

# Writing & Grammar 7 - 4<sup>th</sup> Edition

## Lesson Plan Overview

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 1: Sentences</b>			
1	2–7	2–7	<ul style="list-style-type: none"> <li>• Recall the definition of a sentence.</li> <li>• Classify sentences as either declarative, interrogative, imperative, or exclamatory.</li> <li>• Write sentences with correct end marks.</li> </ul>
2	8–10	8–10	<ul style="list-style-type: none"> <li>• Recall the two main parts of a sentence.</li> <li>• Label the subject and predicate in a sentence.</li> <li>• Write an original sentence and identify the subject and predicate.</li> </ul>
3	11–14	11–14	<ul style="list-style-type: none"> <li>• List the coordinating conjunctions.</li> <li>• Identify correlative conjunctions in a sentence.</li> <li>• Combine sentences using coordinating conjunctions and correct punctuation.</li> <li>• Use correlative conjunctions to join sentence elements of the same kind.</li> </ul>
4	15–17	15–17	<ul style="list-style-type: none"> <li>• Identify compound subjects and compound predicates in sentences.</li> <li>• Combine sentences using compound subjects or compound predicates.</li> </ul>
5	18–19	18–19	<ul style="list-style-type: none"> <li>• Label subjects and predicates in a sentence in which the order is inverted.</li> <li>• Write a sentence in which the subject and predicate are inverted.</li> </ul>
6	20–23	20–23	<ul style="list-style-type: none"> <li>• Recall the definition of a fragment.</li> <li>• Identify fragments.</li> <li>• Expand fragments to write them correctly as sentences.</li> </ul>
7	24–25	24–25	<ul style="list-style-type: none"> <li>• Explain the necessity of loving one’s neighbor in the writing process. <b>BWS</b></li> <li>• Define appropriate use of fragments.</li> <li>• Evaluate use of fragments for appropriateness.</li> <li>• Write with appropriate use of (a) fragment(s).</li> </ul>
8	26–30	26–30	<ul style="list-style-type: none"> <li>• Identify a comma splice.</li> <li>• Identify a fused sentence.</li> <li>• Correct comma splices and fused sentences using correct punctuation.</li> </ul>
9	31–33	31–33	<ul style="list-style-type: none"> <li>• Recall concepts and terms from Chapter 1.</li> </ul>
10			<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts and terms from Chapter 1 by taking Test 1.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 2: Verbs</b>			
11	34–37	34–37	<ul style="list-style-type: none"> <li>• Recall the definition of verbs.</li> <li>• Identify action verbs in a sentence.</li> <li>• Identify state-of-being verbs in a sentence.</li> <li>• Complete a sentence using action or state-of-being verbs.</li> </ul>
12	38–39	38–39	<ul style="list-style-type: none"> <li>• Explain the importance of craft in communicating truth. <b><u>BWS</u></b></li> <li>• Analyze a mentor text for the strength of the action verbs.</li> <li>• Craft writing that evidences strong action verbs.</li> </ul>
13	40–42	40–42	<ul style="list-style-type: none"> <li>• Define transitive and intransitive verbs.</li> <li>• Identify intransitive verbs in a sentence.</li> <li>• Associate transitive verbs with their direct and indirect objects in a sentence.</li> <li>• Write sentences with intransitive verbs.</li> <li>• Write sentences with transitive verbs.</li> </ul>
14	43–45	43–45	<ul style="list-style-type: none"> <li>• List linking verbs.</li> <li>• Find linking verbs in a sentence.</li> <li>• Label predicate nouns and predicate adjectives in sentences.</li> <li>• Write sentences with linking verbs.</li> </ul>
15	46–49	46–49	<ul style="list-style-type: none"> <li>• Identify verbs used as either linking or action.</li> <li>• Discern whether verbs are being used as action or linking verbs.</li> </ul>
16	50–51	50–51	<ul style="list-style-type: none"> <li>• Evaluate a false claim using a primary source. <b><u>BWS</u></b></li> <li>• Draft writing with sentence patterns in mind.</li> <li>• Evaluate writing for appropriate variety in sentence patterns.</li> <li>• Revise writing with little variety in sentence patterns.</li> <li>• Produce writing that evidences a variety of sentence patterns.</li> </ul>
17	52–53	52–53	<ul style="list-style-type: none"> <li>• Give examples of helping verbs.</li> <li>• Find helping verbs in a sentence.</li> <li>• Write a sentence using helping verbs.</li> </ul>
18	54–57	54–57	<ul style="list-style-type: none"> <li>• List the principal parts of verbs.</li> <li>• Use the correct principal part of a verb in a sentence.</li> <li>• Evaluate writing with incorrect verb parts.</li> <li>• Revise writing with incorrect verb parts.</li> </ul>
19	58–60	58–60	<ul style="list-style-type: none"> <li>• Use the principal parts of the verbs <i>rise</i> and <i>raise</i> correctly.</li> <li>• Use the principal parts of the verbs <i>sit</i> and <i>set</i> correctly.</li> <li>• Use the principal parts of the verbs <i>lie</i> and <i>lay</i> correctly.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
20	61–63	61–63	<ul style="list-style-type: none"> <li>• Express a verb in the three simple tenses.</li> <li>• Correctly spell verbs in different simple tenses.</li> <li>• Choose the right simple verb tense in a sentence.</li> <li>• Evaluate writing with incorrect verb tenses.</li> <li>• Revise writing with incorrect verb tenses.</li> </ul>
21	64–67	64–67	<ul style="list-style-type: none"> <li>• Express a verb in present and past perfect tenses.</li> <li>• Choose the right perfect verb tense in a sentence.</li> <li>• Evaluate writing with incorrect perfect verb tenses.</li> </ul>
22	68–71	68–71	<ul style="list-style-type: none"> <li>• Express a verb in future perfect tense.</li> <li>• Choose the right perfect verb tense in a sentence.</li> <li>• Write using the correct sequence of tenses.</li> </ul>
23	72–75	72–75	<ul style="list-style-type: none"> <li>• Recall concepts and terms from Chapter 2.</li> </ul>
24			<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts and terms from Chapter 2 by taking Test 2.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 3: Nouns</b>			
25	76–80	76–80	<ul style="list-style-type: none"> <li>• Compare singular and plural nouns.</li> <li>• Classify nouns as singular or plural.</li> <li>• Write sentences using singular and plural nouns.</li> <li>• Spell the plurals of nouns correctly.</li> </ul>
26	81–83	81–83	<ul style="list-style-type: none"> <li>• Convert a noun into its possessive form.</li> <li>• Supply the correct form of a noun.</li> <li>• Write sentences using singular and plural possessive nouns.</li> </ul>
27	84–87	84–87	<ul style="list-style-type: none"> <li>• Compare possessive and plural nouns.</li> <li>• Classify nouns as plural or possessive.</li> <li>• Write sentences using plural and possessive nouns.</li> </ul>
28	88–91	88–91	<ul style="list-style-type: none"> <li>• Recall nouns as common and proper.</li> <li>• Define count and noncount nouns.</li> <li>• Classify nouns as common, proper, count, and noncount.</li> <li>• Capitalize proper nouns.</li> </ul>
29	92–95	92–95	<ul style="list-style-type: none"> <li>• Define compound, concrete, and abstract nouns.</li> <li>• Classify nouns as compound, concrete, or abstract.</li> <li>• Write sentences with concrete and abstract nouns.</li> </ul>
30	96–97	96–97	<ul style="list-style-type: none"> <li>• Relate imitating God to using craft in the writing process. <b>BWS</b></li> <li>• Analyze a mentor text for its use of vivid, specific nouns.</li> <li>• Craft writing that evidences vivid, specific nouns to communicate.</li> </ul>
31	98–101	98–101	<ul style="list-style-type: none"> <li>• Recall concepts and terms from Chapter 3.</li> </ul>
32			<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts and terms from Chapter 3 by taking Test 3.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 4: Pronouns</b>			
33	102–7	102–7	<ul style="list-style-type: none"> <li>• Identify pronouns in a sentence.</li> <li>• Relate a pronoun in a sentence to its antecedent.</li> <li>• Replace an antecedent with an appropriate demonstrative pronoun.</li> </ul>
34	108–11	108–11	<ul style="list-style-type: none"> <li>• List personal pronouns based on person, number, and gender.</li> <li>• Replace an antecedent with an appropriate personal pronoun.</li> <li>• Condense sentences with strategic pronoun use.</li> <li>• Classify pronouns as personal, demonstrative, and interrogative.</li> </ul>
35	112–15	112–15	<ul style="list-style-type: none"> <li>• Classify pronouns as reflexive or intensive.</li> <li>• Write sentences using intensive and reflexive pronouns.</li> </ul>
36	116–19	116–19	<ul style="list-style-type: none"> <li>• List indefinite pronouns.</li> <li>• Identify indefinite pronouns in a sentence.</li> <li>• Classify pronouns as personal, demonstrative, or indefinite.</li> </ul>
37	120–21	120–21	<ul style="list-style-type: none"> <li>• Analyze mentor texts for showing rather than telling.</li> <li>• Craft writing that evidences showing, not telling, to communicate.</li> <li>• Evaluate a text for effectiveness of description. <b><u>BWS</u></b></li> </ul>
38	122–25	122–25	<ul style="list-style-type: none"> <li>• Recall concepts and terms from Chapter 4.</li> </ul>
39			<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts and terms from Chapter 4 by taking Test 4.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 5: Narrative Writing</b>			
40–41	126–33	126–33	<ul style="list-style-type: none"> <li>• Identify elements of narrative writing.</li> <li>• Analyze craft and point of view in a mentor text on narrative writing.</li> <li>• Define setting, conflict, rising action, and resolution in a story plot.</li> <li>• Identify setting, conflict, rising action, and resolution in a mentor text.</li> </ul>
42–43	134–39	134–39	<ul style="list-style-type: none"> <li>• Identify purpose and audience in a mentor narrative text.</li> </ul>
44–46	140–41	140–41	<ul style="list-style-type: none"> <li>• Draft a narrative.</li> </ul>
47–48	142–43	142–43	<ul style="list-style-type: none"> <li>• Compare the drafted narrative with the planned narrative.</li> <li>• Evaluate the drafted narrative based on a rubric.</li> <li>• Revise the drafted narrative based on evaluation.</li> <li>• Review a peer’s narrative.</li> </ul>
49	144	144	<ul style="list-style-type: none"> <li>• Proofread a narrative draft.</li> <li>• Incorporate revisions from proofreading into a final manuscript.</li> </ul>
50–51	145	145	<ul style="list-style-type: none"> <li>• Publish a narrative.</li> <li>• Evaluate the choices made regarding audience and craft. <b><u>BWS</u></b></li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 6: Adjectives</b>			
52	146–51	146–51	<ul style="list-style-type: none"> <li>• Identify adjectives in a sentence.</li> <li>• Label the word an adjective modifies in a sentence.</li> <li>• Write descriptive sentences using adjectives.</li> <li>• Punctuate coordinate adjectives correctly.</li> </ul>
53	152–53	152–53	<ul style="list-style-type: none"> <li>• Analyze mentor texts with adjectives that vividly and beautifully communicate details.</li> <li>• Relate vivid writing to the importance of accuracy in the writing process. <b>BWS</b></li> <li>• Craft text with adjectives that vividly and beautifully communicate details.</li> </ul>
54	154–56	154–56	<ul style="list-style-type: none"> <li>• Compare the forms of adjectives.</li> <li>• Use the correct adjective form in a sentence.</li> </ul>
55	157–59	157–59	<ul style="list-style-type: none"> <li>• Discern whether words are nouns, pronouns, or adjectives, based on their function in a sentence.</li> <li>• Write two sentences with a common word that acts as a noun or pronoun in one sentence and an adjective in another.</li> </ul>
56	160–63	160–63	<ul style="list-style-type: none"> <li>• Identify each article, possessive, and independent possessive in a sentence.</li> <li>• Categorize words as articles, possessives, or independent possessives.</li> <li>• Write original sentences using articles, possessives, and independent possessives.</li> </ul>
57	164–65	164–65	<ul style="list-style-type: none"> <li>• Identify common and proper adjectives in a sentence.</li> <li>• Categorize adjectives as common or proper.</li> <li>• Capitalize proper adjectives in a sentence.</li> <li>• Relate proper and common adjectives to the words they modify in a sentence.</li> </ul>
58	166–69	166–69	<ul style="list-style-type: none"> <li>• Recall concepts and terms from Chapter 6.</li> </ul>
59			<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts and terms from Chapter 6 by taking Test 6.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 7: Adverbs</b>			
60	170–73	170–73	<ul style="list-style-type: none"> <li>• Identify adverbs in sentences.</li> </ul>
61	174–77	174–77	<ul style="list-style-type: none"> <li>• Label the word an adverb modifies in a sentence.</li> <li>• Compare the locations of adverbs in sentences.</li> <li>• Complete a sentence using appropriate adverbs.</li> </ul>
62	178–81	178–81	<ul style="list-style-type: none"> <li>• Compare the forms of adverbs.</li> <li>• Use the correct form of an adverb in a sentence.</li> <li>• Complete sentences by using the correct form of adverbs or adjectives.</li> </ul>
63	182–86	182–86	<ul style="list-style-type: none"> <li>• Identify a modifier as an adjective or adverb based on its function.</li> <li>• Compare the position of adjectives and adverbs.</li> <li>• Compare the positive, comparative, and superlative forms of adjectives and adverbs.</li> <li>• Write a sentence containing both an adjective and an adverb.</li> </ul>
64	187–91	187–91	<ul style="list-style-type: none"> <li>• Identify double negatives in writing.</li> <li>• Use the correct form in comparison.</li> <li>• Avoid double comparisons.</li> </ul>
65	192–93	192–93	<ul style="list-style-type: none"> <li>• Relate proper motivations for writing to caring for one’s neighbor. <b><u>BWS</u></b></li> <li>• Define rhythm in writing.</li> <li>• Analyze rhythm in mentor texts.</li> <li>• Write with an ear to rhythm.</li> </ul>
66	194–97	194–97	<ul style="list-style-type: none"> <li>• Recall concepts and terms from Chapter 7.</li> </ul>
67			<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts and terms from Chapter 7 by taking Test 7.</li> </ul>



Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 8: Phrases</b>			
68	198–203	198–203	<ul style="list-style-type: none"> <li>• Identify prepositions and prepositional phrases in sentences.</li> <li>• Analyze a sentence to determine if a word is functioning as a preposition or as an adverb.</li> </ul>
69	204–7	204–7	<ul style="list-style-type: none"> <li>• Identify adjectival and adverbial phrases in sentences.</li> </ul>
70	208–9	208–9	<ul style="list-style-type: none"> <li>• Create descriptive sentences using adjectival and adverbial prepositional phrases.</li> <li>• Explain negative effects of imprecise communication. <b><u>BWS</u></b></li> </ul>
71	210–14	210–14	<ul style="list-style-type: none"> <li>• Analyze sentences for misplaced modifiers and correct them.</li> <li>• Write an original sentence, exhibiting the correct placement of modifiers for clarity of meaning.</li> </ul>
72	215–19	215–19	<ul style="list-style-type: none"> <li>• Define an appositive and an appositive phrase.</li> <li>• Distinguish restrictive from nonrestrictive appositives.</li> <li>• Identify restrictive and nonrestrictive appositives.</li> <li>• Punctuate nonrestrictive appositives correctly.</li> </ul>
73	220–21	220–21	<ul style="list-style-type: none"> <li>• Create sentences using appositives and appositive phrases for tighter writing.</li> <li>• Formulate a particular belief using elements of craft. <b><u>BWS</u></b></li> </ul>
74	222–25	222–25	<ul style="list-style-type: none"> <li>• Recall concepts and terms from Chapter 8.</li> </ul>
75			<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts and terms from Chapter 8 by taking Test 8.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 9: Informative Writing</b>			
76	226–35	226–35	<ul style="list-style-type: none"> <li>• Identify elements of informative writing.</li> <li>• Identify purpose and audience in an informative mentor text.</li> <li>• Identify organizational strategies and informational support in an informative mentor text.</li> <li>• Analyze an informative mentor text for truthfulness. <b>BWS</b></li> </ul>
77–78	236–38	236–38	<ul style="list-style-type: none"> <li>• Choose a topic for an informational piece.</li> <li>• Brainstorm related ideas for an informational piece.</li> <li>• Organize ideas into a tentative outline for an informational piece.</li> </ul>
79	239	239	<ul style="list-style-type: none"> <li>• Identify characteristics of credible sources.</li> <li>• Assess the credibility and accuracy of sources.</li> </ul>
80	240	240	<ul style="list-style-type: none"> <li>• Analyze the correct MLA form for citing sources within an informative piece.</li> <li>• Analyze the correct works-cited form for listing sources in an informative piece.</li> <li>• Create a works-cited entry using correct MLA form.</li> </ul>
81–82	241–42	240–41	<ul style="list-style-type: none"> <li>• Contrast paraphrasing and plagiarism.</li> <li>• Quote the data or conclusions of others in a sentence.</li> <li>• Paraphrase the data or conclusions of others.</li> </ul>
83–84	242–45	242–45	<ul style="list-style-type: none"> <li>• Draft an informative piece using organizational strategies and research support.</li> </ul>
85–86	246–47	246–47	<ul style="list-style-type: none"> <li>• Evaluate the informative draft using a rubric.</li> <li>• Revise the informative draft.</li> </ul>
87	248	248–49	<ul style="list-style-type: none"> <li>• Proofread the informative draft using a checklist.</li> <li>• Review a peer’s informative draft, and offer suggestions for improvement.</li> </ul>
88–90	249	249	<ul style="list-style-type: none"> <li>• Incorporate revisions from proofreading into a final manuscript.</li> <li>• Evaluate the process and significance of writing the informative piece. <b>BWS</b></li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 10: Clauses</b>			
91	250–54	250–54	<ul style="list-style-type: none"> <li>• Distinguish independent from dependent clauses.</li> </ul>
92	255–57	255–57	<ul style="list-style-type: none"> <li>• Distinguish between simple and compound sentences.</li> <li>• Write simple and compound sentences, punctuating them correctly.</li> </ul>
93	258–60	258–60	<ul style="list-style-type: none"> <li>• Identify subordinating conjunctions in a sentence.</li> <li>• Distinguish between words used as prepositions and words used as subordinating conjunctions in sentences.</li> </ul>
94	261–66	261–66	<ul style="list-style-type: none"> <li>• Classify sentences as simple, compound, or complex, using sentence patterns.</li> <li>• Write a complex sentence using correct punctuation.</li> </ul>
95	267–69	267–69	<ul style="list-style-type: none"> <li>• Distinguish simple, compound, complex, and compound-complex sentences.</li> <li>• Write a compound-complex sentence using correct punctuation.</li> </ul>
96	270–71	270–71	<ul style="list-style-type: none"> <li>• Analyze a mentor text for variety in sentence types.</li> <li>• Create compound and complex sentences by combining sentences.</li> <li>• Apply elements of balance to a paragraph. <b><u>BWS</u></b></li> </ul>
97	272–75	272–75	<ul style="list-style-type: none"> <li>• Recall concepts and terms from Chapter 10.</li> </ul>
98			<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts and terms from Chapter 10 by taking Test 10.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 11: Verbals</b>			
99	276–81	276–81	<ul style="list-style-type: none"> <li>• Define a verbal.</li> <li>• Define a participle.</li> <li>• Identify present and past participles based on their characteristics.</li> <li>• Relate words functioning as present and past participles to the words they modify.</li> </ul>
100	282–85	282–85	<ul style="list-style-type: none"> <li>• Define a participial phrase.</li> <li>• Identify correct placement and punctuation for participial phrases.</li> <li>• Analyze sentences to determine present and past participial phrases and their modifiers.</li> <li>• Combine sentences to create participles and participial phrases.</li> </ul>
101	286–87	286–87	<ul style="list-style-type: none"> <li>• Expand sentences with participial phrases to strengthen the sentences stylistically.</li> <li>• Create original sentences with present and past participles and participial phrases.</li> <li>• Formulate a strategy to make a message memorable. <b><u>BWS</u></b></li> </ul>
102	288–90	288–90	<ul style="list-style-type: none"> <li>• Define a gerund.</li> <li>• Analyze sentences to find gerunds and their functions.</li> </ul>
103	291–92	291–92	<ul style="list-style-type: none"> <li>• Define a gerund phrase.</li> <li>• Analyze sentences to find gerund phrases.</li> </ul>
104	293–95	293–95	<ul style="list-style-type: none"> <li>• Define an infinitive and identify its various functions in sentences.</li> <li>• Analyze sentences to recognize infinitives and to discern between infinitives and prepositional phrases.</li> </ul>
105	296–98	296–98	<ul style="list-style-type: none"> <li>• Define an infinitive phrase.</li> <li>• Analyze sentences to find infinitive phrases.</li> </ul>
106	299–303	299–303	<ul style="list-style-type: none"> <li>• Define a dangling modifier.</li> <li>• Distinguish a dangling modifier from a misplaced modifier.</li> <li>• Use the two methods to correct a dangling modifier.</li> <li>• Analyze sentences to identify misplaced and dangling modifiers and correct them, using correct punctuation.</li> <li>• Create original sentences illustrating dangling modifiers for classmates to correct.</li> </ul>
107	304–7	304–7	<ul style="list-style-type: none"> <li>• Recall concepts and terms from Chapter 11.</li> </ul>
108			<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts and terms from Chapter 11 by taking Test 11.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 12: Subject-Verb Agreement</b>			
109	308–12	308–12	<ul style="list-style-type: none"> <li>• Distinguish between singular/plural verbs and subjects.</li> <li>• Identify the singular and plural forms of the verb <i>be</i> in present and past tense.</li> <li>• Identify the verb form that agrees with the subject.</li> </ul>
110	313–15	313–15	<ul style="list-style-type: none"> <li>• Identify indefinite pronouns.</li> <li>• Distinguish singular from plural indefinite pronouns.</li> <li>• Choose the correct verb to agree with an indefinite pronoun as subject.</li> </ul>
111	316–19	316–19	<ul style="list-style-type: none"> <li>• Choose the correct singular or plural verb to agree with a compound subject.</li> </ul>
112	320–23	320–23	<ul style="list-style-type: none"> <li>• Identify subjects and verbs in sentences with a variety of sentence patterns.</li> <li>• Correct subject-verb agreement problems.</li> </ul>
113	324–25	324–25	<ul style="list-style-type: none"> <li>• Analyze paragraph development and unity in a mentor text.</li> <li>• Create a unified paragraph that exhibits a topic sentence, supporting sentences, and a concluding sentence.</li> <li>• Formulate a biblical worldview of orderly writing. <b><u>BWS</u></b></li> </ul>
114	326–27	326–27	<ul style="list-style-type: none"> <li>• Recall concepts and terms from Chapter 12.</li> </ul>
115			<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts and terms from Chapter 12 by taking Test 12.</li> </ul>
<b>Chapter 13: Pronoun-Antecedent Agreement</b>			
116	328–31	328–31	<ul style="list-style-type: none"> <li>• Choose personal pronouns that agree with their antecedents in both number and gender.</li> </ul>
117	332–35	332–35	<ul style="list-style-type: none"> <li>• Analyze sentences to make indefinite pronouns agree with their antecedents in number and gender based on context.</li> </ul>
118	336–37	336–37	<ul style="list-style-type: none"> <li>• Recognize perceived gender bias in pronoun usage in writing.</li> <li>• Analyze the subtle effects of pronoun choices in writing.</li> <li>• Recognize the shifting status of the pronoun <i>they</i> as a singular gender-neutral pronoun substitute.</li> <li>• Evaluate various audiences regarding particular topics. <b><u>BWS</u></b></li> </ul>
119	338–39	338–39	<ul style="list-style-type: none"> <li>• Recall concepts and terms from Chapter 13.</li> </ul>
120			<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts and terms from Chapter 13 by taking Test 13.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 14: Argumentative Writing</b>			
121	340–47	340–47	<ul style="list-style-type: none"> <li>• Identify characteristics of argumentative writing.</li> <li>• Identify purpose and audience in an argumentative mentor text.</li> <li>• Identify the thesis, reasons, and evidence in an argumentative mentor text.</li> </ul>
122–23	340–49	340–49	<ul style="list-style-type: none"> <li>• Formulate an argumentative thesis on a given topic.</li> <li>• Identify the counterargument.</li> <li>• Identify reasons and evidence that support a thesis.</li> <li>• Analyze an argumentative mentor text for truthfulness. <b>BWS</b></li> </ul>
124–25	350	350	<ul style="list-style-type: none"> <li>• Choose a topic for an argumentative piece.</li> <li>• Formulate a thesis for an argumentative piece.</li> </ul>
126–27	351	351	<ul style="list-style-type: none"> <li>• Create a list of reasons to support an argument.</li> <li>• Formulate a strategy to organize reasons that support an argument.</li> <li>• Organize reasons into a tentative outline for an argumentative piece.</li> </ul>
128–29	351–52	351	<ul style="list-style-type: none"> <li>• Recall characteristics of credible sources.</li> <li>• Find credible sources to support an argument.</li> <li>• Assess the credibility and accuracy of supporting sources.</li> <li>• Prepare notes using the correct MLA form for citing sources within an argumentative piece.</li> <li>• Prepare notes using the correct bibliographical form for listing sources in an argumentative piece.</li> </ul>
130–31	352–53	352	<ul style="list-style-type: none"> <li>• Analyze the effective use of quotations in a mentor text.</li> <li>• Incorporate quotations into a sentence using correct capitalization and punctuation.</li> </ul>
132–34	353–54	353	<ul style="list-style-type: none"> <li>• Draft an argumentative piece using clear reasons and relevant evidence in a strategic order.</li> </ul>
135–36	354–55	354	<ul style="list-style-type: none"> <li>• Evaluate the argumentative draft using a rubric.</li> <li>• Revise the argumentative draft.</li> </ul>
137	355–56	355–56	<ul style="list-style-type: none"> <li>• Proofread the argumentative draft using a checklist.</li> <li>• Review a peer’s argumentative draft and offer suggestions for improvement.</li> </ul>
138–39	356–57	357	<ul style="list-style-type: none"> <li>• Incorporate revisions from proofreading into a final manuscript.</li> <li>• Formulate argumentative strategies for various kinds of audiences. <b>BWS</b></li> <li>• Evaluate the process and significance of writing the argumentative piece. <b>BWS</b></li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 15: Pronoun Usage</b>			
140	358–63	358–63	<ul style="list-style-type: none"> <li>• Use the subjective case for pronouns functioning as subjects or as predicate nouns.</li> <li>• Use the objective case for pronouns functioning as direct objects, indirect objects, or objects of prepositions.</li> </ul>
141	364–65	364–65	<ul style="list-style-type: none"> <li>• Analyze sentences to choose correctly between <b>we</b> and <b>us</b> and between <b>who</b> and <b>whom</b>.</li> </ul>
142	366–69	366–69	<ul style="list-style-type: none"> <li>• Use possessive pronoun/contraction pairs correctly.</li> <li>• Use correct personal pronoun courtesy order.</li> </ul>
143	370–71	370–71	<ul style="list-style-type: none"> <li>• Use reflexive and intensive pronouns correctly.</li> <li>• Avoid using <b>hisself</b> and <b>theirselves</b>.</li> </ul>
144	372–75	372–75	<ul style="list-style-type: none"> <li>• Revise sentences to eliminate unclear pronoun reference.</li> </ul>
145	376–77	376–77	<ul style="list-style-type: none"> <li>• Analyze how different perspectives affect writing.</li> <li>• Avoid hypercorrection in pronoun choice.</li> <li>• Write original sentences using possessive personal pronouns and contraction homonym pairs correctly.</li> <li>• Evaluate original sentences that use second-person pronouns. <b><u>BWS</u></b></li> </ul>
146	378–81	378–81	<ul style="list-style-type: none"> <li>• Recall concepts and terms from Chapter 15.</li> </ul>
147			<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts and terms from Chapter 15 by taking Test 15.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 16: Punctuation</b>			
148	382–87	382–87	<ul style="list-style-type: none"> <li>• Choose the correct end mark for a sentence.</li> <li>• Use periods correctly other than for end marks, including the formation of abbreviations, outlines, lists, and decimals.</li> <li>• Write sentences using end marks.</li> </ul>
149	388–93	388–93	<ul style="list-style-type: none"> <li>• Recall that a comma is needed to separate the first independent clause from the conjunction in a compound sentence.</li> <li>• Recall that a comma is needed to separate an introductory dependent clause from the independent clause in a complex sentence.</li> <li>• Use a comma to separate three or more items in a series.</li> <li>• Determine whether a comma is needed to separate two adjectives that modify the same noun in a sentence.</li> <li>• Use a comma to separate introductory words or interjections from the rest of the sentence.</li> <li>• Use a comma or a pair of commas properly to separate a noun of direct address or an interrupting phrase.</li> <li>• Combine sentences using commas correctly.</li> </ul>
150	394–96	394–96	<ul style="list-style-type: none"> <li>• Use a comma to separate a direct quotation from the rest of the sentence and to separate the day from the year.</li> <li>• Use commas properly with quotations, dates, and addresses.</li> <li>• Use commas correctly in letters.</li> </ul>
151	397–400	397–400	<ul style="list-style-type: none"> <li>• Use a semicolon to separate two independent clauses in a compound sentence.</li> <li>• Use a colon to separate the chapter from the verse in a Bible reference and the hour from the minutes in a statement of time.</li> <li>• Use a colon after an independent clause that introduces a list and after the greeting of a business letter.</li> <li>• Combine sentences using a comma and conjunction, a semicolon, or a colon.</li> </ul>
152	401–2	401–2	<ul style="list-style-type: none"> <li>• Recall that quotation marks are needed to show words have been taken from another source and to show the words of the speakers in a dialogue.</li> <li>• Recall correct punctuation of quotation marks with commas, periods, question marks, or exclamation points.</li> <li>• Recall that quotation marks are placed around certain kinds of titles.</li> </ul>
153	403–5	403–5	<ul style="list-style-type: none"> <li>• Italicize or underline words and letters being discussed, names of large vehicles, titles of long works, and names of works of art.</li> </ul>
154	406–7	406–7	<ul style="list-style-type: none"> <li>• Use an apostrophe to show the omission of letters or numbers, to show the plurals of letters being discussed, and to form the possessive of nouns.</li> </ul>



Lesson	Teacher Edition	Worktext	Objectives
155	408–9	408–9	<ul style="list-style-type: none"> <li>• Use a hyphen to divide words correctly at the end of a line and to show the omission of a connecting word.</li> <li>• Use a hyphen between the words of multiword numbers up to ninety-nine and between the two parts of a fraction that is written out.</li> </ul>
156	410–11	410–11	<ul style="list-style-type: none"> <li>• Analyze a mentor text’s effective use of punctuation for style, tone, and clarity.</li> <li>• Create a correctly punctuated paragraph.</li> <li>• Apply biblical principles to texting or social media. <b><u>BWS</u></b></li> </ul>
157	412–13	412–13	<ul style="list-style-type: none"> <li>• Recall concepts and terms from Chapter 16.</li> </ul>
158			<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts from Chapter 16 by taking Test 16.</li> </ul>
<b>Chapter 17: Capitalization</b>			
159	414–18	414–18	<ul style="list-style-type: none"> <li>• Capitalize proper nouns naming people and places.</li> </ul>
160	419–22	419–22	<ul style="list-style-type: none"> <li>• Identify capitalization errors and proper capitalization of religious terms, large constructions, organizations and businesses, nationalities, ethnic groups, languages, and flags.</li> </ul>
161	423–25	423–25	<ul style="list-style-type: none"> <li>• Differentiate between capitalization errors and proper capitalization of titles, calendar items, and historical terms.</li> </ul>
162	426–31	426–31	<ul style="list-style-type: none"> <li>• Identify capitalization errors and proper capitalization of proper adjectives, the word <i>I</i>, first words, and certain parts of a letter.</li> <li>• Avoid capitalizing common nouns.</li> </ul>
163	432–33	432–33	<ul style="list-style-type: none"> <li>• Define <i>figurative language</i>, <i>metaphor</i>, and <i>simile</i>.</li> <li>• Write sentences containing either original metaphors or similes.</li> <li>• Write sentences containing clichés.</li> <li>• Revise sentences containing clichés.</li> <li>• Analyze the use of clichés regarding God. <b><u>BWS</u></b></li> </ul>
164	434–37	434–37	<ul style="list-style-type: none"> <li>• Recall concepts and terms from Chapter 17.</li> </ul>
165			<ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts and terms from Chapter 17 by taking Test 17.</li> </ul>

Lesson	Teacher Edition	Worktext	Objectives
<b>Chapter 18: Writing Project: Creating an Article</b>			
166	438–43	438–43	<ul style="list-style-type: none"> <li>• Identify the purpose and audience of a magazine article.</li> <li>• Analyze a mentor text to determine the components of a magazine article.</li> <li>• Analyze a mentor text for evidence of research and the effective use of quotations.</li> <li>• Compare the steps of the writing process to the real-world tasks necessary to publish an article.</li> </ul>
167–69	444–46	444–46	<ul style="list-style-type: none"> <li>• Assume at least one role within the team and work to create a magazine article.</li> <li>• Identify the purpose and audience of the magazine article to be created.</li> <li>• Choose a topic for the magazine article after investigating various ideas for feasibility.</li> <li>• Research the chosen topic.</li> </ul>
170–71	446–47	446–47	<ul style="list-style-type: none"> <li>• Create a layout and design for the article.</li> <li>• Select, crop, and edit photos.</li> </ul>
172–74	448–49	448–49	<ul style="list-style-type: none"> <li>• Draft the article.</li> </ul>
175–78	450–51	450–51	<ul style="list-style-type: none"> <li>• Collaborate to revise—edit—the article.</li> <li>• Proofread—copyedit—the article and incorporate corrections.</li> <li>• Evaluate the article based on a rubric.</li> <li>• Execute final checks and publish the article.</li> <li>• Submit final project and share published article.</li> <li>• Reflect on the process and significance of creating a magazine article. <b><u>BWS</u></b></li> </ul>
179–80			<ul style="list-style-type: none"> <li>• Recall concepts and terms from all grammar chapters.</li> <li>• Demonstrate knowledge of concepts and terms from all grammar chapters on a final exam.</li> </ul>