvania  hue  subterraneous  burgher’s pate  trepanned  scores  opes | 2c Faithfulness  4a Sowing and reaping  4c Honesty | discerning the moral of a story  making critical judgments about motives  comparing story content to biblical examples: Matthew 19:24 and Genesis 29:16–28  drawing conclusions | **Vocabulary:**  classifying words  determining word usage from context clues  **Structural analysis:**  applying syllable division rule 3—words ending with a consonant *+ le* |
| **Author Scrapbook**  **Robert Browning** | 92 | 533–36 |  | 283–86 | *8—E.A.R.S.*  *9—Listen and Learn* |  |  | recalling facts and details  developing a sense of history | **Study skills:**  using a strategy for listening with comprehension  taking notes and making drawings to aid in listening |
| **Skill Day**  **Graphic organizers I** | 93 | 537–38 |  | 258–59 |  |  |  |  | **Study skills:**  organizing information using a graphic organizer (web)  forming an outline using information from a graphic organizer |
| **The Peterkins Celebrate the Fourth of July**  **Humorous fiction from *The Peterkin Papers***  *by Lucretia Hale* | 94 | 539–46 | 390–95 | 155–56 | *7—More Accents and Arrows*  *12—Jump on the Band-wagon*  *13—Don’t Be Fooled*  *14—Hear Ye! Hear Ye!*  *15—All That Glitters* | jocosely  fulminating  composition |  | making word choices to express a main idea  describing character traits  making judgments between realistic and unrealistic situations in humor | **Literature:**  discerning how the events create the crisis of the story  understanding and discussing elements of humorous fiction: *slapstick*, *incongruity*, and *puns*  identifying forms of humor—*slapstick*, *incongruity*, and *puns*  identifying propaganda techniques  **Structural analysis:**  applying accent rule 5—shift in accent |
| **Feathers in the Wind**  **Christian fiction**  *by Milly Howard* | 95 | 547–56 | 396–403 | 157 |  | adobe  scrutiny  obscure  vantage point  piki  kachinas  sanctuary  confrontations  impassive | 2a Authority  3c Emotional control  6a Bible study  6c Spirit-filled  8a Faith in God’s promises  8b Faith in the power of the Word of God  8d Courage  E. Christ as Sacrifice  I. God as Master | relating story content to biblical truths: we should respect, honor, and obey those in authority over us; Christ was the perfect sacrifice to pay for our sins | **Literature:**  describing the mood of the story  identifying the inciting incident of the plot  **Study skills:**  reading a map |
| 96 | 557–63 | 404–10 | 158–60 |  | merging  kiva  talons  tethered  resolutely  kachinas  menacingly  incredulously | 2a Authority  2c Faithfulness  5a Kindness  8a Faith in God’s promises  I. God as Master | evaluating the motives of characters  relating story content to biblical truths: God promises to be with us in time of trouble; God commands us to be faithful and obedient  sequencing events  determining character change | **Literature:**  recognizing the inner conflict of the main character  identifying similes  identifying personification  **Oral reading:**  reading orally to convey the emotion of characters  **Composition:**  writing similes  writing personification  **Vocabulary:**  matching words and definitions |
| **Skill Lesson: Almanacs**  **An article**  *by Rachel Larson* | 97 | 564–69 | 411–14 | 161–62 |  | predecessors  concise |  |  | **Study skills:**  scanning to locate specific details in an article  using an almanac to answer questions and compare information  reading and evaluating information in a table  identifying information found in almanacs  determining keywords for use with almanacs  reading an almanac entry |
| **Unit 5—Distant Realms** Lessons 98–117 | | | | | | | | | |
| **Unit page** |  | 570 | 415 |  |  |  |  |  |  |
| **Skill Day**  **Setting and mood** | 98 | 571–72 |  | 260–61 | *21—Setting the Mood* |  |  |  | **Literature:**  recognizing the effects of setting and the author’s word choice on mood  identifying words and phrases that reflect the mood of a story  drawing a scene to illustrate a setting |
| **Blotto**  **A narrative**  *by H. Mortimer Batten* | 99 | 573–82 | 416–23 | 163–64 | *7—More Accents and Arrows* | siding  shunt  points  spanner  avalanche  buffers  ambled | 2c Faithfulness  2e Work | making judgments about a character’s decisions  interpreting an illustration  relating story content to biblical truth: God wants us to be dependable workers  predicting outcomes | **Literature:**  identifying and enjoying humor  identifying the narrator of a story  making judgments about reality versus fantasy  applying elements of a tall tale to a realistic story  identifying foreshadowing  **Oral reading:**  reading orally with varied voice inflection to convey humor and emotion  **Structural analysis:**  applying accent rule 5—shift in accent  **Vocabulary:**  determining word meaning in context |
| **The Medieval Knight**  **An article**  *by Amy Miller* | 100 | 583–88 | 424–27 | 165–66 | *16—PQ3R* | medieval  estate |  | recalling facts and details | **Study skills:**  recognizing a purpose for reading: for information  using the PQ3R study method to read informational text  **Literature:**  identifying the genre of the selection: nonfiction  **Vocabulary:**  interpreting word meaning from context  determining word usage from context clues  **Composition:**  writing a paragraph to establish mood and setting |
| **Champion in Truth**  **Historical fiction from *Men of Iron***  *by Howard Pyle* | 101 | 589–97 | 428–35 | 167–68 |  | kinsman  brook  vague  exultation  opportune  gilt  Comte  venture  boon  patron  wicket | 2c Faithfulness  7e Humility | relating historical events to modern events  developing a historical perspective of medieval England, kings, and knights  discerning character traits  inferring conclusions  recalling and inferring facts and details  determining a title for an article | **Literature:**  identifying the elements of setting in the story  describing how the author creates the mood of the story  **Study skills:**  locating Bible verses |
| 102 | 598–606 | 436–43 | 169–70 |  | disclose  recess  lists  Paladin  pavilions  overgirth  encounter  bout  sirrah  bosom  reverberating  mortification  fleur-de-lis  affirm | 4c Honesty  7e Humility | making predictions  relating historical events to modern events  contrasting the traits of story characters  evaluating character attitudes  relating the story to the article “The Medieval Knight”  relating story content to personal experience  comparing and contrasting characters’ traits | **Literature:**  identifying suspense  determining and describing mood  **Vocabulary:**  matching words and definitions |
| **Skill Day**  **Graphic organizers II** | 103 | 607–8 |  | 262–63 | *22—Let’s Get Organized* |  |  |  | **Study skills:**  organizing information using a graphic organizer |
| Oliver Twist  Classic fiction from the novel  *Oliver Twist*  *by Charles Dickens* | 104 | 609–17 | 444–51 | 171 | *4—Syllables and Swords*  *5—Accents and Arrows*  *6—More Syllables and Swords*  *7—More Accents and Arrows* | petty  amiable  magistrate  meagre  head  assent  staunch  pilfered  peached  cove  severally  stealthily  capital punishment  booty  miser  deferential  ludicrous  green  execution | 4c Honesty | generalizing about a character from his actions | **Literature:**  describing how the author appeals to the reader’s senses to create an image  noting elements of setting  interpreting irony  **Oral reading:**  reading orally to convey character traits and emotions  **Study skills:**  paraphrasing sentences  **Structural analysis:**  applying syllable division rules 1–4—*VC/CV* pattern, compound words, words ending with a consonant *+ le*, and words with affixes  applying accent rules 1–4—compound words, words with affixes, two-syllable words without affixes, and schwa syllables |
| 105 | 618–26 | 452–59 | 172–74 |  | paviour  insolent  battledore  impertinent  wretched  leniently  officiously  severity  lubberly  hazarded  ironical  shamming  gallows  summarily  rueful  loitering  imposing  coherent  contemptuously  prosecutor  unprovoked  humane  bench | 4c Honesty  5d Communication | contrasting characters  generalizing about a character from his actions  recognizing the author’s message: the orphans should be cared for, and the court system should be improved  inferring facts and details  drawing conclusions  applying biblical truth | **Oral reading:**  reading orally to convey character traits and emotions  **Literature:**  making judgments about realistic versus unrealistic elements  recognizing irony  determining mood  recognizing the use of word choice to convey mood  **Study skills:**  locating Bible verses  **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** |
| **Author Scrapbook**  **Charles Dickens** | 106 | 627–30 |  | 287–90 | *8—E.A.R.S.*  *9—Listen and Learn* |  |  | recalling facts and details  developing a sense of history | **Study skills:**  using a strategy for listening with comprehension  taking notes and making drawings to aid in listening |
| **The Open Road**  **Fanciful fiction from *The Wind in the Willows***  *by Kenneth Grahame* | 107 | 631–38 | 460–66 | 175–76 |  | pompous  caravan  larder  fusty  candid  doggedly  sculls  fitments  mellowed  wavered  slip  diplomatically  preoccupied  squandered  trivialities  gipsy | 5a Thoughtfulness  7e Humility | comparing and contrasting characters in a story  projecting characters beyond the plot  identifying character traits and motives  determining advantages and disadvantages of gypsy life | **Literature:**  interpreting irony  identifying the setting and the mood  discerning elements of animal fantasy  **Oral reading:**  reading orally to interpret the character’s motives and emotions  **Vocabulary:**  determining word usage from context clues |
| 108 | 639–46 | 467–73 | 177–78 |  | voluble  placid  paddock  monotone  consulted  onset  rapturous  hysterical  primitive  vacancy  brazen  lodge  morocco  vouchsafed  unredeemable  provoking  shoal  exclusively  jockeying | 2e Work | describing character traits  relating story character to personal experience  developing a sense of history and cultural perspective  identifying character traits | **Literature:**  discerning elements of animal fantasy  noting the author’s use of simile  interpreting irony  **Vocabulary:**  recognizing word relationships |
| **The Sparrow Hawk**  **Poetry**  *by Russell Hoban* | 109 | 647–50 | 474–75 | 179 |  |  |  | identifying comparisons | **Literature:**  noting how sound and rhythm support poetic effects  identifying the rhyme scheme of a poem  **Composition:**  using alliteration in writing |
| **Worth More Than Sparrows**  **An article**  *by Eileen M. Berry* | 110 | 651–54 | 476–78 | 180–81 |  | drab | 3a Self-concept  H. God as Father  I. God as Master | relating content to biblical truth: we are more important to God than sparrows because we are created in His image | **Study skills:**  scanning to locate specific details in an article  comparing and contrasting information in a table  using a word web to organize information  **Literature:**  noting author’s use of simile |
| 111 | 655 |  | 182–84 |  |  |  |  | **Study skills:**  reading for information  scanning to locate specific details in an article  outlining the information in an article  locating Bible verses  **Vocabulary:**  matching words and definitions |
| **Skill Lesson:**  **Nonprint Media** | 112 | 656–60 | 479–81 | 185–86 |  |  |  |  | **Study skills:**  scanning to locate specific details in an article  recognizing different types of nonprint media  distinguishing between sources of nonprint media  identifying appropriate nonprint media |
| **Dream of Light**  **A true story**  *by Sanela Tutaris*  *with Eileen M. Berry* | 113 | 661–66 | 482–86 | 187–89 |  | looting  refugee  superficial  hitchhiking  idol  oblivion | 5b Giving  7c Praise  7d Contentment | developing an historical understanding of the war in Bosnia and empathy for the emotional and physical struggles of a refugee  relating story content to biblical truth: peace comes from Christ alone  making judgments about different philosophies of life | **Study skills:**  reading and interpreting a travel schedule  reading a time zone map  reading a map  indicating information on a map |
| 114 | 667–72 | 487–91 | 190 |  | Louvre  visa  nanny  translating  metro  explicitly | 1c Separation from the world  3e Unity of Christ and the church  4d Victory  5c Evangelism and missions  6a Bible study  6c Spirit-filled  A. Liberty from Sin  H. God as Father  I. God as Master | recognizing symbolism in art  interpreting the meaning of chapter titles  relating story content to biblical truth: God is sovereign  recognizing the importance of studying the Bible and witnessing for Christ  applying biblical truth  recalling facts and details | **Study skills:**  locating Bible verses |
| **Skill Day**  **Discernment II** | 115 | 673–74 |  | 264–65 | *23—Dare to Discern* |  |  | recognizing that discernment must be applied to every aspect of life | **Literature:**  using God’s Word to identify principles of discernment in literature  using discernment to identify noble characters |

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| **Story** | **Lesson** | **Lesson Pages** | **Reader Pages** | **Worktext Pages** | **Teaching Visuals** | **Vocabulary Words** | **Bible Truths** | **Comprehension Skills** | **Other Skills** |
| **Literature Lesson:**  **Theme**  **An article**  *by Morgan Reed Persun* | 116 | 675–78 | 492–94 | 191–92 |  | sequence  reveal  quest  composing  inclined  axioms  prescribed  engaging  tainted |  | recognizing the need to read with discernment | **Literature:**  distinguishing between plot and theme  distinguishing between stated and unstated theme  identifying the theme of a story  identifying the theme of a Bible passage  **Study skills:**  skimming to get the general idea of an article  **Vocabulary:**  matching words and definitions based on context clues |
| 117 | 679–81 |  | 193–94 |  |  |  |  | **Literature:**  identifying events that support the theme of a story  **Composition:**  brainstorming and recording events that support a theme |
| **Unit 6—Overcomers** Lessons 118–141 | | | | | | | | | |
| **Unit page** |  | 682 | 495 |  |  |  |  |  |  |
| **Skill Day**  **Denouement** | 118 | 683–84 |  | 266–67 | *24—Plot Mountain* |  |  |  | **Literature:**  identifying open and closed endings of stories  recognizing denouement as the resolution of the story |
| **The Room**  **Christian fiction**  *by Gloria Repp* | 119 | 685–92 | 496–501 | 195–96 |  | parsonage  veranda | 5a Love  6c Spirit-filled  6d Clear conscience  7d Contentment  8b Faith in the power of the Word of God | relating story content to personal experience  evaluating a character’s attitude  identifying character change  identifying problems and solutions  completing analogies | **Literature:**  evaluating the denouement of the story  completing a story map  **Study skills:**  using the encyclopedia to locate information |
| **Secrets in the Walls**  **An article**  *by Eileen M. Berry* | 120 | 693–98 | 502–5 | 197–98 |  | network  registered  fugitive  emancipation  imposed  amendment  harboring  Vigilance Committee  boarded | 5a Compassion | developing a sense of history  discussing and describing historical events concerning the Underground Railroad and the Thirteenth Amendment  inferring unstated facts and details  recalling and interpreting facts and details | **Study skills:**  reading for information  skimming to get the general idea of an article  reading a table for information  **Vocabulary:**  matching words and definitions |
| **The Important Part**  **Christian fiction**  *by Diane Scudder* | 121 | 699–703 | 506–9 | 199 |  | flatly | 2b Servanthood  2c Enthusiasm  3c Emotional control  5c Evangelism and missions | inferring unstated facts and details  evaluating emotional responses of characters  identifying cause-and-effect relationships | **Literature:**  identifying third-person point of view |
| 122 | 704–11 | 510–16 | 200–202 | *10—The Shape It’s In*  *11—A Change of Character* | compounded  technique | 2e Work  3a Self-concept  3c Emotional control  5a Kindness  6b Prayer  7d Exaltation of Christ  7e Humility | relating story to personal experience  relating story content to biblical truth: God promises power to the weak  interpreting the meaning of a story title  comparing and contrasting story characters  identifying and interpreting motives of characters | **Literature:**  identifying characters as flat or round and dynamic or static  **Study skills:**  identifying irrelevant information |
| **The Redheaded League**  **from *The Adventures of Sherlock Holmes***  *by Sir Arthur Conan Doyle* | 123 | 712–20 | 517–24 | 203–4 |  | florid  crib  settee  berths  recommence  deal table  endeavoured  pensioners  chagrin  benefactor  deduce  propagation  candid  bachelor  nominal  billet  vice |  | inferring unstated facts and ideas  predicting outcomes | **Literature:**  identifying first-person point of view  **Vocabulary:**  determining word meaning from context  **Study skills:**  gathering information from advertisements  writing advertisements |
| 124 | 721–26 | 525–30 | 205 |  | hoax  introspective  foolscap  uncongenial  staggered  commerce  premises  abutted  minute  stagnant  Sarasate  vex  practice  conundrums |  | drawing conclusions  inferring unstated facts and ideas  predicting outcomes  identifying problems and solutions |  |
| 125 | 727–34 | 531–37 | 206–8 |  | hansoms  accomplice  consequential  incites  theoretical  expenditure  bracelets  unfeigned  labyrinth  vulnerable  divined  bullion  lurid  aperture |  | inferring unstated facts and ideas  drawing conclusions | **Literature:**  identifying similes  interpreting a metaphor  recognizing foreshadowing  **Vocabulary:**  matching words and definitions  **Study skills:**  using an article to gather information  arranging information to write an article |

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| **Story** | **Lesson** | **Lesson Pages** | **Reader Pages** | **Worktext Pages** | **Teaching Visuals** | **Vocabulary Words** | **Bible Truths** | **Comprehension Skills** | **Other Skills** |
| **Author Scrapbook**  **Sir Arthur Conan Doyle** | 126 | 735–38 |  | 291–94 | *8—E.A.R.S.*  *9—Listen and Learn* |  |  | recalling facts and details  developing a sense of history | **Study skills:**  using a strategy to listen with comprehension  taking notes and making drawings to aid in listening |
| **Olympian**  **Poetry**  *by Dawn L. Watkins* | 127 | 739–42 | 538–39 | 209–10 |  |  |  | identifying action words  distinguishing between reality and imagination  using strong verbs to show action | **Literature:**  inferring setting  recognizing that the poet’s technique supports meaning  inferring time and place of setting |
| **A Visit with a Poet: Dawn L. Watkins**  **An interview**  *by Eileen M. Berry* | 128 | 743–47 | 540–42 | 211–12 |  | slant rhyme  craft  derivations  universal |  |  | **Literature:**  noting the author’s personal experiences reflected in the settings of her poems  noting the author’s use of details to create setting  discerning the difference between form poetry and free verse  relate the poet’s statements to examples in her writing  **Composition:**  writing a description of setting  developing setting based on personal experience  writing a poem |
| **The Winner**  **“Medals at the Paris Olympics”**  *by Steffi Adams*  **“The Prize of the High Calling”**  *by Laurie McBride* | 129 | 748–52 | 543–46 | 213–15 |  | taunted  traitor  masseur  ungainly | 1c Separation from the world  4d Victory  5a Kindness  5a Love  7b Exaltation of Christ  7e Humility  8a Faith in God’s promises  8c Fight | relating story content to biblical truth: glorifying God in all we do is the most important thing in life  demonstrating an understanding that adverse circumstances often offer great opportunities to reflect God’s glory  identifying and evaluating character responses  recalling facts and details  identifying evidence to support a conclusion  drawing conclusions | **Study skills:**  interpreting bar and line graphs  comparing and contrasting information |
| 130 | 753–59 | 547–52 | 216 |  | Anglo  chiao-tzus  coolie  executioner  tolerated  internment camp  tenacity  escorting  reeled  furlough  marauding  comparative  guerrilla units | 1b Repentance and faith  2b Servanthood  2c Faithfulness  2e Work  5a Love  5c Evangelism and missions  6a Bible study  6b Prayer  7d Contentment | demonstrating an appreciation for foreign missions  relating story content to biblical truth: true life is found in serving Christ  demonstrating an understanding of historical events in China during World War II  identifying and evaluating character responses and attitudes | **Vocabulary:**  matching words and definitions |
| **Skill Lesson:**  **Periodical Literature** | 131 | 760–66 | 553–57 | 217–18 |  |  |  | recalling facts and details  interpreting information | **Study skills:**  recognizing the purpose of using periodical literature  recognizing the purpose of the *Readers’ Guide to Periodical Literature*  demonstrating an understanding of how to use the *Readers’ Guide to Periodical Literature*  scanning to locate specific details in an article  using a periodical guide entry |
| **Laura Bridgman**  **A biography**  *by John A. Matzko* | 132 | 767–73 | 558–62 | 219–20 |  | epidemic  raptly  defied  bust  succession  torrent  exhibition  obstacle  badgered | 1b Repentance and faith  3c Emotional control  6a Bible study  7c Praise  E. Christ as Sacrifice | demonstrating an appreciation for individuals with disabilities  relating story content to biblical truths: the Bible is God’s Word; man is sinful; man needs to repent of sin and turn to Christ  identifying change in a character  interpreting idioms | **Literature:**  identifying simile  **Study skills:**  locating and paraphrasing Bible verses  **Vocabulary:**  determining word usage from context |
| **Literature Lesson:**  **Moral Tone**  **An article**  *by Morgan Reed Persun* | 133 | 774–77 | 563–65 |  |  |  |  |  | **Literature:**  recognizing how an author’s personal beliefs affect his writing  identifying God’s Word as the standard by which one judges the appropriateness of literature  **Study skills:**  skimming to get the general idea of an article |
| 134 | 778–80 |  | 221–24 |  |  |  |  | **Literature:**  identifying elements of fiction: *characterization*, *setting*, *plot*, *devices of style*, and *theme*  selecting the better plan for the ending of a short story  **Composition:**  writing the beginning of a short story  writing a plan for the ending of a short story |

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| Story | Lesson | Lesson Pages | Reader Pages | Worktext Pages | Teaching Visuals | Vocabulary Words | Bible Truths | Comprehension Skills | Other Skills |
| The Three Mosquiteers  Fanciful fiction  *by Timothy N. Davis* | 135 | 781–88 | 566–72 | 225–26 |  | pomp and circumstance  ascertain  culminated  harried  assassination  gorged  ensued  deviation  incriminating  grotesque  objective | 8a Faith in God’s promises | interpreting meaning from context  identifying character traits  recalling facts and details | **Literature:**  identifying puns  describing mood and symbolism in a story  **Vocabulary:**  matching words and definitions |
| 136 | 789–93 | 573–77 | 227–28 | *4—Syllables and Swords*  *6—More Syllables and Swords* | trajectory  merits  insinuation  conceived  undaunted  gullet  abyss  vigil  instinctively | 4a Sowing and reaping  6e Forgiveness | identifying with a character  making judgments about characters’ motives and decisions  sequencing events | **Oral reading:**  reading orally to convey a character’s motive  **Literature:**  identifying similes  identifying cliffhangers  determining mood  **Vocabulary:**  classifying words  **Structural analysis:**  applying syllable division rules 1–4: *VC/CV* pattern, compound words, words ending with a consonant *+ le*, and words with affixes |
| 137 | 794–99 | 578–83 | 229–30 |  | haven  predator  apprehend  bedlam  elusive  vengeance  wench  irate  yoke |  | recalling facts and details  matching characters and dialogue | **Literature:**  identifying cliffhangers  identifying puns  identifying similes and metaphors  **Study skills:**  using the main topics and subtopics of an encyclopedia article |
| 138 | 800–803 | 584–86 | 231–32 |  | reception  herald  apparition  discreetly |  | evaluating a character’s response  making judgments about characters’ motives and decisions | **Literature:**  determining the type of denouement in the story  interpreting irony in the story  identifying foreshadowing  recognizing suspense as an element of plot  recognizing cliffhanger as a type of suspense  identifying cliffhangers  **Vocabulary:**  determining word usage from context sentences |
| **It Must Not Fail!**  **A biography of Abbie Burgess**  by Gloria Repp | 139 | 804–8 | 587–89 | 233–34 |  | scudding  invalid  reefs  doggedly  dismal  dwindled  rationed | 2c Responsibility  2d Goal setting  2e Diligence  2e Work | developing a sense of history  recognizing character traits of hard work and responsibility  identifying problems and solutions | **Literature:**  identifying the genre *nonfiction (biography)*  identifying personification  **Vocabulary:**  matching words and definitions  **Study skills:**  outlining information |
| Sons of a Mighty Father  Christian fiction  *by Jeri Massi* | 140 | 809–18 | 590–98 | 235–36 |  | mortar  overwrought  catacombs  denouncing  quarrier  marathon  martyr  Ave  patriarchs  pugilist  gladiator  dissuade  treason  interrogation | 3c Emotional control  5a Love  5b Giving  5c Evangelism and missions  6b Prayer  6c Spirit-filled  6e Forgiveness  7b Exaltation of Christ  8a Faith in God’s promises  8d Courage | relating story content to biblical truth: we can trust God in times of trial  demonstrating an understanding of historical events concerning the persecution of the early Church in Rome  identifying characters | **Literature:**  identifying how setting affects mood  **Study skills:**  following directions in a maze  **Vocabulary:**  identifying word meaning from context |
| 141 | 819–29 | 599–608 | 237–38 |  | forbears  impostor  foliage  rue  custody  girth  prefecture  rabble  treachery  tenements  cowled  bulwark  Mars  Mercury | 3b Mind  4b Purity  5a Love  5c Evangelism and missions  6e Forgiveness  8d Courage  D. Identified in Christ  G. Christ as Friend  H. God as Father | relating story content to biblical truth: God gives strength when we are weak; our thoughts affect our attitudes; we forgive others because Christ forgave us  evaluating characters’ attitudes  discerning change in characters  interpreting the story title  relating story content to biblical truth  matching characters and dialogue  sequencing events | **Literature:**  describing the denouement  **Study skills:**  locating verses in the Bible  **Vocabulary:**  matching words and definitions |